

NATICK PUBLIC SCHOOLS
School Committee Meeting
November 4, 2024
6:00 PM
School Committee Room - 3rd flr, Town Hall

Posted Date: Thursday, October 31, 2024 @ 3:10 PM

Open Meeting 6:00PM, Executive Session 6:05PM, Return to Open Session approximately at 6:35 PM. Virtual Meeting Accessed Via: [https://us06web.zoom.us/j/2038566119?](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?](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

EXECUTIVE SESSION - this portion of the meeting is not open to the public

1. To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares (EAN Units A and B, Administrative Assistants, Food Service, Paraprofessionals, and Custodial and Maintenance)

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, STUDENT AND METCO REPRESENTATIVES - UPDATES/CONCERNS

CONSENT AGENDA

1. Donation Memo
2. International Field Trip to France
3. International Field Trip to Galapagos Island
4. Approval of Open Session Minutes from 9.23.24
5. Approval of Executive Session Minutes from 9.23.24

SUPERINTENDENT'S REPORT

1. School Improvement Plans (Wilson, Brown, Memorial, PreSchool)
2. Town Administrator's Memo on Potential Override
3. Enrollment Report - November

SUBCOMMITTEE/LIAISON UPDATES

1. TEC Updates

CHAIRMAN'S REPORT

1. Committee Goals

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

ITEM TITLE: To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares (EAN Units A and B, Administrative Assistants, Food Service, Paraprofessionals, and Custodial and Maintenance)

DATE:

ITEM TYPE:

ITEM SUMMARY:

BACKGROUND

INFORMATION:

RECOMMENDATION:

ITEM TITLE: Donation Memo
DATE:
ITEM TYPE:
ITEM SUMMARY: Memo - LINK
a. Paper Store Gift of Giving - LINK
b. Coffee donation from John Chase for NILS day - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
paper store donation	paper_store_donation_11.4.24.pdf	Cover Memo
coffee donation for NILS	11_4_Donation_email_from_John_Chase_.pdf	Cover Memo
donation memo	donation_memo_for_11.4.24_sc_meeting.docx.pdf	Cover Memo

HELP SUPPORT
NATICK PUBLIC SCHOOLS
at The Paper Store's

Gift of Giving

ANNUAL CHARITY EVENT

IN-STORE NOV. 25 - DEC. 1

When you buy their 2024
Gift of Giving ornament for \$3.99,
\$1 is donated to us AND you get

20%
off

your entire purchase*
during your visit!



the paper store | Sherwood Plaza
1324 Worcester St, Natick, MA

*Exclusions apply. See store or visit www.thepaperstore.com/giving for more details.

From: jchase@877haulads.com <jchase@877haulads.com>
Date: Fri, Oct 25, 2024 at 9:29 AM
Subject: New England Coffee visit
To: dtrubiano@natickps.org <dtrubiano@natickps.org>

Hi Denise,

I am the Brand Representative in communities for New England Coffee Company for the New England Region.

My job is to find, plan and execute sampling events at schools, charity events, supermarkets etc...

NECC is 100+ years old and it is their way of giving back and promoting their products at no costs to consumers.

We would love to set at a location and time of your choice on 11/5/24.
Our events are usually 2hrs (3 if needed) and we would serve both hot and iced fall flavored coffee.

We do not use straws or gas generators and our new coffee pods we are promoting are 100% compostable.

Every cup will have a lid and we provide cream, sugar etc...
The only thing we will need is a time, location and a parking spot!

The estimated value of each appearance is \$2,500 but we do them for free.

We have already visited- King Philip High School 2x, Dedham High School 2x, Bishop Feehan, Holliston, Westwood and many other school districts and they always want us back!

We are planning our November schedule now so if you would like to have us come out to Natick, I would appreciate it if you could let me know by 10/29.

Thank you for your interest.

John Chase



Natick Public Schools

BUSINESS OFFICE

13 East Central Street, Natick, MA 01760

Matthew J. Gillis, Assistant Superintendent for Finance & Operations

Melissa Spash, Superintendent of Schools

Susan Balboni, Assistant Superintendent for Teaching, Learning, and Innovation

Date: November 4, 2024

TO: School Committee Members
Melissa Spash, Superintendent

FROM: Matthew J. Gillis

RE: Donations

I recommend the School Committee vote to accept the following donations:

Source/Donation	Amount/Value	Purpose
Paper Store Gift Giving	TBD	\$1 Donation upon a \$3.99 purchase of the 2024 Gift of Giving ornament
John Chase	\$2,500 (\$2 each)	Coffee donation for NILS day

ITEM TITLE: International Field Trip to France
DATE:
ITEM TYPE:
ITEM SUMMARY: France 2026 - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
international field trip to france 2026	11.4_France_Trip_2026.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. Melissa Spash, Superintendent
From: Josepha Blocker, NHS Principal
Date: 10/23/24
Re: Trip to France - April 2026

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

Lead teacher's name: Rachel O'Reilly, World Languages Department, Natick High School

Group: EF Educational tours

Destination and also Itinerary: France - Please see attached itinerary titled "Paris, the Loire and the Riviera - France 2026 - Natick" for specific city details.

Date of trip: April 16-25, 2026

Time & location of departure & return: Depart Natick High School on Thursday afternoon 4/16/26 for flight from Logan Airport, returning to Natick High School on Saturday 4/25/26 from flight to Logan Airport

Transportation: Bus to/from Logan Airport-Natick High School, airplane, subway, and bus transportation while in France

Mode of transportation requested: Coach buses to/from Logan Airport to be arranged in the spring of 2026

Method of payment (fundraising, etc.): Payment is handled by EF Educational tours. Families have the option to pay in full, in several manual or scheduled payments, or in monthly payments, all at no extra cost for spreading out the payments. EF offers students the ability to create an individual fundraising webpage that they can share for crowdsourcing funding. There may also be some opportunities for partial financial assistance from EF and Natick High School.

Names & phone numbers of chaperones: Rachel O'Reilly (Home preferred: 781-806-0418; Cell: 617-694-8993)

Estimated Cost of trip per student: \$4,089 (includes \$190 insurance and \$200 early enrollment discount for 2 weeks after School Committee approval, \$4,289 after those two weeks end) + ~\$105 for tipping tour guides + ~\$50 for buses to/from Logan Airport/Natick High School (Please see p. 9 of the attached document titled "International Travel Program Proposal - France 2026 - Natick" for cost breakdown).

Please state the purpose of this trip: Cultural Exploration for students of French in Natick to see important historical sites of France and learn more about their significance while experiencing immersion in French language, culture, and food.

I support this request and thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'JB', with a flourish extending to the right.

Josepha Blocker
Principal

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

Revised June, 2023



EDUCATIONAL
TOURS

Watch videos, read
reviews, and enroll on your
teacher's Tour Website

eftours.com/

This is also your tour number



PARIS, THE LOIRE & THE RIVIERA

10 or 12 days | France | Monaco

This is the France that inspired countless artists, from Monet to Renoir. The Mediterranean culture of the Riviera and the lavender fields of Provence were worthy subjects for generations of painters. In the Loire Valley, medieval castles evoke the depth of French history. In Paris, the monuments, art museums, and fashionable streets blend bygone eras with the modern day.

EVERYTHING YOU GET:



Full-time Tour Director



Sightseeing: 2 sightseeing tours led by expert, licensed local guides; 3 sightseeing tours led by your Tour Director (4 with extension); 3 walking tours



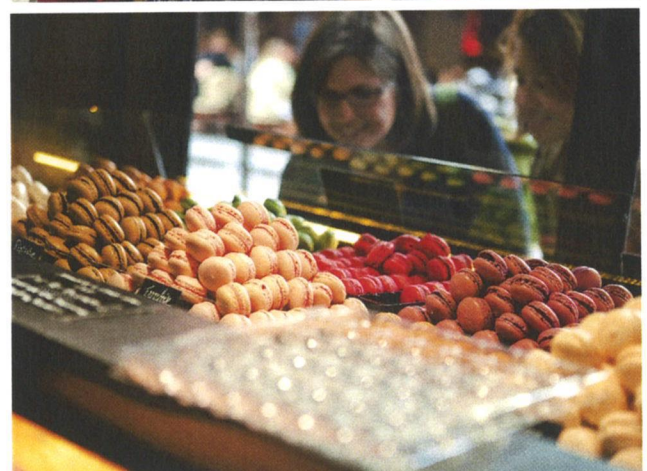
Entrances: Perfume factory; Pont du Gard; Nîmes Amphitheater; Palais des Papes; Châteaux of Amboise and Chenonceau; Chartres Cathedral; Louvre; with extension: Caen Memorial; American Cemetery



Personalized learning guide: Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.



All of the details are covered: Round-trip flights on major carriers; comfortable motorcoach; 8 overnight stays in hotels with private bathrooms (10 with extension); European breakfast and dinner daily



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@Eftours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

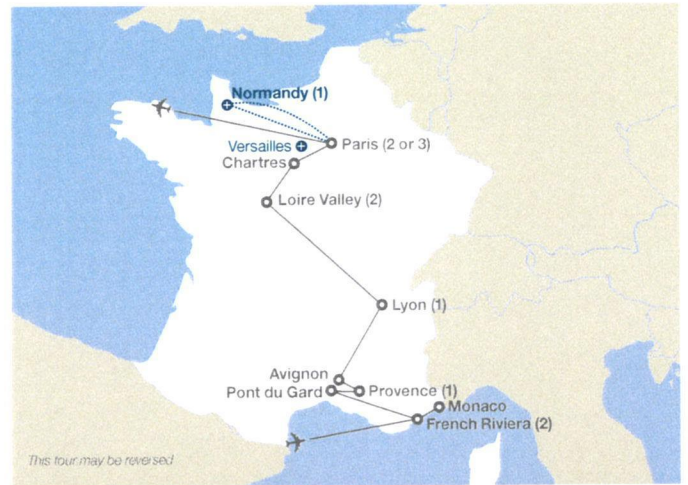
— MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

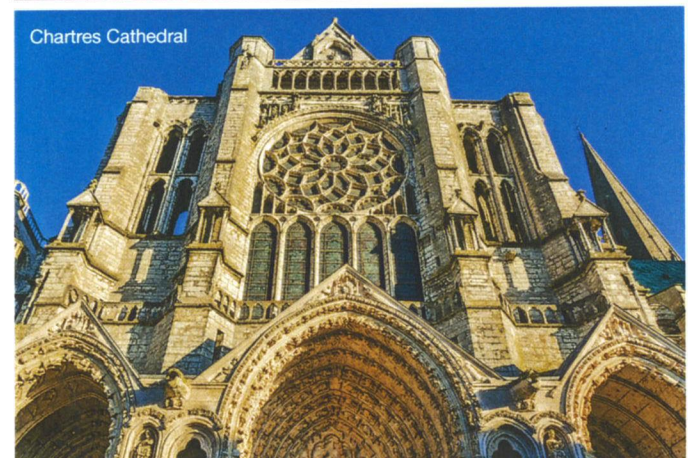
Your teacher's Tour Website



Learn from your Tour Director and expert local guides



Lavender fields



Chartres Cathedral

What you'll experience on your tour

Day 1: Fly overnight to France

Day 2: French Riviera

- Meet your Tour Director at the airport in the French Riviera.
- Take a walking tour of Nice: Vieille Ville; Promenade des Anglais.

Day 3: French Riviera

- Visit the principality of Monaco: Prince's Palace; Monaco Cathedral; Monte-Carlo Casino.
- Tour a French perfume factory in Eze.

Day 4: Nîmes | Provence

- Visit the Pont du Gard.
- Take a tour of Nîmes.
- Visit the Nîmes Amphitheater.
- Travel to Provence.

Day 5: Provence | Lyon

- Take a tour of Avignon.
- Visit the Palais des Papes.
- Travel to Lyon.

Day 6: Lyon | Loire Valley

- Take a walking tour of Lyon.
- Travel to the Loire Valley, sometimes called the "playground of Kings."

Day 7: Loire Valley

- Take an expertly guided tour of the Loire Valley
- Visit the Château de Chenonceau and learn about its romantic history. This breathtaking architectural marvel actually extends across the River Cher, supported by submerged pillars that form a pattern of arches on the water's surface.
- Visit the majestic gardens of Amboise, a Renaissance-style château in the Loire Valley. Take in the same sweeping vistas once enjoyed by Louis XI, Louis XII, and Leonardo da Vinci, who all made homes here.

Day 8: Loire Valley | Paris

- Visit Chartres Cathedral.
- Continue to Paris, the City of Light.
- Take a walking tour of Paris: Opéra district; Place Vendôme; Rue du Faubourg St. Honoré; Tuileries.
- Visit the Louvre, which is home to treasures like Leonardo da Vinci's *Mona Lisa*.

Day 9: Paris

- Take an expertly guided tour of Paris: Place de la Concorde; Champs-Élysées; Arc de Triomphe; Les Invalides; Eiffel Tower.
- Catch a glimpse of Notre-Dame Cathedral.
- Time to see more of Paris or
 - ➦ visit Versailles.

Day 10: Depart for home

➦ 2-DAY TOUR EXTENSION

Days 10-11: Normandy | Paris

- Visit the Caen Memorial.
- Visit the D-Day beaches of Normandy.
- Visit the American Cemetery at Colleville-sur-Mer.
- Stop at Pointe du Hoc.
- Return to Paris.

Day 12: Depart for home

this trip was just simply breathtaking! it was the best place in the world! plus you have to love the metro :)

– CAITLIN, TRAVELER



Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____

2. _____

3. _____

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER



THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices** so more students can travel.
- **We're fully accredited, just like your school,** so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.

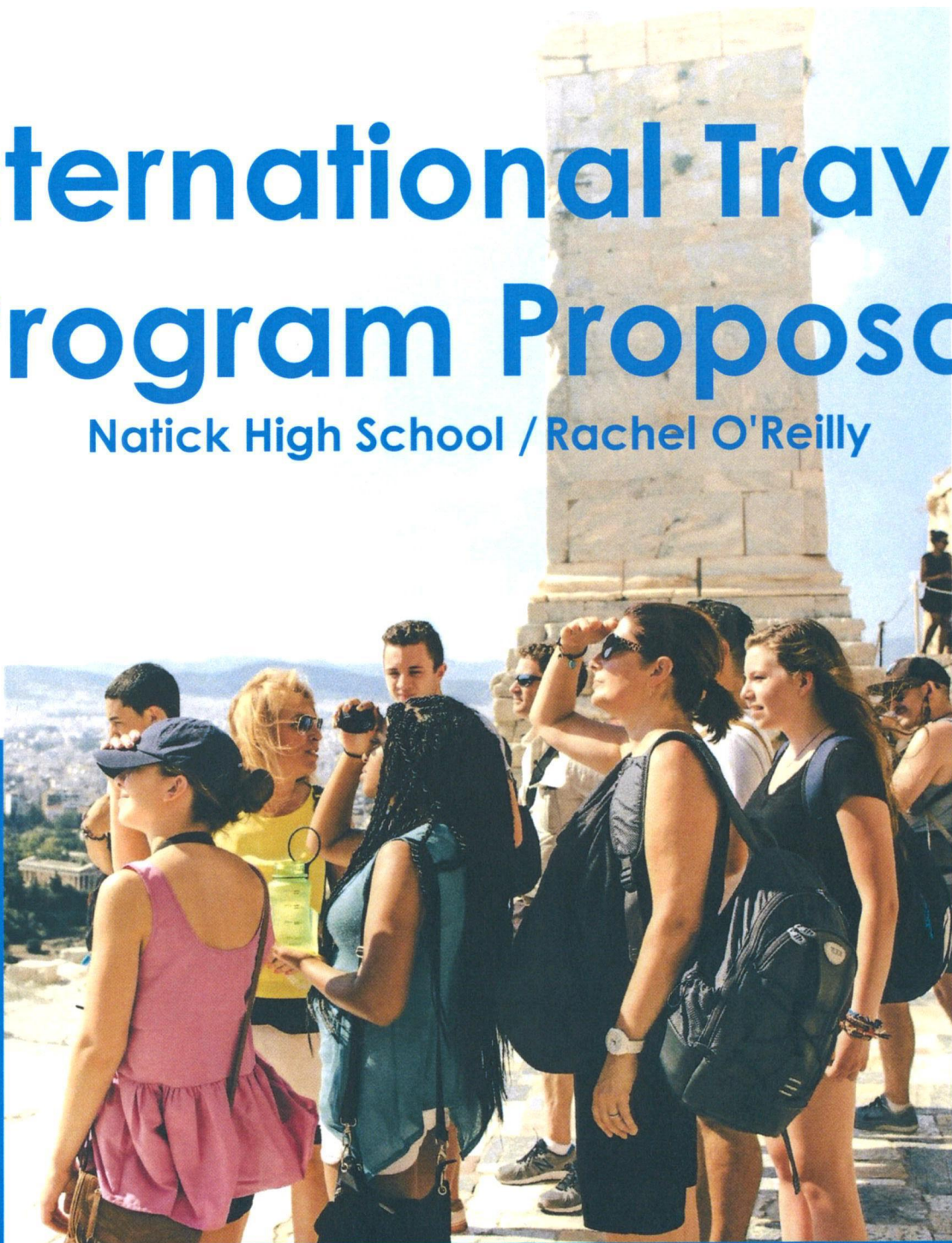




EDUCATIONAL
TOURS

International Travel Program Proposal

Natick High School / Rachel O'Reilly



Paris, the Loire and the Riviera – Spring 2026

eftours.com/GOF

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

What's contained in this document

- Pg. 2** Safety
- Pg. 4** Liability protection
- Pg. 6** Affordability
- Pg. 7** Educational value
- Pg. 8** Itinerary specifics
- Pg. 8** Cost and payment options
- Pg. 9** Sample hotels
- Pg. 11** Testimonials

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

© 2024 EF Education First. For full terms and Booking Conditions visit eftours.com/bc

Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

Operations Safety & Incident Response Team – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

Emergency Services & Support Team – Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

EF Travel Team – This team is your point of contact at EF. This team is a dynamic duo, made up of a Tour Consultant and an Experience Specialist. Your Tour Consultant is an itinerary whiz & is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to creating long-term travel programs for your school community. Your Experience Specialist is here to dive into all the little details that make your experience with EF special. They will work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

Traveler Support – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

Chaperones – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

Global Travel Protection Plan

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Global Travel Protection Plan Plus

Available to all travelers

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages – Each student has access to their own unique and customizable fundraising page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Global Citizen Scholarship Fund – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

Risk-free enrollment period - New travelers who enroll by their Enrollment Deadline can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- Expand their knowledge of the world around them
- Grow more confident and independent
- Understand new people, places, and cultures
- Discover more about themselves

To learn more about EF's educational philosophy, visit <https://www.eftours.com/our-story/educational-approach>

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$360.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$360/\$720) through Southern New Hampshire University.

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

Full flexible travel window: April 16 - 25, 2026 (Single Departure Date Requested)

Requested travel dates: April 16 - 25, 2026

Price Details

Paris, the Loire and the Riviera

Program Price ¹ **\$3,999**

Includes:

- Round-trip airfare and on tour transportation
- Hotels with private bathrooms
- Breakfast and dinner (see your itinerary for meal details)
- Full-time Tour Director
- Daily activities, tours and entrances to attractions

Single Departure Date Request **\$100**

Global Travel Protection **\$190**

Early Enrollment Discount **-\$200**

EF's Peace of Mind Program ^{*} **Free**

Total for Students (under 20) \$4,089

18 monthly payments \$222/mo

Adult Supplement ² **\$820**

Total for Adults \$4,909

18 monthly payments \$268/mo

Quote created on 10/7/2024

¹ Program price valid for today. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at [ef-tours.com/baggage](https://www.ef-tours.com/baggage). All prices subject to verification by EF Tour Consultant. To view EF's Booking Conditions, visit [ef-tours.com/bc](https://www.ef-tours.com/bc). Some countries may require aircraft insecticide treatment for in-bound foreign flights. Such countries can be found at [ef-tours.com/insecticide](https://www.ef-tours.com/insecticide)

² Adult supplement required for travelers age 20 and older at the time of travel.

^{*} We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Itinerary shown is for 2026 travel. Itineraries are subject to change biannually, please call for more details

Quote created on 10/7/2024

Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

French Riviera, France

Groups stay in areas along the Riviera such as Cannes, Frejus, Nice, or Antibes. From the hotel, the driving time to your destination will depend on where your group is staying and what the itinerary is for that day. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may be on the smaller side without AC, and hotels may not have elevator access. Hotels also do not supply pool or beach towels, so it's recommended to pack your own.

Kyriad Frejus

<https://frejus-centre.kyriad.com/en-us/?sr=SEAGOOGLKEYFR&gclid=aw.ds&kCikId=230908171834467986&kVslD=230908171834469241&gclid=CjwKCAjwjOunBhB4EiwA94JWsIMI-vRVzJNM7Fzgl7YsFSfHkYBkSRkirgcX 8iCDZ5HFB --bxjeBoCy5AQAvD BwE>

Provence region, France

Groups stay in areas around the Provence region such as Nimes, Uzes, and Montpellier. From the hotel, the driving time to your destination will depend on where your group is staying and what the itinerary is for that day. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may be on the smaller side without AC, and hotels may not have elevator access. Hotels also do not supply pool or beach towels, so it's recommended to pack your own.

Best Western Uzes Pont Du Gard

<https://www.hrs.com/en/hotel/best-western-uzes-pont-du-gard/a-161554/>

Paris, France

Groups stay near one of the airports or in areas such as Marne-la-Vallee. Hotels are selected to minimize travel time between the previous and following stops on your itinerary. They can be up to an hour outside the center of Paris—sometimes more with traffic—and may not always be located near public transport. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may also be on the smaller side without AC, and hotels may not have elevator access.

Hotel Novotel Marne-la-Vallée Collégien

<https://all.accor.com/hotel/0385/index.en.shtml>

ibis Styles Paris Roissy-CDG

<https://all.accor.com/hotel/0815/index.en.shtml>

Hotel Campanile Rungis-Orly

<https://paris-orly-rungis.campanile.com/en-us/>

Zenitude Relais & Spa - Paris Charles de Gaulle

<https://zenitude-relais-spa.com>

ibis Paris La Défense Esplanade

<http://ibis-paris-centre.iledefrance-hotel.com/en/>

“I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel.”

Angela M., Administrator, Brunswick, ME

“I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy.”

- Chuck C., Group Leader, Central, SC

From a single tour to a whole program

A single tour can open up endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.

ITEM TITLE: International Field Trip to Galapagos Island
DATE:
ITEM TYPE:
ITEM SUMMARY: Galapagos Island 2026 - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
international field trip to galapagos island	11.4_Galapagos_Island_Trip_2026.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. Melissa Spash, Superintendent
From Josepha Blocker, NHS Principal
Date: 10/4/24
Re:

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

Lead teacher's name: Elizabeth Doyle

Group: Juniors & Seniors

Destination and also Itinerary: **Destination:** Galápagos Islands

Itinerary:

Day 1: Fly to Ecuador

– Meet your Tour Director at the airport in Quito.
The Ecuadorian capital is carved into a narrow plateau high above the Andean valleys, beneath the peaks of the Pichincha Volcano.

Day 2: Quito

– Take a tour of Quito: Independence Plaza; Government Palace.
– Visit the Compañía de Jesús church.
– Take an excursion to the equatorial line.
If you've ever wanted to stand in both hemispheres at the same time, this is your chance.
– Visit the Intiñan Museum, where you'll discover how the Incas determined the middle of the Earth.

Day 3: Quito | Baltra Island | Santa Cruz Island

– Fly to Baltra Island.
– Travel to Santa Cruz Island.
– Visit the Twin Craters.
– Visit a tortoise ranch in the Santa Cruz Highlands to see wild tortoises.
– Visit the Charles Darwin Research Station and see the breeding center for giant tortoises from which the islands took their name.

Day 4: Santa Cruz Island | Isabela Island

– Continue on to Isabela Island, the largest of the Galápagos Islands. In 1959, the archipelago was declared a national park in order to protect the flora and fauna that Charles Darwin observed while formulating his theory of evolution. Critical to his studies

were the islands' iguanas, penguins, flightless cormorants, and 13 species of finches, whose beak sizes and shapes provided invaluable insights into the process he called natural selection.
– Take an excursion to a pink flamingo habitat.
– Visit a tortoise breeding center.
– Enjoy a snorkeling activity where you'll see animals like sea turtles, sea lions, and exotic fish. You'll also participate in a boat excursion that brings you to the Tintoreras Islet, made entirely out of lava. While exploring Tintoreras, you'll view large colonies of black marine iguanas.
Day 5: Isabela Island | Santa Cruz Island
– Travel to Santa Cruz Island.
– Enjoy a hike in Tortuga Bay.
– Visit the Playa de los Alemanes.

Day 6: San Cristóbal Island

– Travel by boat to San Cristóbal Island.

– Visit the San Cristóbal Interpretation Center.

– Hike up Tijeretas Hill.

– Enjoy a snorkeling activity and take a coastal walk on La Loberia beach.

Day 7: San Cristóbal Island | Quito

– Enjoy free time on San Cristóbal Island.

– Fly to Quito.

Day 8: Quito | Otavalo | Depart for home

– Visit the market town of Otavalo. Surrounded by the Imbabura, Cotacachi, and Mojanda

volcanoes, Otavalo is a small farming town known for its textiles. Otavaleña women traditionally wear lace blouses with dark skirts and a colored band around their waists. You'll have the opportunity to shop for handmade goods and other souvenirs crafted by the area's local residents at one of the largest craft markets in the country. And don't think that handicrafts are the only thing you'll find here—you can purchase anything from musical

instruments to a meal. Plus, the market offers a unique glimpse into traditional Andean culture, as locals have frequented the markets for hundreds of years.
– Learn how local families create ponchos during a demonstration of the craft.
– Travel to the airport for your overnight flight home.

Day 9: Arrive home

Date of trip: April 18-26, 2026

Time & location of departure & return: Departure April 18, 2026 *time tbd* Boston Logan Airport
Return April 26, 2026 *time tbd* Mariscal Sucre Quito International Airport

Transportation: Airplane, bus, boat.

Mode of transportation requested: Air, Ground, Ocean

Method of payment (fundraising, etc.): Payment Plan

Names & phone numbers of chaperones: 1. Elizabeth Doyle 774-573-1523
2. N/A
3. N/A

Price Details

Charting the Galapagos Islands

Program Price	\$4,629
Includes:	
• Round-trip airfare and in-flight transportation	
• In-flight complimentary soft drinks	
• Breakfast and dinner (with soft drinks) for three nights	
• Galapagos Island tax	
• 10% airfares, meals and ground transportation	
Global Travel Protection	\$190
EF's Peace of Mind Program	Free
Total for Students (under 20)	\$4,819
Adult Supplement	\$730
Total for Adults	\$5,549

Estimated Cost of trip per student:

Please state the purpose of the this trip: The purpose of this trip is for students to gain first-hand experience as a scientist and learner in the Islands of Galápagos.

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.

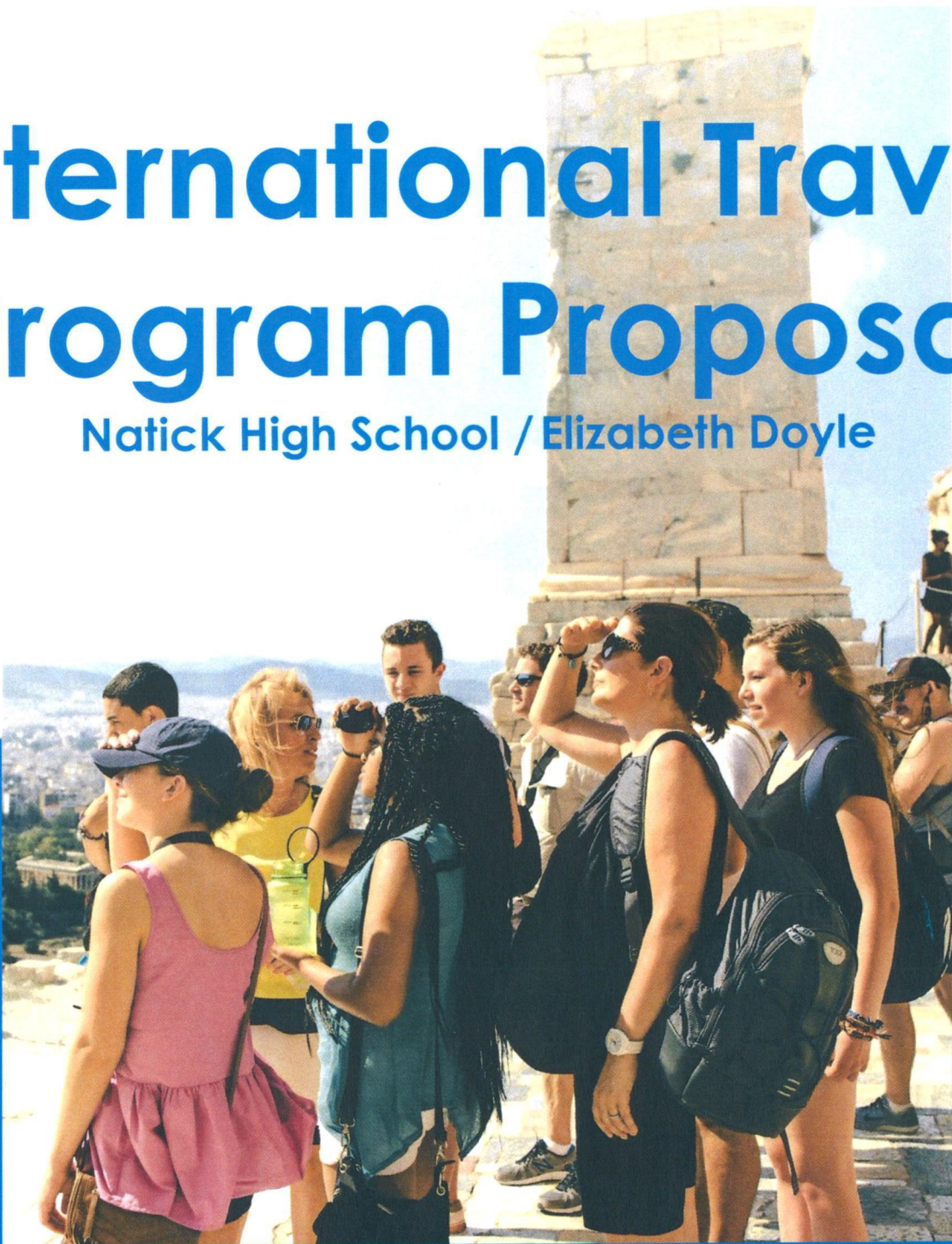
Revised June, 2023



EDUCATIONAL
TOURS

International Travel Program Proposal

Natick High School / Elizabeth Doyle



Charting the Galápagos Islands – Spring 2026

eftours.com/GPI

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

What's contained in this document

- Pg. 2** Safety
- Pg. 4** Liability protection
- Pg. 6** Affordability
- Pg. 7** Educational value
- Pg. 8** Itinerary specifics
- Pg. 8** Cost and payment options
- Pg. 9** Sample hotels
- Pg. 10** Next steps

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

© 2024 EF Education First. For full terms and Booking Conditions visit eftours.com/bc

Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

Operations Safety & Incident Response Team – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

Emergency Services & Support Team – Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

EF Travel Team – This team is your point of contact at EF. This team is a dynamic duo, made up of a Tour Consultant and an Experience Specialist. Your Tour Consultant is an itinerary whiz & is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to creating long-term travel programs for your school community. Your Experience Specialist is here to dive into all the little details that make your experience with EF special. They will work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

Traveler Support – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

Chaperones – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

Global Travel Protection Plan

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Global Travel Protection Plan Plus

Available to all travelers

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages – Each student has access to their own unique and customizable fundraising page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Global Citizen Scholarship Fund – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

Risk-free enrollment period - New travelers who enroll by their Enrollment Deadline can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- Expand their knowledge of the world around them
- Grow more confident and independent
- Understand new people, places, and cultures
- Discover more about themselves

To learn more about EF's educational philosophy, visit <https://www.eftours.com/our-story/educational-approach>

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$360.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$360/\$720) through Southern New Hampshire University.

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

Full flexible travel window: April 17 - 27, 2026

Requested travel dates: April 18 - 26, 2026

Price Details

Charting the Galápagos Islands

Program Price ¹ \$4,629

Includes

- Round-trip airfare and on tour transportation
- Hotels with private bathrooms
- Breakfast and dinner (see your itinerary for meal details)
- Full-time Tour Director
- Daily activities, tours and entrances to attractions

Global Travel Protection \$190

EF's Peace of Mind Program ^{*} Free

Total for Students (under 20) \$4,819

18 monthly payments \$263/mo

Adult Supplement ² \$730

Total for Adults \$5,549

18 monthly payments \$303/mo

Quote created on 9/25/2024

¹ Program price valid for today. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at [ef-tours.com/baggage](https://www.ef-tours.com/baggage). All prices subject to verification by EF Tour Consultant. To view EF's Booking Conditions, visit [ef-tours.com/bc](https://www.ef-tours.com/bc). Some countries may require aircraft insecticide treatment for in-bound foreign flights. Such countries can be found at [ef-tours.com/insecticide](https://www.ef-tours.com/insecticide).

² Adult supplement required for travelers age 20 and older at the time of travel.

^{*} We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Itinerary shown is for 2026 travel. Itineraries are subject to change biannually, please call for more details.

Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

Quito, Ecuador

Throughout your stay in Ecuador, you will stay in tourist-class hotels. While in Quito, your hotel will be located in the downtown area. Electrical voltage and outlets in Ecuador are the same as in the U.S., so you will not need an adapter or converter.

Fenix Hotel

<https://www.fenixhotel.ec/>

Galápagos Islands, Ecuador

Hotels on the Galápagos Islands are all 3-star accommodations, but it is important to know that these hotels tend to be more rustic than their counterparts on mainland Ecuador. They are mostly small, family-owned organizations with limited to no Wi-Fi access, which proves to be true across the entirety of the Islands.

Hotel Deja Vu

<https://www.hoteldejavugalapagos.com/>

Grand Hotel León Marino

<https://lobodemar.com.ec/>

“I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel.”

Angela M., Administrator, Brunswick, ME

“I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy.”

- Chuck C., Group Leader, Central, SC

From a single tour to a whole program

A single tour can open up endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.

ITEM TITLE: Approval of Open Session Minutes from 9.23.24
DATE:
ITEM TYPE:
ITEM SUMMARY: Open Session Minutes - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
open session minutes from 9.23.24	9.23.24_OPEN_Session_School_Committee_Minutes_(2).pdf	Cover Memo

Natick Public Schools
SCHOOL COMMITTEE MEETING OPEN SESSION MINUTES
September 23, 2024

The School Committee held a meeting on Monday September 23, 2024, at 6:03 pm via an in-person and virtual meeting. Chair Fuxman called the meeting to order and took roll call at 6:03 pm.

Members Present:

Chair Fuxman - present
Ms. Gorseth - present
Ms. Brunell - present - left at 9:15
Ms. McDonough – present
Mr. Brand – present
Ms. Flathers - present @ 8:43

Others Present:

Dr. Spash	Superintendent
Susan Balboni	Assistant Superintendent for Teaching, Learning, Innovation and Equity
Matthew Gillis	Assistant Superintendent of Finance
Linda McGrath	Recording Secretary

Chair Fuxman made a motion to move into Executive Session at 6:04 PM for the following purposes: Mr. Brand second the motion.

1. To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the Chair so declares (EAN Units A and B, Administrative Assistants, Food Service, Paraprofessionals, and Custodial and Maintenance).

Chair Fuxman took roll call to vote:

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

OPEN SESSION

Chair Fuxman resumed the open session meeting at approximately 7:12 pm and stated that the meeting was being recorded by Pegasus.

Pledge of Allegiance

Moment of Silence - To honor those who have sacrificed for our country.

Announcements - None

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.

1. Dr. Donna McKenzie respectfully requested that the School Committee consider the issue of redistricting.

TEACHER REPRESENTATIVE - Jefferson Wood

Mr. Wood had no comment.

STUDENT REPRESENTATIVE - Kendall Hacker and Anthony Lu

Kendall made an announcement that Principal Blocker had a meeting with the senior class last Friday regarding football games. Also this morning was the first Freshman activity fair which allowed the Freshman to explore the different clubs.

Anthony commented that the Guidance Department made an announcement regarding dates for the PSATs for juniors and sophomores that will be held on October 26th and the ASVAB test for juniors and seniors that will be held on November 4th.

CONSENT AGENDA

1. Donation of a Dobsonian telescope to NHS from Steve Gildea - postpone

2. Cradles to Crayons Bin Set Up at NHS in Exchange for Monetary Donation - postpone
3. Appoint the Superintendent as the Natick School Committee's Representative to the ACCEPT Board of Directors for the 2024/2025 school year.

Chair Fuxman asked for a motion to approve the consent agenda. Ms. Gorseth stated that she wanted to pull out items 1, 2 and 3 as there were no documents attached.

Chair Fuxman asked if information could be shared regarding the donations. Mr. Gillis talked about both donations for the telescope and the Cradles to Crayons.

Ms. McDonough commented that there was a drive for Cradle to Crayons done in the Spring and wondered if that was considered with this current donation?

Chair Fuxman stated that we would postpone the first two donations until the next meeting.

Chair Fuxman asked for a motion for item #3 to appointment the Superintendent as the Natick School Committee's Representative to the ACCEPT Board of Directors for the 2024/2025 school year. Ms. Brunell made a motion to accept. Mr. Brand seconded the motion.

Chair Fuxman took roll all for vote: *All were in favor - 5-0-0 - Motion passed.*

SUPERINTENDENT'S REPORT

1. Title IX Training

Chair Fuxman talked about the subject of Title 9 and then introduced Attorney Felicia Vasudevan.

Attorney Vasudevan went over each of the slides in the presentation - [Title IX Training](#).

Ms. McDonough asked if we need to update anything if we are already subject to state law? Attorney Vasudevan stated that in terms of process and procedures to investigate, that would need to be updated.

Chair Fuxman asked to clarify that the injunction was very specific but not to all the changes in the presentation and that we are obligated to follow. Attorney Vasudevan agreed.

Ms. Gorseth asked if the recommendation is to implement the entire new Title 9 recommendations, then there would be no penalty for that? Attorney Vasudevan agreed and said it would be best to adopt the Title 9 procedures because then you would be covered by both state law and Title 9.

Ms. Brunell asked about the word "adopt" and should the School Committee vote either way? Attorney Felicia Vasudevan said that most School Committees have the ACAB policy and they should be updated to reflect the new pieces.

Ms. McDonough asked if the School Committee does not particularly approve procedures is there anything to do? Attorney Felicia Vasudevan said we should still update the ACAB policy.

Chair Fuxman summarized the discussion and what needs to be done.

2. Update on MSBA Process

Dr. Spash talked about an update on the MSBA for the Memorial School that is underway. She went over the presentation slideshow - [Update on MSBA Process](#)

Dr. Spash mentioned that the MSBA team will be visiting the Memorial School on Tuesday, September 24th.

CHAIRMAN'S REPORT

1. Superintendent Evaluation Goals and Indicators

Chair Fuxman went over the process for the Superintendent evaluation goals and indicators. He stated that they select indicators at the beginning of the year and then use them to evaluate at the end of the year.

Dr. Spash reiterated the goals that DESE recommended for a first year Superintendent. The first goal would be the entry plan and the second goal would be driving the goals through the system and evaluating the team.

The School Committee members discussed the different goals

Ms. McDonough asked about the benchmarks and goal #3 and what does that look like? Dr. Spash said it looks like school improvement plans and goals for next year. Ms. McDonough asked if we would not see a school improvement plan this October? Dr. Spash said we would see it for this year and next year.

Ms. McDonough asked about goal #2 and would we see any specifics related to the math curriculum, literacy audit, etc.. Dr. Spash said that it would definitely be a part of the goals.

Ms. McDonough asked if we would see these at a School Committee meeting or would it be shared when doing the evaluation? Dr. Spash said it could be presented holistically during a School Committee meeting.

Ms. Brunell asked if language could be added in goal #2 that would say no later than June 30th to complete the summit evaluation report? Dr. Spash replied "yes".

Ms. Brunell commented that for the School Committee, having perhaps 3-5 indicators. The School Committee members then went over which indicators they would want for each standard.

The School Committee members decided on the following indicators:
Standard 1/1D (evaluation) and 1E (data informed decision making) - Standard 2/2E (fiscal systems) -
Standard 3/3B - (shared responsibility) - Standard 4/4E (shared vision)

Chair Fuxman asked for a motion to approve indicators 1D, 1E, 2E, 3B and 4E. Mr. Brand made a motion to approve. Ms. McDonough seconded the motion. *All were in favor - 5-0-0 - Motion passed.*

2. School Committee Goals for 2024-2025
3. School Committee/Subcommittees and Roles Review

Chair Fuxman discussed the School Committee goals and what they are looking to accomplish. He then went over the goals from last year. Chair Fuxman then read Ms. Flathers goals that she is advocating for which consisted of capital/facilities plan, budget, community engagement and the possibility of sustainability.

Chair Fuxman recommended bringing back the equity goal which they had two years ago. He mentioned having conversations with Darnisa Amante Jackson regarding training.

Mr. Brand expressed his concern with sustainability as a goal and wondered what the committee could commit to? Chair Fuxman mentioned building on these goals with specific outcomes in mind.

Ms. Gorseth was wondering about the capital plan goal and didn't think it was good timing to take on ahead of the entry plan information.

Ms. McDonough commented that she doesn't believe the School Committee can do the capital plan but that administration should.

Ms. Brunell talked about last year's goal regarding enrollment studies and that she thinks the School Committee could take on the capital plan with administration support.

Dr. Spash commented on the capital plan and how it's part of a budget and that we need a robust enrollment study.

Ms. Flathers explained her reasons for the goals she had chosen.

Ms. Gorseth said she would support a more specific goal regarding the capital plan.

Mr. Gillis talked about the capital plan and what is included.

Chair Fuxman mentioned the 5 recommended goals and perhaps assign:

1. Capital/Facilities
2. Budget

3. Community Engagement
4. Sustainability
5. Equity

Ms. McDonough mentioned having a cell phone policy and regarding the budget as well.

Mr. Brand mentioned that there was an agenda item later in the year from the policy subcommittee updates regarding a cell phone policy.

Ms. Flathers wondered what preparation as a committee needs to be done? Mr. Gillis provided an explanation.

Dr. Spash mentioned to consider timing as we wouldn't be putting on the warrant until April.

Ms. Brunell mentioned adding a sixth goal which would consist of a professional development goal.

Chair Fuxman went over the goals below, see if we want to move forward or not with the goal, and if yes, assign a member to each one:

1. Capital/Facilities - Ms. Gorseth and tentatively Ms. McDonough and/or Mr. Flathers
2. Budget - Ms. Collins and Ms. Brunell
3. Community Engagement - Mr. Brand and Chair Fuxman
4. Sustainability - No goal
5. Cell Phone - No goal
6. Professional Development with a focus on Equity - Chair Fuxman and Mr. Brand

Chair Fuxman suggested one month for a timeline for a write-up on each goal. He also mentioned that with each task force meeting, it will need to be posted.

4. Future agenda items

Chair Fuxman mentioned a possible joint meeting for October 9, 2024 with Kathryn Coughlin to hear about the warrant. Ms. McDonough suggested that the committee discuss it at the October 7th School Committee meeting.

Dr. Spash then went over future agenda items such as:

1. Presentation of Academic Excellence Award from M.A.S.S. for two high school students.
2. End of Year Close Out
3. Curricular Audits
4. Donations - Revisit
5. Schedule of Evaluations - PD Plan
6. Extra Curricular Club Stipends

7. MCAS Data

SUBCOMMITTEE/LIAISON UPDATES

1. Policy Subcommittee Update

Mr. Brand mentioned that he, Dr. Spash, and Ms. Balboni met last week to get up to speed and hear what the priorities are. He mentioned that the first meeting of the season is this Thursday to continue the discussion of public participation.

Ms. Balboni talked about other priorities such as; cell phone policy, Title XI updates, and districting and overlap zone.

Ms. Gorseth asked about the time frame? Mr. Brand explained that some of the bigger policies will take awhile and will be a majority of the year.

Mr. Brand made a motion to adjourn the meeting at 9:23 pm. Ms. McDonough seconded the motion. Motion passed.

Chair Fuxman took roll call to vote:

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

Respectfully Submitted by:

Linda McGrath - Recording Secretary

Approval of Minutes
November 4, 2024

ITEM TITLE:

Approval of Executive Session Minutes from 9.23.24

DATE:

ITEM TYPE:

ITEM SUMMARY:

BACKGROUND INFORMATION:

RECOMMENDATION:

ITEM TITLE: School Improvement Plans (Wilson, Brown, Memorial, PreSchool)

DATE:

ITEM TYPE:

ITEM SUMMARY: Wilson SIP - LINK
Brown SIP - LINK
Memorial SIP - LINK
PreSchool SIP - LINK

BACKGROUND

INFORMATION:

RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
wilson sip	11.4_Wilson_SIP_Presentation_-_SC_Presentation.pdf	Cover Memo
brown sip	11.4_Brown_School_SIP_-_SC_Presentation.pdf	Cover Memo
memorial sip	11.4_Memorial_SIP_Presentation_-_SC_Presentation.pdf	Cover Memo
preschool sip	11.4.24_Preschool_SIP_Presentation_-_SC_Presentation_(1).pdf	Cover Memo



NATICK PUBLIC SCHOOLS

**SCHOOL IMPROVEMENT
WILSON MIDDLE SCHOOL**

School Committee Meeting
November 4, 2024



WELCOME TO WILSON!

School Mission:

The mission of Wilson Middle School is to promote intellectual, physical, social and emotional development within a collaborative learning community, and challenge students to be critical thinkers, creative problem solvers and respectful, responsible citizens.





NATICK WELCOME TO WILSON!

School Vision:

Our vision is to cultivate a thriving middle school community where every student feels connected, valued, and supported. We are committed to fostering academic growth through high-quality instruction, personalized support, and innovative strategies that meet the diverse needs of our students. Through a strong advisory program, we aim to foster meaningful relationships and a sense of belonging for all staff and students. We are committed to improving attendance by creating an engaging and inclusive school environment that encourages students to be present, both physically and emotionally, every day. By addressing office referral data through restorative practices, we will empower students to resolve conflicts, grow in their social-emotional skills, and contribute to a positive and respectful school culture. Together, we strive to ensure that every student is equipped for academic success, personal growth, and lifelong learning.





SCHOOL HIGHLIGHTS 2023-2024

- 6% improvement in our progress towards improvement targets for MCAS accountability (65%)
- Unified Sports got designation from Special Olympics as a Unified Champion School.
- We received the designation as a “No Place For Hate” school through the ADL.
- Project Thrive/Wildcat Wednesdays implemented once a month on half days of curriculum centered around the core standards of Social Emotional Skills, Academic Skills (Profile of a Graduate) and MyCAP: College and Career Readiness.
- Enrichment units during RTI implemented with a focus on problem-solving skills and student choice.
- Held data meetings each cycle to assist with instructional planning and determining differentiation needs for all learners (enrichment, and intervention):
 - Made moderate to high growth in all grades for Renaissance Reading and Math
- Restorative practices were utilized in most disciplinary scenarios & office referrals dropped significantly last year (173 less office referrals from previous year)
- Attendance Improvements
 - Attendance rate **improved by .5%** (95% to 95.55)
 - Average # of absences overall **decreased by 1 absence** (9 to 8)
 - 10 or more absences **decreased by 3.6%** (34.2 % to 30.6%)
 - Chronic Absenteeism **decreased by 2.3%** (10% to 7.7%)



ALIGNMENT ACTION PLAN - PRIORITY #1

Priority #1:

Alignment of Reading & Math Strategies to Improve Proficiency & Growth for Lowest Performing Students

03

Instructional Excellence & Support Systems

- Define & develop multi-tiered systems of support to improve outcomes for each individual student
- Support staff with necessary tools and professional development to spark innovation
- Encourage continuous improvement & incremental growth

04

Communication & Leadership Development

- Ensure all district and building communications are aligned and effectively disseminated; ensure teams are all on the same page
- Provide coaching & mentoring to dept heads & teacher leaders to support continuous growth & improvement

The Massachusetts Department of Elementary and Secondary Education (DESE) defines "lowest performing students" as those in the bottom 25% based on state test scores in reading and math. This group is counted in school and district performance ratings, which

helps DESE ensure these students receive extra support to improve

The logo features a stylized 'N' composed of four colored quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the text 'NATICK NEEDS ASSESSMENT' in a red, serif font.

NATICK NEEDS ASSESSMENT

Many of our students are making moderate to high growth in both Reading & Math as measured by Renaissance. Although 35% of our students did not meet grade level proficiency in both Math and ELA as measured by MCAS 2024. Our Special Education subgroup made the least amount of growth according to MCAS 2024. Therefore, we will focus on our lowest performing students who are below grade level proficiency and making low growth according to MCAS 2024 and Renaissance. [Click here to review the MCAS and Renaissance data.](#)



SMARTIE GOAL - ACTION PLAN #1

All students who scored below grade level proficiency and have low growth (SGP) on the fall 2024 administration of Renaissance in both Reading & Math will demonstrate moderate growth, as measured by Renaissance Reading & Math assessment data and growth reports in June 2025.



ACTION STEP HIGHLIGHTS

- ❖ Conduct a baseline data analysis & plan for tracking improvement and identifying specific reading strategies and curriculum that will be used consistently among staff members.
- ❖ Develop Individualized Learning Plans (ILPs) for Every Student Below Proficiency:
- ❖ Using baseline data, create individualized reading and math goals aligned with the IEPs and establish specific, measurable, and realistic growth targets based on each student's needs.
- ❖ Provide focused reading and math interventions during dedicated instructional time (e.g., small groups, co-teaching, and pull-out services, skills development and/or RTI blocks).
- ❖ Use Renaissance interim progress monitoring assessments every 6-8 weeks to assess student progress, make data-driven decisions, and adjust interventions as needed.
- ❖ Hold regular team/data meetings to review student growth data, assess progress toward growth targets, and adjust instructional strategies as needed.
- ❖ Develop a system for tracking individual and subgroup progress, visible to both special education and general education teams to facilitate collaboration and accountability.
- ❖ Engage parents and guardians in the learning process by communicating individual growth goals, progress updates, and ways they can support learning at home.
- ❖ Regularly engage students in reflecting on their progress, setting personal academic goals, and discussing challenges and successes in their learning.
- ❖ Conduct a comprehensive review of the effectiveness of instructional strategies and interventions in promoting student growth, using both qualitative and quantitative data.



ALIGNMENT ACTION PLAN - PRIORITY #2

Priority #2:

Belonging through New Advisory Program and Restorative Practices

01

Psychological Safety & Social Emotional Learning

- Foster environments of trust, respect & mutual support that includes supporting staff & addressing behavioral challenges
- Strengthen SEL initiatives, integrate Restorative Practices and PBIS to build a more inclusive & supportive culture

02

Relationship Building & Community Engagement

- Strengthen Connection among staff, students and parents so that everyone has a sense of belonging and feels valued
- Enhance partnerships with parents and the broader community

03

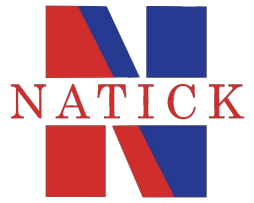
Instructional Excellence & Support Systems

- Define & develop multi-tiered systems of support to improve outcomes for each individual student
- Support staff with necessary tools and professional development to spark innovation
- Encourage continuous improvement & incremental growth

The logo features a stylized letter 'N' composed of four colored quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the word 'NATICK' in a red, serif font, followed by 'NEEDS ASSESSMENT' in a larger, red, serif font.

NATICK NEEDS ASSESSMENT

After reviewing our MWHS and connectedness survey data, it is clear that most students (more than 3 out of 5 students) reported having a trusted adult in the school. In addition, 86% of Wilson's students reported feeling connected to the school community and 88% reported feeling connected to at least one adult in the school as measured by the connectivity survey in June 2024. We want to increase these percentages and by adding the advisory time each month to the schedule we hope to accomplish this. In addition, the continued use of restorative practices and methods to resolve student conflict is an area that continues to prove successful for students. Students continue to report that bullying is occurring in our school and the percentage of reports has risen 8.9 % from the last MWHS in 2021 to 2023 (21% to 29.9%). Cyberbullying reports decreased from 2021-2023 by 2.3%.



SMARTIE GOAL - ACTION PLAN #2

By June 2025, all of our students will report an increased strong sense of belonging and connection to the school community through the advisory program and restorative practices, as measured by a 5% increase in school climate surveys and a 10% drop in behavior referral data.



ACTION STEP HIGHLIGHTS

- ❖ Develop and implement an advisory curriculum focused on social-emotional learning and connection.
- ❖ Train teachers on restorative practices for conflict resolution and community building.
- ❖ Analyze historical behavior referral data to identify trends in student behavior, focusing on frequency and types of infractions that suggest a lack of connectedness (ie: disrespect, hands on, name calling, etc.). Understanding where and why students struggle in these areas may show which students are most at risk of feeling disconnected.
- ❖ Monitor student participation and engagement in the advisory program through surveys and feedback.
- ❖ Utilize student support staff to target specific students who have multiple office referrals to implement additional supports and/or behavior plans as needed
- ❖ Use restorative practices to address peer conflicts and track reductions in behavior referrals (mediations, etc.)
- ❖ Promote extra-curricular activities and supports for students who are less connected in school and who may need more outlets for social interactions and activities. Involve families to encourage students to attend
- ❖ Adjust the advisory curriculum based on student feedback and behavior data as needed.

Conduct a comprehensive review of the effectiveness of advisory and restorative practices in promoting a safe and positive school climate.



ACTION STEP HIGHLIGHTS

- ❖ Establish an attendance improvement team to monitor attendance data and create individualized intervention plans for students with chronic absenteeism.
- ❖ Provide ongoing family communication and engagement strategies to address attendance issues.
- ❖ Educate students and families on statistics and importance of attending school each month in the newsletter.
- ❖ Track attendance data monthly and adjust interventions based on trends and patterns.
- ❖ Offer additional resources (e.g., transportation, mental health support) to remove barriers to attendance for high-need students. (Identify opportunities to provide earlier interventions for students showing signs of chronic absenteeism (Implementing check-ins with students, personalized attendance plans, and partnering with community organizations to address barriers to attendance)).
- ❖ Target students with school avoidance and mental health related absences to offer extra-curricular activities, assigning a mentor, etc. as possible solutions to help with absences.



ALIGNMENT ACTION PLAN - PRIORITY #3

Priority #3: Attendance Improvement to Address Time on Learning

01

Psychological Safety & Social Emotional Learning

- Foster environments of trust, respect & mutual support that includes supporting staff & addressing behavioral challenges
- Strengthen SEL initiatives, integrate Restorative Practices and PBIS to build a more inclusive & supportive culture

02

Relationship Building & Community Engagement

- Strengthen Connection among staff, students and parents so that everyone has a sense of belonging and feels valued
- Enhance partnerships with parents and the broader community

03

Instructional Excellence & Support Systems

- Define & develop multi-tiered systems of support to improve outcomes for each individual student
- Support staff with necessary tools and professional development to spark innovation
- Encourage continuous improvement & incremental growth

The logo features a stylized letter 'N' composed of four quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the text 'NATICK NEEDS ASSESSMENT' in a red, serif font.

NATICK NEEDS ASSESSMENT

Since COVID, there has been an increase in absences and chronic absenteeism due to multiple factors, (school avoidance, mental health, family vacations, competitions for outside sports/activities, overall physical health illnesses, and missing the bus). We also know the negative impact that chronic absenteeism has on academic growth and connectedness to school and others. [Attendance data](#) for the past two years.



SMARTIE GOAL - ACTION PLAN #3

By June 2025, student attendance will increase to 95% school-wide, and chronic absenteeism will decrease by 10%, as tracked through attendance records, with a focus on increasing student engagement and reducing barriers to attendance.



NATICK PUBLIC SCHOOLS

**SCHOOL IMPROVEMENT
BROWN ELEMENTARY SCHOOL**

School Committee Meeting
November 4, 2024



Our Mission:

At Brown School, we provide a positive learning environment which supports, engages, and challenges children in the learning process. We foster a love of learning and a strong sense of community for all.

Our Vision:

The Brown School community envisions an education of excellence for our children to ready them for the challenges of the new millennium.

- We value a sense of belonging for children and parents.
- We celebrate and appreciate each child's unique strengths and qualities.
- We welcome and encourage active parent/teacher dialogue regarding the curriculum.
- We value our diverse population in the Brown School community.
- Our staff, students, and parents value the resources the Brown School community has to offer and will continue our outreach program to further enrich our children's educational experience.
- We promote a cohesive staff, and an open and accepting climate.

BROWN ELEMENTARY

AT BROWN SCHOOL WE...

P **PRACTICE EMPATHY**
Understanding the feelings of others and showing kindness towards them

A **ACT RESPECTFULLY**
Treating ourselves, others and materials appropriately

W **WORK HARD**
Showing my best and working through a challenge

S **SOLVE PROBLEMS TOGETHER**
Listening to others and working as a team to find a solution



SCHOOL HIGHLIGHTS 2023-2024

- According to DESE our school is making substantial progress towards meeting its target goals
- In Math, our lowest performing students improved since the previous year
- We have over 50% SGPs in Math and Reading on Renaissance
- Our first full year of Illustrative Math implementation was successful overall
- Overall student attendance is up to 94.8% - an improvement from the previous year!



NATICK ALIGNMENT ACTION PLAN - PRIORITY #1

Enhancing Student Literacy in Upper Elementary

Aligned with School Leader's:

- Student Learning Goal

03

Instructional Excellence &
Support Systems

04

Communication & Leadership
Development

The logo features a stylized letter 'N' composed of four colored quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the word 'NATICK' in a red, serif font, followed by 'NEEDS ASSESSMENT' in a larger, bold, red, serif font.

NATICK NEEDS ASSESSMENT

Renaissance (Star Reading) Assessment data shows that between 28% - 38% of students in grades 2 - 4 are not meeting benchmark standards in Reading. This translates to just under 100 students, or 20% of our total student population at Brown School. Additionally, the DESE Accountability Report did not give Brown School any points towards achievement this past year, and only half of the possible points in growth on ELA standards. This is a decrease as in the previous school year Brown School received all possible points in achievement and all possible points in growth on ELA standards.



SMARTIE GOAL - ACTION PLAN #1

Specific: Increase the academic achievement of the lowest performing students in English Language Arts (ELA) in grades 2, 3 & 4.

Measurable: Achieve 100% increase in the lowest performing students' achievement as measured by the move up from one benchmark category.

Achievable: Implement targeted intervention programs for individual students, Tier 1 coaching support for teachers around ML students and students on IEPs, generalized Literacy coaching for teachers at these grade levels to support personalized learning plans for these students.

Relevant: This goal aligns with the district's mission to provide equitable education and support for all students, particularly those who are struggling.

Time-bound: By the end of the academic year, specifically by May 2025.

Inclusive: Involve teachers, parents, and other stakeholders in supporting the students through regular communication and collaboration on intervention strategies.

Equitable: Ensure that resources are allocated to provide additional support and materials for the lowest performing students, addressing any barriers to their learning.



SMARTIE GOAL - ACTION PLAN #1

Specific: Increase the academic achievement of the lowest performing students in English Language Arts (ELA) in grades 2, 3 & 4.

Measurable: Achieve 100% increase in the lowest performing students' achievement as measured by the move up from one benchmark category.

Achievable: Implement targeted intervention programs for individual students, Tier 1 coaching support for teachers around ML students and students on IEPs, generalized Literacy coaching for teachers at these grade levels to support personalized learning plans for these students.

Relevant: This goal aligns with the district's mission to provide equitable education and support for all students, particularly those who are struggling.

Time-bound: By the end of the academic year, specifically by May 2025.

Inclusive: Involve teachers, parents, and other stakeholders in supporting the students through regular communication and collaboration on intervention strategies.

Equitable: Ensure that resources are allocated to provide additional support and materials for the lowest performing students, addressing any barriers to their learning.



ACTION STEP HIGHLIGHTS

- Shifting the Balance (Literacy work)
- Focused Literacy Coaching for teachers Gr. 2 - 4
- Using data to inform Tier 1 (classroom) strategies as well as Tier 2 (intervention) strategies

[Link to full SIP](#)



ALIGNMENT ACTION PLAN - PRIORITY #2

Supporting the Implementation of Coaching Systems

Aligned with School Leader's:

- Professional Practice Goal



The logo features a stylized letter 'N' composed of four quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the word 'NATICK' in a red, serif font, followed by 'NEEDS ASSESSMENT' in a larger, red, serif font.

NATICK NEEDS ASSESSMENT

As we enter the second year of having Personalized Learning Coaches, and the recent addition of a full time Math Coach to work collaboratively with Literacy Coaches at Brown School, creating a comprehensive academic coaching system that supports the professional growth of all teachers is needed. As three of our four coaches are brand new to Natick, we will look at baseline data from staff around the wants/needs of a coaching system as well as developing a realistic understanding of what needs to be accomplished in order to increase the support for our lowest performing students as an entry point to this work.



SMARTIE GOAL - ACTION PLAN #2

Specific: *Enhance the building and district's understanding and practice of supporting instructional coaching by developing a comprehensive coaching framework tailored to the needs of teachers.*

Measurable: *Complete the Coaching Through Change course, develop an elementary coaching protocol and gather feedback from teachers through surveys to assess the effectiveness of the support provided.*

Achievable: *Collaborate with an instructional coach and administrative colleagues to refine coaching practices and incorporate teacher input in the development of the coaching framework.*

Relevant: *This goal aligns with the district's goal of fostering a culture of continuous improvement and supporting teachers in enhancing their instructional strategies and increasing student learning outcomes.*

Time-bound: *By the end of the academic year, specifically by June 2025.*

Inclusive: *Involve teachers and various support & leadership staff in the development of the coaching framework and gather their feedback throughout the process to ensure it meets their needs.*

Equitable: *Ensure that all teachers, regardless of experience level, have access to the coaching support and resources necessary for their professional growth.*



ACTION STEP HIGHLIGHTS

- Create teacher feedback survey and administer to staff to gather baseline data
- Collaborate with the district team to develop a clear vision and guiding principles for the academic coaching system
- Engage in a comprehensive professional development program for coaches
- Facilitate regular feedback loops between coaches, teachers, and school leadership to continuously refine and improve the coaching system.
- Administer teacher feedback survey to staff to gather post coaching feedback

[Link to full SIP](#)



ALIGNMENT ACTION PLAN - PRIORITY #3

Developing a MTSS framework for Brown School - Phase 1

Aligned with School Leader's:

- School Improvement Goal



The logo features a stylized letter 'N' composed of four colored quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the word 'NATICK' in a red, serif font, followed by 'NEEDS ASSESSMENT' in a larger, bold, red, serif font.

NATICK NEEDS ASSESSMENT

At Brown Elementary School, we are initiating a multi-year plan to fully integrate a Multi-Tiered System of Support (MTSS) into our practices, starting with phase 1 in the 2024-2025 school year. While we currently offer various supports for students, including Response to Intervention (RTI) in literacy and math, we do not yet have a comprehensive MTSS framework to effectively address students' academic, social, emotional, and behavioral needs.



SMARTIE GOAL - ACTION PLAN #3

Specific: *By the end of the school year, in collaboration with the Mental Health Team and Instructional Leadership Team, we will develop and implement a comprehensive professional development program consisting of at least 6 sessions focused on diverse teaching strategies, SEL interventions, and supports for multilingual learners, special education, and behavioral intervention strategies.*

Measurable: *We will measure success through participant feedback, engagement metrics from sessions, and a final showcase where faculty present their learning. Additionally, we will analyze pre- and post-assessment data to evaluate the effectiveness of the training on student outcomes.*

Achievable: *With dedicated faculty time, access to resources such as Wayfinder accounts, books, and support from coaches and other administration, the goal is realistic and attainable within the established timeline.*



SMARTIE GOAL - ACTION PLAN #2 CONT.

Relevant: *This goal directly aligns with our mission to enhance student learning and support diverse needs through targeted professional development, ultimately contributing to improved student well-being and academic performance.*

Time-bound: *The program will be fully developed and executed by June 2025, with specific milestones set for the completion of each session and the final showcase event.*

Inclusive: *Involves leaders, teachers, coaching staff, support staff, and Town Hall staff in the development of the PD plans and routinely gathers their feedback throughout the process to ensure it meets their needs.*

Equitable: *Ensure that all teachers, regardless of experience level, have an understanding of the MTSS structure and the supports and resources necessary for their professional growth in supporting student achievement.*



ACTION STEP HIGHLIGHTS

- Design staff professional development in three smaller working groups, which focus on Tier 1 academic supports and Tier 1 & 2 supports for teaching all students.
- Dedicate 6 curriculum meetings and faculty meeting times (if needed) towards work in these key areas.
- Develop a scope and sequence for embedding a social-emotional learning curriculum across classrooms in grades K - 4 through use of Wayfinder and other reach-based SEL curriculums
- Create a visual representation for faculty and staff to utilize and foster a better understanding of the Tier 1 and 2 supports that we have at Brown Elementary to enhance student learning.
- Develop a plan for phase 2 of MTSS implementation

[Link to full SIP](#)



NATICK PUBLIC SCHOOLS

**SCHOOL IMPROVEMENT
MEMORIAL ELEMENTARY**

School Committee Meeting
November 4, 2024



NATICK MEMORIAL MISSION AND VISION STATEMENTS

School Mission

Our mission is to create a positive and engaging educational experience that fosters curiosity, academic excellence, and the social and emotional development of each student. At Memorial Elementary, we are dedicated to delivering a curriculum that not only meets but exceeds educational standards. We focus on nurturing a love of learning through personalized teaching, meaningful family partnerships, and a commitment to inclusivity and respect within our school community.

School Vision

At Memorial Elementary School, we strive to create a nurturing and inclusive environment where every student is empowered to reach their full potential. Our vision is to foster a love of learning, cultivate critical thinking, and inspire creativity through a collaborative and engaging curriculum. We are committed to building strong relationships within our school community, encouraging respect, resilience, and responsibility in our students. Together, we prepare our children to become compassionate, informed citizens who contribute positively to the world.





SCHOOL HIGHLIGHTS 2024-2025

Comprehensive Curriculum: Memorial Elementary offers a robust curriculum that engages students in reading, math, science, and social studies, promoting critical thinking and inquiry.

Focus on Social-Emotional Learning: The school prioritizes the development of social-emotional skills, helping students cultivate resilience, empathy, and positive relationships.

Inclusive and Supportive Environment: Memorial Elementary fosters a safe and welcoming atmosphere where all students feel respected and valued, enhancing overall student well-being.

Cultural Responsiveness: The school actively celebrates diversity through events and culturally relevant curriculum, reflecting the rich backgrounds of its student body.

Collaboration and Teamwork: Encouraging collaborative projects, the school enhances students' teamwork and communication skills, preparing them for future success.



ALIGNMENT ACTION PLAN - PRIORITY #1

School Priority #1 Alignment with District Objective(s):

03

Instructional Excellence & Support Systems

- Define & develop multi-tiered systems of support to improve outcomes for each individual student
- Support staff with necessary tools and professional development to spark innovation
- Encourage continuous improvement & incremental growth

04

Communication & Leadership Development

- Ensure all district and building communications are aligned and effectively disseminated; ensure teams are all on the same page
- Provide coaching & mentoring to dept heads & teacher leaders to support continuous growth & improvement



NATICK NEEDS ASSIGNMENT

The needs assessment was based on analyzing current performance data from the Fall STAR Renaissance assessment, with a particular focus on identifying the needs of students in the lowest 25th percentile. It included a review of historical performance trends to understand patterns in ELA achievement, as well as an examination of barriers affecting student performance, such as reading skills, instructional quality, and socio-economic factors. Stakeholder input was gathered through data meetings involving teachers, coaches, and administration to identify perceived challenges and resource needs. Additionally, the assessment evaluated the effectiveness of the current ELA curriculum and available instructional resources, while also identifying appropriate targeted intervention programs for struggling students. Clear, measurable objectives (SMARTIE goals) were established to guide the action plan, which emphasizes ongoing monitoring of student progress to ensure that by the end of the 2024-2025 school year, the lowest 25% of students will meet or exceed their ELA targets.



SMARTIE GOAL - ACTION PLAN #1

By the end of the 2024-2025 school year, 80% of students in grades 2-4 will meet or exceed their ELA targets on the STAR Renaissance assessment from Fall to Spring. Specifically, 100% of students scoring in the lowest 25th percentile on the Fall STAR Renaissance test will achieve this target through focused initiatives.

Specific:

Implement targeted literacy interventions for students in grades 2-4 who score in the lowest 25% on the STAR Renaissance test. Initiatives will include strategies for phonemic awareness, reading fluency, and comprehension, along with professional development for teachers and regular progress monitoring.

Measurable:

Achieve a 15% increase in the number of students from the lowest 25% meeting or exceeding grade-level literacy benchmarks, measured through district-approved literacy assessments, STAR Renaissance testing, and monthly progress monitoring.

Achievable:

Utilize evidence-based literacy interventions, provide professional development for educators, and engage families to support literacy growth. **Monitor** progress every six weeks, adjusting interventions based on data and individual student needs.

Relevant:

This goal aligns with the school's focus on enhancing literacy outcomes, particularly for struggling students. It supports district priorities for community engagement and instructional excellence, emphasizing equitable access to quality education.

Time-bound:

Interventions will commence in October 2024, with ongoing progress monitoring through May 2025. The goal will be assessed in June 2025, with the expectation of achieving a 15% increase in literacy performance among targeted students.

Equity-Focused:

Ensure that all students, particularly those in the lowest 25%, receive tailored support, fostering an inclusive environment where every student can succeed academically.



ACTION STEP HIGHLIGHTS

Data Analysis and Student Identification

Action: Identify the bottom 25% of K-4 students based on fall literacy assessment data from Renaissance.

Implementation of Targeted Literacy Interventions

Action: Initiate targeted interventions, including small-group instruction and tailored support for struggling readers.

Professional Development for Teachers

Action: Offer professional development on evidence-based literacy strategies, focusing on differentiated instruction and support for diverse learners.

Family Engagement

Action: Organize literacy workshops for families and provide resources to enhance literacy at home.

Progress Monitoring and Adjustments

Action: Hold monthly meetings to assess student progress and modify interventions as necessary.

[Memorial SIP](#)



ALIGNMENT ACTION PLAN - PRIORITY #2

01

Psychological Safety & Social Emotional Learning

- Foster environments of trust, respect & mutual support that includes supporting staff & addressing behavioral challenges
- Strengthen SEL initiatives, integrate Restorative Practices and PBIS to build a more inclusive & supportive culture

02

Relationship Building & Community Engagement

- Strengthen Connection among staff, students and parents so that everyone has a sense of belonging and feels valued
- Enhance partnerships with parents and the broader community

03

Instructional Excellence & Support Systems

- Define & develop multi-tiered systems of support to improve outcomes for each individual student
- Support staff with necessary tools and professional development to spark innovation
- Encourage continuous improvement & incremental growth



NEEDS ASSIGNMENT

During the 2023-2024 school year, sixty-three office referrals were made. Office referrals are categorized as tier 2, tier 3, or repetitive tier 1 behaviors, and these tiers are defined within our school's discipline matrix. Analyzing last year's data, there were significant rises in specific areas. Incidents on the bus account for about 36.5% of all reports, highlighting issues such as peer-to-peer conflict and disruptive bus behavior. These behaviors not only jeopardize student safety but also disrupt the transportation experience.

Additionally, disputes on the playground make up approximately 19% of referrals. Most of these referrals involve peer-to-peer conflict, which includes hands-on behavior. Classroom disruptions also remain a notable concern, representing around 28% of reports. These disruptions include peer-to-peer conflict and disruptive behavior.

The overall increase in behavioral incidents across these settings underscores the need for targeted interventions to address and mitigate these issues effectively.



SMARTIE GOAL - ACTION PLAN #2

Specific: By June 2025, I will lead the implementation of a Multi-Tiered System of Supports (MTSS) framework in collaboration with the Assistant Principal, School Counselors, Special Education Coordinator, and Team Leaders to reduce student behavioral reports and referrals.

Measurable: We will track the number of behavioral reports and referrals, aiming for a 25% reduction from the previous school year by June 2025.

Achievable: Utilizing strategies from PBIS, we will establish clear intervention tiers and provide training to staff on SEL and positive behavioral supports.

Relevant: This goal aligns with District Priority #1 focused on Psychological Safety and Social Emotional Learning, addressing the needs of students with behavioral challenges.

Time-bound: The framework will be fully developed and implemented by the end of the 2024-2025 school year, with ongoing assessments throughout the year.

Inclusive: We will ensure that all stakeholders, including students, parents, and staff, have opportunities for input and engagement in the MTSS process.

Equitable: We will prioritize interventions that meet the diverse needs of all students, particularly those who may be disproportionately represented in behavioral referrals, ensuring that all students receive appropriate support.



ACTION STEP HIGHLIGHTS

Action: Establish a core team (Assistant Principal, School Counselors, Special Ed. Coordinator, and Team Leaders) to collaborate on the development of a behavior focused MTSS framework.

Action: Create a clear set of behavioral intervention tiers based on research from PBIS. Define data-based decision-making processes, specific interventions, and referral procedures for each tier.

Action: Implement a pilot data collection system to track student behavior and monitor the effectiveness of interventions, using office referrals, classroom behavior reports, and SEL progress tracking.

Action: Provide professional development for staff on MTSS behavior interventions, including proactive classroom management strategies, SEL, and positive behavioral supports.

Action: Review behavior tracking data and feedback from staff to evaluate the effectiveness of the interventions and make adjustments where necessary. Refine the MTSS framework to better address student needs.

Action: Conduct a final analysis of behavior data, comparing behavior reports and referrals from the beginning to the end of the school year. Reflect on the MTSS framework impact on behavior and identify areas for future improvement.



ALIGNMENT ACTION PLAN - PRIORITY #3

01

Psychological Safety & Social Emotional Learning

- Foster environments of trust, respect & mutual support that includes supporting staff & addressing behavioral challenges
- Strengthen SEL initiatives, integrate Restorative Practices and PBIS to build a more inclusive & supportive culture

02

Relationship Building & Community Engagement

- Strengthen Connection among staff, students and parents so that everyone has a sense of belonging and feels valued
- Enhance partnerships with parents and the broader community

03

Instructional Excellence & Support Systems

- Define & develop multi-tiered systems of support to improve outcomes for each individual student
- Support staff with necessary tools and professional development to spark innovation
- Encourage continuous improvement & incremental growth

The logo features a stylized letter 'N' composed of four quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the word 'NATICK' in a red, serif font, followed by 'NEEDS ASSIGNMENT' in a larger, bold, red, serif font.

NATICK NEEDS ASSIGNMENT

Objective: *To address the social and emotional needs of students at Memorial School, particularly those identified as at-risk according to the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) data.*

Current Situation:

- *Recent SAEBRS data indicates a significant percentage of students are categorized as at-risk, impacting their academic performance and overall well-being.*
- *There is a need for targeted interventions and support systems to reduce the number of at-risk students and enhance their social and emotional skills.*



SMARTIE GOAL - ACTION PLAN #3

Specific

- By June 2025, Memorial School will achieve a 15% reduction in the number of students identified as at-risk according to SAEBRS data through the implementation of targeted SEL programs and staff training, ensuring equitable access to resources for all students.

Measurable

- Target: A 15% reduction in the number of students identified as at-risk according to SAEBRS data.

Achievable

- Feasibility: The goal is realistic based on available resources, staff engagement, and community support.

Relevant

- Importance: This goal addresses the urgent need to support students' social and emotional well-being, directly impacting their academic performance and overall school environment.

Time-bound

- Deadline: By June 2025.

Equitable

- Equitable Access: Ensure that all students have access to the resources and support needed to succeed, regardless of background or circumstances.



ACTION STEP HIGHLIGHTS

Establish a SEL TEAM:

Form a committee of teachers, counselors, and administrators to oversee SEL initiatives.

Conduct Professional Development:

Provide training for all staff on SEL strategies and interventions.

Implement SEL Support Initiatives:

Coordinate an SEL Consultancy Model for teachers and counselors to discuss and plan tier 1 and tier 2 interventions for students

Implement SEL student social skill and strategy groups during Target Time/WIN

Implement SEL Support Initiatives:

Coordinate an SEL Consultancy Model for teachers and counselors to discuss and plan tier 1 and tier 2 interventions for students

Implement SEL student social skill and strategy groups during Target Time/WIN

Engage Families and Community:

Host workshops and informational sessions for parents and community members to support SEL initiatives at home.



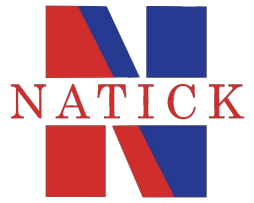
NATICK PUBLIC SCHOOLS

**SCHOOL IMPROVEMENT
NATICK PRESCHOOL**

School Committee Meeting
November 4, 2024



NATICK PRESCHOOL
is
Nurturing
Supportive
Collaborative
Engaging



NATICK SCHOOL HIGHLIGHTS 2023-2024

Parent feedback commends Natick Preschool for:

Dedicated Teachers

Nurturing Development

Strong and Consistent Feedback

Providing a Supportive Environment





NATICK NEEDS ASSESSMENT BASIS FOR GOALS

Gateway to Natick Public Schools and Special Education

- Natick Preschool serves as the bridge and the foundation for families and students to enter Natick Public Schools.
- Natick Preschool offers a seamless transition and familiarizes families with the educational system, policies, and procedures.
- Natick Preschool embraces neurodiversity and equity, and promotes and supports inclusivity among students and families.
- Natick Preschool excels in supporting the development of social-emotional skills, pre-academics, fine and gross motor skills, and self-help skills, fostering well-rounded growth in every child.



ALIGNMENT ACTION PLAN - PRIORITY #1

Family/School Collaboration through Communication

04

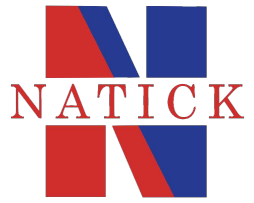
Communication & Leadership Development

- Ensure all district and building communications are aligned and effectively disseminated; ensure teams are all on the same page
- Provide coaching & mentoring to dept heads & teacher leaders to support continuous growth & improvement

The logo for Natick Public Schools features a stylized letter 'N' composed of four colored quadrants: red (top-left), blue (top-right), red (bottom-left), and blue (bottom-right). To the right of the 'N', the word 'NATICK' is written in a red, serif, all-caps font.

NATICK NEEDS ASSESSMENT

In the spring of 2024, the preschool surveyed current families to gather feedback on communication, connection to the school and classroom, and key curriculum areas. The results showed that most families received their communication primarily through the classroom Seesaw app. Families expressed a desire for more detailed information about their child's daily activities in school and ideas for how to carry over learning to home.



SMARTIE GOAL - ACTION PLAN #1

By June 2025, all preschool teachers will consistently use a standardized monthly newsletter template designed with specific focus areas such as classroom highlights, curriculum and methodology updates, parent tips, and upcoming events to be shared with families via Seesaw to ensure clear, consistent, accessible and meaningful communication across all Natick Preschool classrooms and sites.



ACTION STEP HIGHLIGHTS

Meet with the teacher PLC to review the survey results and collaborate on identifying key items teachers currently include in their monthly newsletters to establish a cohesive list of essential content.

Receive training from the Personalized Learning Coach to review and refine the draft newsletter template. (October 2024)

Grace Magley support for Canva use (Sept. 2024)

NILS Newsletter session (November 2024)

PLC professional development to:

*identify key learning activity areas and methodology

and

*parent pro-tips supporting choice making, self-advocacy, self-regulation

[Newsletter creation guide to ensure accessibility](#)

Implementation of new format and alignment with Parent workshops/panels (goal 3) (Jan-June 2025)

[Link to full SIP](#)



ALIGNMENT ACTION PLAN - PRIORITY #2

Early Literacy Intervention

03

Instructional Excellence & Support Systems

- Define & develop multi-tiered systems of support to improve outcomes for each individual student
- Support staff with necessary tools and professional development to spark innovation
- Encourage continuous improvement & incremental growth

The logo features a stylized letter 'N' composed of four quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the word 'NATICK' in a red, serif, all-caps font. Further to the right is the phrase 'NEEDS ASSESSMENT' in a larger, red, serif, all-caps font.

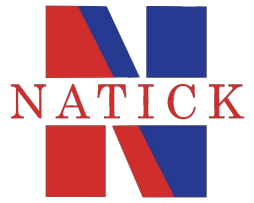
NATICK NEEDS ASSESSMENT

**DESE requirement for preschool assessment for early signs of dyslexia*

**STARS early literacy assessment administration requirements for valid student results*

**Preschool/kindergarten vertical alignment of student results analysis identifying student need for intervention*

**Of the roughly 350 K students each year, 20-25% of them come through Natick Preschool*



SMARTIE GOAL - ACTION PLAN #2

By May 2025, enhance the alignment between Preschool students' STAR Early Literacy assessment results and Kindergarten fall benchmarking and intervention practices, ensuring that at least 90% of incoming Kindergarten students from Natick Preschool have their assessment data effectively transitioned and recommended for use to inform targeted interventions, with a focus on equitable access to support for all learners, including those from diverse backgrounds and learning needs.



ACTION STEP HIGHLIGHTS

Work with Assistant Superintendent to collaborate on how to best ensure data collected at Preschool reaches K team (principals, teachers, literacy specialists) for the purposes of:

- knowing an NPS student's assessment history since that informs the K assessment
- further clarifying RTI expectations in NPS document
- sharing our methods for collecting this data that support neurodiverse students
- building understanding about who has had Natick Preschool experience vs. those who have not (January-June 2025)

Work with district leadership to personalize our OA use to identify students through the transition to K who have had 3 STARS assessment rounds to identify early in K for intervention (January-June 2025)

Determine tracking system for student scores that inform K team how many iterations students have had; stating the STARS criteria about 3 iterations before considered valid (January-June 2025)

[Link to full SIP](#)



NATICK ALIGNMENT ACTION PLAN - PRIORITY #3

Parent Community & Capacity Building

01

Psychological Safety & Social Emotional Learning

- Foster environments of trust, respect & mutual support that includes supporting staff & addressing behavioral challenges
- Strengthen SEL initiatives, integrate Restorative Practices and PBIS to build a more inclusive & supportive culture

02

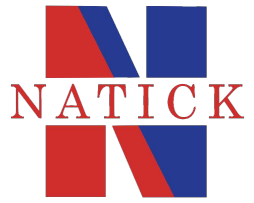
Relationship Building & Community Engagement

- Strengthen Connection among staff, students and parents so that everyone has a sense of belonging and feels valued
- Enhance partnerships with parents and the broader community

The logo features a stylized letter 'N' composed of four colored quadrants: top-left is red, top-right is blue, bottom-left is red, and bottom-right is blue. To the right of the 'N' is the word 'NATICK' in a red, serif font.

NATICK NEEDS ASSESSMENT

In the spring of 2024, the preschool surveyed current families to gather feedback on communication, connection to the school and classroom, and key curriculum areas. The results showed that most families highlighted the need for stronger connections with other caregivers, emphasizing the importance of sharing support and strategies related to child development and parenting.



SMARTIE GOAL - ACTION PLAN #3

By May 2025, offer a series of 3-5 parent workshops or panels focused on foundational preschool skill-building and child development topics identified in the Spring preschool survey.

These workshops will aim to increase parent knowledge by at least 80% based on pre- and post-surveys, ensuring sessions are accessible to all families, including those with diverse needs and backgrounds, through flexible scheduling and language accommodations.



ACTION STEP HIGHLIGHTS

Work with School Council to choose topics, assemble presentation groups, choose presentation days/times. Develop Parent Workshops/Panels on topics such as Choice Making, Self-Advocacy, Self-Regulation, Fostering Independence and Emotional Learning (November, January, March)

Identify topics for parent panels/workshops and vet topics and calendar of planned events through School Council for parent partnership (October 2024)

Share workshop details with SEPAC partners (Ongoing)

Video and post sessions for those who cannot attend (November, January, March)

District level survey for Spring (May)

[Link to full SIP](#)



NATICK PRESCHOOL SIP LINK (FULL PLAN)

ITEM TITLE: Town Administrator's Memo on Potential Override
DATE:
ITEM TYPE:
ITEM SUMMARY: Memo - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
town administrator's memo on potential override	11.4_Override_Memo_to_FATM_2024_(1).pdf	Cover Memo



TOWN ADMINISTRATION

JAMES ERRICKSON ♦ Town Administrator

jerrickson@natickma.org ♦ (508) 647-6410

13 East Central St. Natick, MA 01760 ♦

www.natickma.gov

Memorandum

To: Town Meeting Members
From: Jamie Errickson, Town Administrator
CC: Select Board, School Committee, Finance Committee
Date: October 22, 2024
RE: **Pending Override Discussion for FY 2026**

To ensure the continued delivery of high quality, high value services to the Natick community, Town and School administrations meet regularly to review town/school finances, including review of financial forecasting/trends and anticipated budget challenges. Over the past several months, these meetings have become more regular in order to prepare for the upcoming FY 2026 budget season, in light of the Town's continued structural deficit, whereby expenses exceed revenues.

As Town Meeting members may recall, this issue is not new and has been articulated by Town Administrators (including myself) through the annual budget message for the past 10+ years. This structural deficit has historically been filled through the use of one-time funds, such as Free Cash and/or (more recently) federal pandemic response funding (ARPA), among others. The current FY 2025, for example, utilizes \$4.5 million in Free Cash and \$2.7 million in ARPA funds (the last of this funding source), among other resources to fill the structural deficit.

Over the past several weeks it has been increasingly apparent that these structural challenges will reach an inflection point for the upcoming fiscal year (2026), whereby the Town will be unable to fill the structural deficit with one-time funds. Therefore, in an effort to ensure full transparency with the community, through this memo I seek to inform Town Meeting members of the potential need for an Operational Override as early as this March 2025 for FY 2026.

While the details are still being worked on, Town and School administrations continue to analyze our finances in order to present the scale of a probable override, which is projected to be in the \$7-\$8 million range based on current estimates of revenues and expenses. This figure is not final and comes with impacts, the details of which will be shared with the Select Board, School Committee, Finance Committee and the broader community in the coming weeks and months ahead.

On behalf of the Town and School administration, thank you for your continued support of this great community. I look forward to the constructive and healthy dialogue in the coming months as we work to continue to provide high quality, high value services to the Natick community.

To stay informed on these upcoming discussions at the Select Board, School Committee and Finance Committee, please sign up for updates through the Town's website at:



<https://www.natickma.gov/list.aspx>

ITEM TITLE: Enrollment Report - November
DATE:
ITEM TYPE:
ITEM SUMMARY: November Enrollment Report - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
november enrollment report	11.4_NPS_Student_Enrollment_-_2024_11_01_November_SY25.pdf	Cover Memo

Natick Public Schools - Student Enrollment November 01, 2024

	October 01, 2024																November 01, 2024															
	NPK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		NPK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
NHS											395	437	421	386	1,639	NHS											396	438	420	385	1,639	
KENNEDY							222	240	217	234					913	KENNEDY							221	241	218	235					915	
WILSON							180	182	190	176					728	WILSON							180	182	191	175					728	
BEN-HEM		21	21	18	20	20										BEN-HEM		21	21	19	20	20										
		21	21	19	19	20												21	21	19	19	20										
		22	21	19	21	20												22	21	19	21	20										
		20	21	18	20	20												21	21	17	20	20										
		22	20		21	19												22	20		21	19										
					21																20											
Total:	106	104	74	122	99										505	Total:	107	104	74	121	99											505
BROWN		16	18	20	20	24										BROWN		17	18	20	21	24										
		18	18	21	21	22												17	18	19	21	24										
		18	19	20	20	24												18	19	21	20	24										
		18	18	20	20	23												18	18	20	20	24										
		17	18	20	21													18	18	20	21											
					20																20											
Total:	87	91	101	122	93										494	Total:	88	91	100	123	96											498
JOHNSON	SCHOOL CLOSED															JOHNSON	SCHOOL CLOSED															
Total:	End of School Year 2024															Total:	End of School Year 2024															
LILJA		19	16	17	24	24										LILJA		19	16	17	24	24										
		22	16	20	23	24												22	16	20	23	24										
		20	17	20	22	22												20	17	20	22	22										
		21	15	21	22													21	15	21	22											
		19																19														
Access Program:		2	3		1											Access Program:		2	3		1											
Combo Classes:			9	9												Combo Classes:			9	9												
Combo Classes:			9	8												Combo Classes:			9	8												
Total:	103	85	95	92	70										445	Total:	103	85	95	92	70									445		
MEMORIAL		18	21	23	19	22										MEMORIAL		18	21	23	18	22										
		18	21	21	20	22												18	20	21	20	22										
		18	21	23	20	22												17	21	23	20	22										
		18	21	23	20	22												18	21	23	20	22										
					20	23															20	23										
Total:	72	84	90	99	111										456	Total:	71	83	90	98	111									453		
PRE-K EAST	64														64	PRE-K EAST	66													66		
PRE-K NHS	51														51	PRE-K NHS	53													53		
PRE-K BEN	8														8	PRE-K BEN	9													9		
TOTAL:	123	368	364	360	435	373	402	422	407	410	395	437	421	386	5,303	Total:	128	369	363	359	434	376	401	423	409	410	396	438	420	385	5,311	

ITEM TITLE: TEC Updates
DATE:
ITEM TYPE:
ITEM SUMMARY: Collaborative Agreement - LINK
Proposed Timeline - LINK
Appointment Letter - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
collaborative agreement tec	11.4_Collaborative-Agreement-Approved-July-20-2020.pdf	Cover Memo
proposed timeline tec	11.4_TEC_Amended_Agreement_Timeline.pdf	Cover Memo
appointment letter	11.4_TEC_appointment_letter.pdf	Cover Memo

THE EDUCATION COOPERATIVE COLLABORATIVE AGREEMENT

Vote to be Amended March 13, 2020

Approved by Commissioner Riley July 20, 2020

CONTENTS

ARTICLE I – MISSION, OBJECTIVES, FOCUS AND PURPOSES	4
A. Mission	4
B. Objectives.....	4
C. Focus/Purposes	4
ARTICLE II – GOVERNANCE	6
A. Name.....	6
B. Formation and Duties of TEC Board	6
C. Authority to Contract	8
D. Meetings and Notice.....	8
E. Minutes	8
F. Quorum	8
G. Minimum Vote for Action.....	9
H. Board Officers	9
I. Compliance with Policies of the DESE	9
J. Compliance with M.G.L. c. 40, § 4E.....	9
ARTICLE III – BUDGETS	10
A. Annual Budget Preparation and Assessment of Costs	10
B. Presentation to Board.....	11
C. Board Approval	11
D. Transmitting the Budget and Payment Terms	11
E. Budget Amendments	11
F. Transmittal of Budget Amendment.....	11
G. Procurement of Goods and Services	12
ARTICLE IV – PROGRAMS AND SERVICES	13
A. Educational Programs	13
B. Coordinating Services	13
C. Services to Non-Member Districts	13
D. New Programs.....	13
ARTICLE V – CONDITIONS OF MEMBERSHIP	14
A. Attendance at Board Meetings	14
B. Removal.....	14
ARTICLE VI – DURATION, TERMINATION, WITHDRAWAL AND NEW PARTICIPATION	15
A. Effective Date of this Agreement	15
B. Method of Termination of TEC	15

C.	Withdrawal From this Agreement	16
D.	New Member Districts.....	17
	ARTICLE VII – THE COLLABORATIVE FUND	19
A.	The TEC Fund	19
B.	Financial Accounting for TEC Fund.....	19
C.	Financial Statements of TEC Fund	19
D.	Independent Audit	20
E.	Treasurer	20
	ARTICLE VIII – BORROWING, LOANS AND MORTGAGES	21
A.	Process to Borrow Funds.....	21
B.	Real Property.....	21
	ARTICLE IX – SURPLUS FUNDS	22
	ARTICLE X - CAPITAL RESERVE	23
	ARTICLE XI – AMENDMENT AND SEVERANCE	24
A.	Amendment	24
B.	Severance	24

The School Committees of Canton, Dedham, Dover, Dover/Sherborn, Framingham, Holliston, Hopkinton, Medfield, Medway, Millis, Natick, Needham, Norwood, Sherborn, Walpole, Wayland and Westwood, Massachusetts, (hereinafter referred to as “Member Districts”), acting for and on behalf of said Towns and Regions respectively, enter into this Collaborative Agreement (hereinafter referred to as “Agreement”) for the purposes authorized by M.G.L. c. 40, § 4E, which includes the formulation and provision of educational programs and services on a collaborative basis among the Member Districts. This Agreement replaces the original agreement, dated 1979-80, and most recently amended September 14, 2015, and will be effective upon July 1, 2020, after the approval of the Member Districts and the Board of Elementary and Secondary Education (hereinafter referred to as “BESE”).

ARTICLE I – MISSION, OBJECTIVES, FOCUS AND PURPOSES

A. Mission Statement

The Education Cooperative (hereinafter referred to as “TEC”) actively develops and coordinates educational and organizational programs to meet the needs of member communities and their students.

B. Objectives

The overall objectives of TEC include:

1. To enhance and expand learning opportunities to meet the diverse needs of all students;
2. To enhance and expand professional development that meets and anticipates Member Districts’ needs;
3. To strengthen our relationships and partnerships with member and non-member communities, and
4. To improve our ability to provide proactive support to TEC programs.

C. Focus/Purposes

Notwithstanding any other provision of these articles, TEC is organized exclusively for educational purposes, as specified in Section 501 (c) (3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by any entity exempt from Federal income tax under said code. No substantial part of the activities of TEC shall be carrying on of propaganda, or otherwise attempting to influence legislation, or participating in, or intervening in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

TEC does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, disability, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and courses of study. TEC is an Equal Opportunity Employer.

This Agreement will permit TEC to focus on the continuation of programs and services supplied under previous Agreements among the Member Districts. Said programs and services supplement and strengthen the education

programs and services offered by each Member District. The cost-savings aspects of said programs and services include the effective apportionment of expenses and budgetary items among all participants. These expenses would be significantly greater for each Member District if it were required to establish and fund each program and service individually.

This Agreement replaces the original agreement, dated 1979-80, amended on June 3, 2011, and most recently amended September 11, 2015 and will be effective upon the approval of the Member Districts and the Board of Elementary and Secondary Education (hereinafter referred to as "BESE").

ARTICLE II – GOVERNANCE

A. Name

The entity hereby established shall be known and referred to as The Education Cooperative, a Massachusetts Educational Collaborative established under the authority of M.G.L. c.40, §4E, as amended.

B. Formation and Duties of TEC Board

All programs conducted pursuant to this Agreement shall be approved, undertaken and administered by an Education Collaborative Board, which shall be known as the Board of Directors of The Education Cooperative (hereinafter referred to as “the Board”). The Board’s membership shall consist of one school committee representative or Superintendent from each Member District (hereinafter referred to as “appointed representative(s)”). Each appointed representative will have one (1) vote. In addition, the Commissioner of Elementary and Secondary Education (hereinafter referred to as “Commissioner”), shall appoint an individual to serve as a liaison from the department of elementary and secondary education to the education collaborative board of directors. Appointed representatives shall not delegate their powers or send a representative in their place as a voting member.

The Board shall manage TEC and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of TEC. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate and maintain policies for TEC, including but not limited to policies relative to personnel, students, finance and internal controls, and health and nursing, to hire all staff, and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, §4E and 603 CMR 50.00.
2. The Education Cooperative shall be a public entity.
3. The Board shall be responsible for:
 - a. ensuring adherence to this Agreement and progress toward achieving the purposes and objectives set forth in the Agreement;
 - b. determining the cost-effectiveness of programs and services offered by TEC;
 - c. determining the appropriateness and cost-effectiveness of any borrowing, loans, or mortgages, in accordance with Article VIII; and
 - d. approving all borrowing and the purchase and sale of real estate in accordance with Article VIII.
4. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.

5. The Board is a public employer, shall hire all employees of TEC, and ensure that all employees possess the necessary and required credentials and approvals, including, but not limited to, those required by M.G.L. c. 71, §38G, 603 CMR 7.00, M.G.L. c. 74, 603 CMR 4.00, and all acts and regulations amendatory thereof.
6. The Board shall hire an Executive Director to oversee and manage the operation of TEC; a Business Manager, or an employee with responsibilities similar to those of a town accountant, to oversee TEC finances; at least one school nurse to support TEC programs; and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. c. 40, § 4E. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and Business Manager, and that these employees shall not serve as a member of the Collaborative Board of Directors or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E. The Board shall review the Executive Director's and Treasurer's performance annually.
7. The Board shall be vested with the authority to enter into agreements with Member and Non-Member Districts, or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
8. The Board shall be responsible for ensuring that any borrowing, loans, or mortgages is cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its Member Districts, and consistent with the terms of this Agreement, including the provisions of Article VIII.
9. Each appointed representative must attend training required by the Department of Elementary and Secondary Education (hereinafter referred to as "DESE"), as outlined in M.G.L. c. 40, § 4E, 603 CMR 50.05, and 603 CMR 50.12(3). Should an appointed representative fail to complete the required training within the timelines set in law and regulations, the Member District shall automatically become an inactive member of the Board, shall not count towards a quorum, and shall not have voting rights on the Board, but shall continue to have all other rights and obligations of membership. The Member District shall become an active member and voting rights shall be reinstated once the appointed representative completes the training.
10. Each appointed representative shall be responsible for providing timely information and updates to its appointing Member District(s) on TEC activities, as outlined in M.G.L. c. 40, § 4E and 603 CMR 50.04(2), and for providing other information as required or requested.
11. Appointed representatives shall be public employees subject to M.G.L. c. 268A. No appointed representative on the Board shall serve on the board of directors or as an officer or employee of a related for-profit or non-profit organization, as defined in M.G.L. c. 40, § 4E, as most recently amended. The Executive Director, Treasurer, and Business Manager shall not serve as an appointed representative, or as an officer, or employee of any related for-profit or non-profit organization. No employee of an educational collaborative shall be employed at any related for-profit or non-profit organization.

12. The Board shall establish and maintain an internet website in accordance with M.G.L. c. 40, § 4E, which shall include, at a minimum:

- a. a list of the appointed representatives on the Board;
- b. copies of the minutes of open meetings held by the Board;
- c. a copy of the Agreement and any amendments;
- d. a copy of the Annual Report and independent audit required by 603 CMR 50.08; and
- e. contact information for key TEC staff members.

C. Authority to Contract

With the approval of the Board, the Executive Director may contract for the purchase of supplies and materials and for the services of such persons as it deems necessary in order to carry on its functions. The Executive Director, acting on behalf of and with approval of the Board, may contract with corporations, individuals, associations, agencies, and/or any other entities in order to obtain and provide services for a Member District(s).

The Board may apply, through an appropriate vote, for state, federal, corporate or foundation grants, and may enter into contracts to obtain the funds necessary to carry out the purpose for which TEC was established.

D. Meetings and Notice

The Board shall hold at least six (6) meetings per fiscal year. A “fiscal year” is defined as the period commencing July 1 and ending the following June 30. Notice of each Board meeting and agenda shall be provided in accordance with the Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25, and posted on the TEC website. All meetings shall be subject to such Open Meeting Law. Duplicate notice of such meetings shall be sent to the appointed representatives of each Member District at least three (3) days, with the exclusion of Saturday, Sunday and holidays, before such meeting, unless such meeting shall have been scheduled by the Board at a previous meeting and notice of such scheduling shall have been given to all appointed representatives absent. The Executive Director, or designee, will act as Executive Secretary to the Board. The Executive Director shall attend all Board meetings but shall not be entitled to a vote.

E. Minutes

Minutes of each Board meeting will be taken in accordance with the Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25. Minutes will be approved by the full Board at an open meeting and then posted on the TEC website.

F. Quorum

A majority of the appointed representatives serving on the Board shall constitute a quorum for all purposes.

G. Minimum Vote for Action

The affirmative vote of the majority of the appointed representatives present at any meeting of the Board shall be required to decide any question, including the adjournment of a meeting.

H. Board Officers

The Board shall annually organize itself by electing a Chairperson, and Vice-Chairperson by a majority vote of the appointed representatives present at the first Board meeting of the year. The Chairperson, by vote of the Board, may appoint subcommittees as needed to make recommendations to the Board concerning policies. These subcommittees shall be subject to Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25.

I. Compliance with Policies of the DESE

It is the intention of this Agreement to fully comply with the policies and procedures of the Massachusetts DESE, in accordance with 603 CMR 50.00.

J. Compliance with M.G.L. c. 40, § 4E

It is the intention of this Agreement to fully comply with M.G.L. c. 40, § 4E.

ARTICLE III – BUDGETS

A. Annual Budget Preparation and Assessment of Costs

1. The Board shall annually determine the collaborative budget consistent with the timelines, terms, and requirements in M.G.L. c. 40, § 4E, regulations promulgated by BESE, and this Agreement.
2. By March 31 of each year, the Board shall propose a budget for the upcoming fiscal year. The budget shall identify all of the programs or services to be offered by TEC in the upcoming fiscal year and the corresponding costs.
3. The budget shall contain all planned financial activity for the upcoming fiscal year and support TEC's mission statement, and long and short range goals.
4. Expenditures from grant funds, trust funds and other funds not designated as general funds that, by law, may be expended by the Board without further appropriation shall be segregated in the budget.
5. The general fund budget shall segregate all operating expenditures, capital expenditures, debt service payments, and deposits to capital reserve.
6. The budget shall be classified into such line items as the Board shall determine, but shall, at a minimum, delineate amounts for operating expenditures, including, administration, instructional and rental expenses and capital expenditures, including debt service payments and deposits to capital reserve.
7. The budget shall include the methodology used to determine tuition prices for students from Member and Non-Member Districts as well as the methodology to determine fees for services and membership dues. Non-Member District tuitions will be set at no more than 30% above the Member District tuitions as determined by the Board annually during the budget process. This surcharge will be used, in addition to the Member District assessment, to offset the total administrative cost of TEC. All tuitions and fees will be based on the total cost of providing TEC's programs, including administration, divided by the number of students or users expected to enroll in each program or service.
8. As applicable, capital costs shall be included in the budget and built into the total costs of the programs. Capital costs will be built into the tuition(s) and/or fee(s) of the program(s) and/or service(s) that will benefit from the capital expenditure.
9. Membership dues, if assessed, shall be assessed to each Member District on July 1st of each year. The amount will be assessed based on a set amount shared equally amongst all member districts as determined by the Board. This set amount will be reduced based on the pro rata population of the total number of TEC Member District special education students in TEC programs on December 1st of the previous year and as determined annually by a majority vote of the Board. The membership dues, in addition to the Non-Member District surcharge, will offset the total administrative cost of TEC.

B. Presentation to Board

The proposed budget shall be presented at a public meeting and notice shall be provided to each Member District ten (10) working days before the date of the Board meeting at which the proposed meeting will be discussed.

C. Board Approval

At a Board meeting at least ten (10) working days following the Board meeting at which the budget was first proposed, the Board shall approve, by at least majority vote, the budget for the upcoming fiscal year. Notice of the Board meeting will be given to each Member District and the public, consistent with the Open Meeting Law, and no less than ten (10) working days before the date of the Board meeting.

D. Transmitting the Budget and Payment Terms

1. The Treasurer shall certify and transmit the budget and the tuition rates, membership dues, payment terms, and fees for services for the upcoming fiscal year to each Member District no later than June 30th of the preceding fiscal year.
2. The Collaborative shall submit invoices to all districts for services and tuitions on a quarterly basis. Invoices will be mailed thirty (30) days prior to payment being due.
3. Membership dues will be invoiced annually on July 1st.
4. Fees for services, dues and tuitions shall be paid within thirty (30) days from invoicing.

E. Budget Amendments

All budget amendments shall be proposed at a public meeting of the Board. Any amendment that does not result in an increase in tuition rates, membership dues, or fees for services shall be approved by the Board by a majority vote. Any amendment to the budget that results in an increase in the tuition rates, membership dues, or fees-for-services shall be:

1. Reported to the Member Districts by the appointed representative for the Member District within ten (10) working days of the public meeting at which the amendment was first proposed;
2. Voted on by the Board at a second public meeting of the Board no earlier than thirty (30) working days after the Board meeting at which the amendment was first proposed; and
3. Adopted by a majority vote of the Board.

F. Transmittal of Budget Amendment

The Treasurer shall certify and transmit amended tuition rates, membership dues and fees for services to each Member District no later than ten (10) working days following the majority affirmative vote by the Board.

G. Procurement of Goods and Services

TEC is subject to M.G.L. c. 30B for the procurement of goods and services.

ARTICLE IV – PROGRAMS AND SERVICES

A. Educational Programs

TEC shall provide educational programs and services which shall complement and strengthen the school programs of Member Districts and increase educational opportunities for children when it is determined that such programs and services can most effectively and/or economically be provided on a collaborative basis. In addition, TEC will continue to increase and expand its level of service in general education, occupational-vocational education, staff development and training, educator licensure programs, cooperative purchasing, online teaching and learning, and research and development of innovative programs, consistent with M.G.L. c. 40, § 4E. TEC shall provide educational programs for special education students and may offer other programs and services as the Board may deem appropriate, consistent with M.G.L. c. 40, § 4E.

B. Coordinating Services

TEC shall provide such other coordinating services as permitted by applicable law and regulations, and as the Board may establish to be in the best interest of the Member Districts.

C. Services to Non-Member Districts

TEC shall offer educational or training programs or related services to selected non-Member Districts on an individual contract basis; provided, however, such educational or training programs or related services shall not result in an additional cost to any Member District.

D. New Programs

The Board may authorize the Executive Director the power to add new programs to meet specific needs of Member Districts that arise during the fiscal year, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

ARTICLE V – CONDITIONS OF MEMBERSHIP

A. Attendance at Board Meetings

Each appointed representative is expected to attend every Board meeting. In the event that an appointed representative is not able to attend, he/she shall notify the Executive Director or his/her designee of the absence. If the appointed representative misses one-half of the meetings within a fiscal year, the Board will notify the respective Member District. The school committee of the Member District will determine if a new appointed representative should be appointed to ensure representation on the Board.

No appointed representative on the Board shall serve as a member of a board of directors or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c.40, §4E, as most recently amended.

No appointed representative shall receive an additional salary or stipend for his/her service as an appointed representative.

No appointed representative shall delegate his/her powers, or send a representative in his/her place as a voting appointed representative, and no Member District shall delegate the rights, responsibilities, or duties of its appointed representative to any other individual, unless the Member District is replacing the appointed representative with that individual.

B. Removal

In the event that membership dues have not been paid and/or a Member District has in some way failed to meet the terms of this Agreement, written notice of possible suspension of voting rights shall be sent to the Member District by the Executive Director, on behalf of the Board. The Member District will have 45 calendar days from the date of the notice to respond in writing to the notice and resolve the issue(s) noted. In the event the issue(s) remains unresolved beyond the 45-day notice, the Board may suspend the voting rights of the Member District by a majority vote.

ARTICLE VI – DURATION, TERMINATION, WITHDRAWAL AND NEW PARTICIPATION

A. Effective Date of this Agreement

This Agreement shall become effective upon the approval of the Member Districts' School Committees, Member charter school boards and the Massachusetts BESE. This Agreement shall be effective following all requisite approvals and shall continue thereafter until such time as it is amended. No agreement or subsequent amendment shall take effect unless and until approved by the Member Districts and by the BESE, upon the recommendation of the Commissioner.

B. Method of Termination of TEC

1. A Member District may request that the Board initiate proceedings to terminate this Agreement by giving notice to all other Member Districts and the Executive Director at least twelve (12) months before the end of the intended final year.
2. Within thirty (30) days of a request that the Board initiate termination proceedings, the Board shall discuss the request to terminate TEC and determine next steps.
3. A unanimous vote of the Board is required in order to initiate termination proceedings. Should the Board vote to initiate termination proceedings, notice must be provided to all Member Districts within ten (10) working days of such vote.
4. The Agreement shall be terminated at the end of any fiscal year following a unanimous vote in favor of termination by the school committees and/or charter school boards of the Member Districts.
5. The Agreement shall only be terminated at the end of a fiscal year.
6. Any vote to terminate TEC must be taken no less than one hundred eighty (180) days prior to its intended effective date.
7. The Executive Director shall notify the Member Districts, the Commissioner and DESE in writing at least two hundred twenty (220) days before the intended effective date of termination.
8. Following the affirmative votes of the Member Districts to terminate the Agreement, a final independent audit will take place and will be provided to all appointed representatives and Member Districts as well as to the Commissioner, including an accounting of assets and liabilities (debts and obligations) of TEC and the proposed disposition of same.
9. Following the affirmative vote of the Member Districts to terminate the Agreement, the Board shall notify the Commissioner of the official termination date of TEC, and shall submit the documentation required by 603 CMR 50.11 to the Commissioner.
10. Prior to termination, the Board shall:

- a. determine the fair market value of all assets for TEC, including, but not limited to, real estate, capital property, equipment and supplies owned by TEC;
 - b. determine the process for the appropriate disposition of federal/state funds;
 - c. identify the Member District responsible for maintaining all fiscal records;
 - d. identify the Member District responsible for maintaining employee and program records;
 - e. ensure records relating to individual students are returned to the sending school districts;
 - f. determine the means of meeting all liabilities (debts and obligations) of TEC, including obligations for post-employment benefits. All liabilities must be met by TEC before any monies are distributed to Member Districts; and
 - g. ensure the appropriate disposition of all assets of TEC, including any unencumbered funds held by the Collaborative, and any capital property and real estate owned by TEC. Unless the Board determines otherwise, all assets shall be sold and the monies shall be distributed to the Member Districts on a pro-rata basis based on the students enrolled in each district during the most recently completed fiscal year.
11. Should the DESE revoke and/or suspend the approval of the Agreement, the Board will follow all instructions from the Commissioner, and Sections VI.B.8-11, inclusive, shall be implemented to the extent these procedures are consistent with the order of the DESE terminating the Agreement.

C. Withdrawal From this Agreement

Any Member District may withdraw from the Agreement as of July 1 by giving written notice by December 31 of the current fiscal year. Said withdrawal notice shall be sent to the following: (1) the Chair of the School Committee of each participating Member District; (2) the School Superintendent of each Member District; (3) the Executive Director; and (4) the Board. Said withdrawal notice must also include the following: (1) Notification addressed to the chair of the Board and the Executive Director that the Member District has voted to withdraw from TEC with the effective date of withdrawal; and (2) A copy of the minutes from the school committee or charter school board meeting in which the Member District voted to withdraw from TEC.

Within thirty (30) days of notification of a Member District's intent to withdraw from TEC, the Executive Director must provide written notification of such intent to the Commissioner. An amendment shall be prepared in accordance with Article VIII to reflect changes in the Agreement caused as a result of the change in membership of TEC. The Board must approve this amendment reflecting said withdrawal by a majority vote.

In order to be effective on July 1 of a fiscal year, the amendment must be approved to reflect the withdrawal of any Member District by the Member Districts and by the BESE by April 30 of the prior fiscal year. Upon withdrawal, a former Member District shall not be entitled to any assets or a portion of any assets of TEC, including

any surplus funds that may have been carried over from prior years and any capital reserve fund that may have been established by the Board.

The withdrawing school committee or charter school board must fulfill all of its financial obligations and commitments to TEC. A school committee or charter school board that has withdrawn from TEC will continue to be liable to TEC for its pro-rata share of any debts, claims, demands, or judgments against TEC, including obligations for post-employment benefits, incurred during the period of said school committee's or charter school board's membership, based on the number of students enrolled in the district during the last full fiscal year of membership.

Upon withdrawal, the withdrawing district will be reimbursed any funds prepaid to TEC by the Member District for tuition or services under M.G.L. c. 40, § 4E. The withdrawing district will not be reimbursed any surplus funds, if available.

The withdrawal of any Member District(s) at any time shall not affect the status of the Agreement and the same shall remain in full force and effect until specifically changed or amended by the Board, and approved by the Member Districts and the BESE.

If, after the withdrawal of a Member District(s), less than two Member Districts remain, the Board will initiate termination proceedings as provided in this Article.

D. New Member Districts

A school district, through its school committee, or charter school board, may become a member of TEC consistent with the following terms:

1. At least 180 days prior to the beginning of a new fiscal year, the prospective Member District shall submit to the Chair of the Board and the Executive Director of TEC notification of intent to join TEC and a copy of the school committee/charter school board minutes that indicates an affirmative vote of the committee/charter school board to seek membership in TEC.
2. Upon receipt of the prospective Member District's notification of intent to join TEC and the minutes, the Board will consider the request.
3. Upon a majority vote of the Board, the Agreement may be amended to add the new Member District.
4. The Agreement shall be amended consistent with Article XI.
5. The authorizing votes of the Member Districts' school committees may provide for the deferral of the admission of a new Member District until July 1 of the subsequent fiscal year.

6. The admission of a new Member District to TEC shall become effective only after the execution and delivery by the current Member Districts and the applicant school committee or charter school board of an amendment to the Agreement agreeing to be bound by all the terms and conditions thereof, and approval by the BESE.
7. A school committee or charter school board may be admitted to TEC as of July 1st of any fiscal year provided that all required approvals, including that of the BESE, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new Member District is to be admitted to TEC.

ARTICLE VII – THE COLLABORATIVE FUND

A. The TEC Fund

The Board shall establish and manage a fund to be known as The Education Cooperative Educational Collaborative Fund (hereinafter referred to as "the TEC Fund"). The TEC Fund is to be subject to the terms and conditions herein and as said Board shall determine.

B. Financial Accounting for TEC Fund

TEC shall maintain a financial accounting system, in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements prescribed jointly by the Commissioner and the Department of Revenue, in consultation with the state auditor. At a minimum, the financial accounting system shall delineate:

1. administration and overhead;
2. rental of real property;
3. program costs;
4. capital expenditures, including fixed assets, real property or the improvement of real property;
5. debt payments;
6. deposits into a capital reserve; and
7. all additional disclosures required in 603 CMR 50.08(2).

The TEC Fund shall be the depository of all monies paid by the Member Districts and Non-Member Districts, and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations, or any other source; all such monies shall be paid directly to the Board and deposited in the TEC fund in compliance with M.G.L. c. 40, § 4E.

C. Financial Statements of TEC Fund

The Board shall ensure that TEC annually, no later than January 1 of each year, prepares financial statements, including:

1. a statement of net assets (government-wide);
2. a statement of activities (government-wide);
3. a governmental funds balance sheet;
4. a governmental funds statement of revenues, expenditures, and changes in fund balance;
5. a general fund statement of revenues, expenditures and changes in fund balance, budget and actual;
6. a statement of fiduciary net assets;
7. a statement of changes in fiduciary fund net assets; and

8. a capital plan identifying current capital obligations or future planned capital projects.

D. Independent Audit

The Board shall ensure that an independent audit is completed annually, and, upon the approval by the Board and no later than January 1 of each year, submit the audit report for the preceding fiscal year to the chair of each Member District, the Commissioner and the State Auditor.

E. Treasurer

The Board shall appoint a Treasurer upon such terms and conditions, including compensation for his services, as the Board may determine. The Treasurer may, but need not necessarily be, the Treasurer of a Member District. Notwithstanding any provision to the contrary herein, no member of the Board shall be eligible to serve as Treasurer. The Treasurer shall give bond annually for the faithful performance of his duties as Treasurer in a form approved by the Department of Revenue and in such sum, not less than the amount established by said Department of Revenue, as shall be fixed by the Board.

The Treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to TEC without further appropriation.

The Treasurer may make appropriate investments of the money of TEC consistent M.G.L. c. 44, § 55B.

All payments and investments must be approved by a majority vote the Board.

ARTICLE VIII – BORROWING, LOANS AND MORTGAGES

A. Process to Borrow Funds

TEC, by an appropriate vote of the Board, may borrow money or enter into short- or long-term agreements or mortgages, provided that all borrowing, loans and mortgages shall be discussed at a public meeting of the Board and the following terms shall apply:

1. the Board shall investigate options related to borrowing, loans and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
2. the Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans and mortgages are cost-effective, in the best interests of TEC and its Member Districts, consistent with the terms of the Agreement, consistent with standard lending practices, and are the most favorable available at the time of the application; and
3. the Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans and mortgages are necessary to carry out the purposes for which TEC is established.

B. Real Property

In the event that such borrowing loan or mortgage is for the acquisition or improvement of real property:

1. the Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which a final vote is taken;
2. the Board shall provide notice to each Member District within thirty (30) calendar days of applying for real estate mortgages; and
3. the Board shall approve such action by a majority vote.

ARTICLE IX – SURPLUS FUNDS

Unexpended general funds, as defined in 603 CMR 50.00, at the end of the fiscal year, plus any previous year's surplus funds, as determined through the financial statements, will be considered cumulative surplus.

The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, and any amounts prepaid for services or tuitions in accordance with M.G.L., c. 40, § 4E.

The Board will retain no more than 25 percent in cumulative surplus.

On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.

The Board shall annually determine whether such surplus funds are within the established 25 percent limit, and whether the funds will be retained by TEC or whether all or some portion will be refunded to the Member Districts.

- a. In the event an amount is to be refunded to the Member Districts, each Member District share will be apportioned in accordance with the student membership enrolled in each district during the most recently completed fiscal year.

ARTICLE X - CAPITAL RESERVE

The Board may create a capital reserve fund to support costs associated with the acquisition or improvement of fixed assets, including real property, with a unit cost of \$5,000 or greater and a useful life of one year or more.

Similar items purchased together or items to be used as one system, which total \$5,000 or greater in aggregate, should also be capitalized.

In order to create a capital reserve fund

- a. a capital plan must be developed and approved by the Board
- b. a 2/3 vote of the Member Districts must approve the establishment of the capital reserve fund;
and
- c. the request for approval must state the reason for the reserve and a limit on the balance that may be held in the reserve. 603 CMR 50.07 (10).

Deposits and expenditures from the capital reserve fund must be included in the budget and may be used only for the project or purpose stated in the capital plan.

ARTICLE XI – AMENDMENT AND SEVERANCE

A. Amendment

Any voting appointed representative, Member District, or the Executive Director may propose an amendment to the Agreement. The proposed amendment shall be presented in writing to the Executive Director of TEC and the Chair of the Board. Prior to the Board meeting at which the amendment is first discussed, the Executive Director shall cause copies thereof to be sent to all appointed representatives and the chairs of the school committees of the Member Districts, with notice as to the time and place of the first reading of the proposed amendment.

Following the first reading of any proposed amendment and any changes as requested by the Board, the Executive Director shall submit the proposed amendment to the DESE for initial review. Following DESE review, the Executive Director shall make such changes as the DESE requires. The Executive Director shall cause copies of the revised amendment to be sent to all appointed representatives and the chairs of the Member Districts with notice as to the time and place of the second reading of the amendment. The proposed amendment shall be read a second time at a Board meeting subsequent to the DESE review and revision, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment.

Following approval by the Board, the amended Agreement shall be submitted by the Chair of the Board to the Member Districts for a vote to approve the amended Agreement. Once a majority of Member Districts have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement, in accordance with 603 CMR 50.00, to the Commissioner and BESE for approval by the BESE. No amendment to the Agreement shall be effective until approved and authorized by a majority of the Member Districts and by the BESE. Member Districts shall not delegate the authority to approve agreements or amendments to the Agreement to any other person or entity.

B. Severance

If any part or parts of the Agreement or amendments hereto shall be deemed inapplicable or void by any court of competent jurisdiction, such part or parts shall be deemed as severed from this Agreement and any subsequent amendments, and the remaining part or parts of this Agreement and amendments shall survive.

This Agreement will take effect on July 1, 2020 following all required votes of approval as listed on the signature pages of this document and the Commissioner on behalf of the Massachusetts Board of Elementary and Secondary Education, no later than April 30, 2020.

IN WITNESS WHEREOF, the School Committees of the Member Districts, acting for and on behalf of the Member Districts, and the Commissioner, in approval of this Agreement and in acknowledgement of receipt of a copy hereof, have all hereunto set their hands and seals on the respective dates hereinafter indicated.

Approved by the Commissioner on behalf of the Board of Elementary and Secondary Education

Jeffrey C. Riley

July 20, 2020

Commissioner of Elementary and Secondary Education

Date of Approval



**Amendment to Collaborative Agreement
Proposed Timeline**

October 25, 2024	BOD members and SC Chairs receive draft proposed amended Agreement and notice of first reading
November 1, 2024	BOD first reading of proposed amended Agreement
November 4, 2024 - December 3, 2024	Proposed amended Agreement sent to DESE for review
December 6, 2024	BOD members and SC chairs receive revised proposed amended Agreement and notice of second reading
December 13, 2024	BOD second reading and vote of amended Agreement
December 16, 2024 - January 31, 2025	Vote of each member SC to approve amended Agreement*
February 3, 2025 - February 7, 2025	Execution of electronic signatures (SC Chairs)
February 10, 2025	Submission of signed amended Agreement to DESE for approval

*Requires an affirmative vote by a majority of member school committees



Natick Public Schools

CENTRAL OFFICE

13 East Central Street, Natick, MA 01760

Dr. Melissa Spash, Superintendent

Susan Balboni, Assistant Superintendent for Teaching, Learning, Innovation and Equity

Matthew Gillis, Assistant Superintendent for Finance

October 22, 2024

Emily J. Parks
Executive Director
The Education Cooperative (TEC)
141 Mansion Drive, Suite 200
East Walpole, MA 02032

Dear Ms. Parks

Please be advised that at its regularly scheduled meeting on **Monday, October 21, 2024**, the Natick School Committee voted to appoint **Matt Brand** as the Natick School Committee's representative to the TEC Board of Directors for the 2024-2025 school year.

Sincerely,

Dr. Melissa Spash
Superintendent of Natick Public Schools

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.

ITEM TITLE: Committee Goals
DATE:
ITEM TYPE:
ITEM SUMMARY: Community Engagement - LINK
Budget Action Plan - LINK
Professional Development - LINK
BACKGROUND INFORMATION:
RECOMMENDATION:

ATTACHMENTS:

Description	File Name	Type
community engagement	11.4_Community_Engagement_-_Action_Plan_Public_Version.docx_(1).pdf	Cover Memo
budget action plan	11.4_SC_Goal-_Budget_Action_Plan.docx_-_Google_Docs.pdf	Cover Memo
professional development	11.4_SC_Goal-_PD.pdf	Cover Memo

Goal: During this school year, we will increase the number of School Committee’s engagement touch points with the NPS Community—students, parents, teachers, educators, and other community members, in order to a) receive input and diversity of thought to inform decision making and b) raise awareness of the Committee’s function and work.

Action Steps	Timeline	Responsibility
<i>1. Create and memorialize an engagement calendar</i>	<i>asap, revise during the year</i>	
<i>2. Commit to meeting with Students Reps four times a year</i>	<i>2x a semester</i>	
<i>3. Work with the Superintendent/Union to identify channels to engage with teachers</i>	<i>winter/spring</i>	
<i>4. Offer in-person and virtual coffee hours to all community members (including the possibility of partnering with SB’s office hours)</i>		
<i>5. Offer specific forums and/or engagement opportunities related to major decisions (e.g., budget, MSBA process)</i>	<i>TBD</i>	
<i>6. Offer a Natick 101 session about School Committee</i>	<i>Connect with Town in October, aim for December</i>	

What does success look like (for school committee, for district, for students)?

Report on the number of touch points school committee members had this year.

So far: Natick Days, MECTO Back to School Night, Opening Day Convocation, Initial conversation with Student Reps.

Goal:

Evaluate the budget templates, schedule and process with the administration to agree on a budget process plan for FY26 that optimizes for efficiency, clarity and transparency.

Action Steps	Timeline	Responsibility
<i>Meet with Dr. Spash to incorporate her experience and vision for the future budget process.</i>	<i>October/November</i>	<i>tbd</i>
<i>Review the FY24 and FY25 budget template/cycle - evaluate where more information may be needed, where there are strengths. Consider Town Charter, previous NPS budget and TA's budget timeline, Finance Committee's needs.</i>	<i>November</i>	<i>tbd</i>
<i>Create documentation that indicates key changes to the process in order to provide clarity</i>	<i>November/December</i>	<i>tbd</i>
<i>After the budget - do a retrospective meeting to review what worked, what didn't adjustments for next year</i>	<i>April/May</i>	<i>tbd</i>

What does success look like (for school committee, for district, for students)?

Smooth budget process so people can understand the needs and numbers

Members of the committee can confidently articulate the needs in the budget and how they support students and district priorities.

Who do we want to impact?

Tactically related - Budget?

Process related -

Elevate for the community

Trial run on a Subcommittee

Pain points:

/time to wade through the numbers

/clarity - accessibility - committee members and ultimately for the constituents

/plan for education of and building the story around the numbers

what are the main levers

what do we control, no control

/emphasis on budget in January and February - move instead to a layered approach

/facilitation and education

10/23 6:00 p.m. virtual only

Opened the Meeting 6:11

Kate, Cathi, Catherine

Discussion above

Closed the Meeting 6:49

All in favor 3-0-0

Goal: By the end of the school year, engage School Committee members in professional development focused on equity-informed decision making

Action Steps	Timeline	Responsibility
1. Explore different options for trainers (MASC, DAJ, AJ Crabill)	By mid-November	
2. Set time and space	By end of calendar year	
3. All SC members read the same book <ul style="list-style-type: none"> a. Select book (consider one of AJ Crabill books) b. Come up with timeline and time to discuss c. Book discussion 	By end of October By end of October Around January	

What does success look like (for school committee, for district, for students)?

School Committee members incorporate an equity lens to decision-making processes. In turn, our policies, budgets, and other SC-related products and decisions better reflect our overall vision for a more equitable and more inclusive district that supports all of its students.