

Northbridge Public Schools

Northbridge School Committee

87 Linwood Avenue, Whitinsville, Massachusetts 01588 (508) 234-8156 FAX (508) 234-8469 www.nps.org

Erin Donahue, Chairperson, Edonahue@nps.org, Jill Leonard, Vice-Chair, jleonard@nps.org
Shannon Canoy, scanoy@nps.org, Heather Alden, halden@nps.org, Jonathan Canoy, jeanoy@nps.org

Northbridge Public Schools School Committee Meeting Agenda Tuesday, June 13, 2023 7:00PM Northbridge High School Media Center

- I. Call to Order
- II. Pledge of Allegiance
- III. Attendance
- IV. Statement of Audio and Video Recording
- V. Statement of Mission
- VI. Student Representative Report (7:05)
- VII. Superintendent's Report (7:10)
- VIII. Presentations: (7:15)
 - A. 2022-2023 Teacher of the Year
 - B. Texting and Driving PSA Award
 - C. Middle School - Update for 2023-2024
 - D. District Strategic Plan - Year Two Report
- IX. Consent Agenda (7:45)
 - A. School Committee Meeting Minutes: May 23, 2023
 - B. Warrant 43-48s 05/25/2023 \$222,293.44
 - C. Warrant 43-49s 06/01/2023 \$267,132.59
- X. Discussion (7:50)
 - A. Galapagos Trip (EF) - Robin Laurens/Scott Sponseller
 - B. SC Review of Superintendent's Performance
 - C. Summer Meeting Dates
- XI. Public Comment (8:05)
- XII. Action (8:15)
 - A. IJOA (also JJH)- FIELD TRIPS AND STUDENT TRAVEL

- XIII. Information
- XIV. Executive Session Pursuant to Massachusetts General Laws Chapter 30A Section 21(a) for the Following Purpose, Not to Return to Open Session:
 - A. Purpose (2) to conduct collective bargaining with the NTA, specifically to hear the NTA Level III grievance; and
 - B. Purpose (3) to discuss strategy with respect to collective bargaining, specifically to deliberate and determine a response to the NTA Level III grievance.
- XV Adjournment (8:30)

District Strategic Action Plan 2021-2024 (Year Two)

Strategic Objective #1: Create an environment in which all leaders include multiple perspectives to collaborate on common goals and develop consistent and equitable practices and expectations that support the alignment of our schools and the success of the entire NPS community.

Initiative #1: Provide consistent and ongoing professional development to all school and district leaders on effective leadership skills.

Actions Steps	Who	When	Resources
Superintendent/principal walk-throughs and reflection discussions	Supt./principals	Monthly, per principal	Time; classroom visit framework
Re-institute monthly "Learning Walks" for leadership team to discuss effective practice and calibrate feedback	Building and district leaders	Monthly (one school per month - each school at least twice)	Time; materials

Initiative #2: Develop a strong sense of interconnectedness across building and district leadership teams to ensure shared accountability for ALL students.

Action Steps	Who	When	Resources
LT meetings w/directors and principals to conduct monthly updates; assess current needs; and address issues/concerns; accountability	Bldg. Admin & Directors	1st Wednesday of each month	Time
BIG LT meetings w/ALL admin. to conduct PD around calibration and feedback, as well as effective leadership strategies and DEI	Directors, Principals, APs	3rd Wednesday of each month	Time; PD materials; DEI books

"Job-alike" meetings (APs & Deans)	APs and Deans	Once per month	Time
Meetings with BIG LT and DC/Team Leaders to assess progress on: instructional programming; building culture; PBIS; SST/BCAP processes; WIN; and, new disciplinary procedures. (other topics as appropriate)	Building admin., CIA & SpEd Dir., Supt., DCs, Team Leaders, Instr. Coach, SEL Coord. (Business, Tech. & Facilities, as appropriate)	<ul style="list-style-type: none"> Summer Leadership Retreat 	Time; various materials

Strategic Objective #2

INCLUSIVE CULTURE: Cultivate trusting relationships among all stakeholders, foster open and transparent communication practices, and create diverse opportunities to build connections and engage with families and community members in meaningful ways to promote a united and socially just NPS community.

Initiative #1: Provide parents/families with opportunities to take active roles in the schools and district and be a part of the decision-making process.

Action Steps	Who	When	Resources
Establish an EL Parent Advisory Group	Dir. of PPS; EL teachers	Sept. - ongoing	Translation services
Plan and offer "inclusive" extracurricular activities that provide opportunities for ALL students (and their families) to be active participants (i.e. intramural kickball, bocce, arts and crafts night, etc.)	Building admin.; team chairs	At least one activity per school (NES, NMS, NHS) over the course of the 2022-2023 SY	Equipment; volunteers; materials/supplies
Solicit parents from various subgroups (EL, SWD, LI, HN) to participate in School Councils	Building principals	ASAP	Volunteers; transportation (potentially); translation services (potentially)

Initiative #2: Support inclusive and culturally proficient practices, in and out of the classroom.

Action Steps	Who	When	Resources
DBIE (diversity, belonging, equity and inclusion) professional development for District Admin.	Superintendent & Dir. of Curriculum	October 4, 2022 - ongoing throughout year	M.A.S.S. REDI Foundations Application Network for District Leaders
Utilize DESE's Culturally Responsive Look Fors during Learning Walks to establish baseline data	District LT	Beginning in Oct. - ongoing thru year	Look-For documents;
Each building will host an inclusive athletic or extracurricular event/program to promote diverse participation and increase sense of belonging	Building admins.	MS - October; NES and HS dates TBD	Equipment; chaperones/volunteers
Expand Unified Sports Programming to Middle School	Athletic Director, MS principal	2022-2023 school year - TBD	Coaches; student volunteers; equipment/uniforms

Strategic Objective #3

TEACHING and LEARNING: Provide engaging, inclusive and culturally proficient learning environments that nurture individual student growth and close access, academic and opportunity gaps through effective instructional practices, smooth transitions between grades (including grade 8-9) , aligned curriculum, and robust student support.

Initiative #1: Implement flexible practices that support all learners and their changing needs throughout the year.

Actions Steps	Who	When	Resources
Revise, distribute and implement BCAPs (Building Curriculum Accommodation Plans) at each school	DCs/Team Leaders, Bldg. Admin.	Summer retreat and first PLCs	BCAP/DCAP documents
Utilize BCAPs as basis for SST (Student Support Team) referrals	Building admins. and teaching staff	Ongoing	DCAP/BCAP; SST Protocols Guide; Bldg. admin, Dir. of PPS, Dir. of CIA
Implement revised WIN block expectations across schools/grades to ensure students receive interventions with fidelity	ALL staff who teach a WIN block	Sept. - ongoing	Assessment data; DIBELs; CPT time; instructional coach
Continue enhancing co-teaching model and monitor and assess fidelity and effectiveness of implementation	All teachers of inclusion classrooms; co-teaching champions	Ongoing (since 2021-2022 SY)	Con't. co-teaching PD/coaching; Dir. of CIA; Dir. of PPS; co-teaching champions

Initiative #2: Recognize, respect and celebrate each student’s strengths, diversity, and culture as assets for teaching and learning.

Actions Steps	Who	When	Resources
Develop a district-wide Celebration of Culture, Diversity & Interest in lieu of (former) Celebration of Learning	ALL staff; Supt.; Dir. of CIA	March, 2023	Student/staff volunteers; community participants; manipulatives; books
Develop a progression of learning goals with three levels of proficiency that provides clear communication to students and parents about the student's strengths and weaknesses on that learning target.	Teachers	August -ongoing	Instructional Coach; CPT time

Initiative: Effectively meet the diverse needs of ALL students by removing barriers that impede their success.

Actions Steps	Who	When	Resources
Teachers will utilize the Understanding by Design® framework (UbD™ framework) to align curriculum, instruction and assessment, and work toward common goals that maximize learning outcomes for all students	Teachers	Sept. - ongoing	Professional Development; CPT time
Utilize BCAPs as basis for SST (Student Support Team) referrals to create stronger individual student support plans	Building admins. and teaching staff	Ongoing	DCAP/BCAP; SST Protocols Guide; Bldg. admin, Dir. of PPS, Dir. of CIA
Implement revised WIN block expectations across schools/grades to ensure ALL students receive necessary interventions	ALL staff who teach a WIN block	Sept. - ongoing	Assessment data; DIBELs; CPT time; instructional coach



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Northbridge Public Schools School Committee Meeting Agenda Tuesday, May 23rd, 2023 7:00PM Northbridge High School Media Center

- I. Call to Order (7:00PM)
- II. Pledge of Allegiance (7:00PM)
- III. Attendance (7:00PM)

Attendance:

Erin Donahue	Present
Jill Leonard	Present
Shannon Canoy	Present
Heather Alden	Present
Jonathan Canoy	Present

Also in attendance was Superintendent Amy McKinstry and Director of Finance Melissa Walker

- IV. Statement of Audio and Video Recording (7:00PM)
- V. Statement of Mission (7:01PM)
- VI. School Committee Reorganization (7:01)

A. Chairperson

A motion was made by Jill Leonard to appoint Erin Donahue. The motion was seconded by Heather Alden.

Erin Donahue	Yes
Jill Leonard	Yes
Shannon Canoy	Yes
Heather Alden	Yes
Jonathan Canoy	Yes

5 members having voted in the affirmative

0 members having voted in the negative

The motion was passed with a roll call vote of 5-0

B. Vice- Chairperson

A motion was made by Heather Alden to appoint Jill Leonard. The motion was seconded by Jonathan Canoy.

Erin Donahue	Yes
Jill Leonard	Yes
Shannon Canoy	Yes
Heather Alden	Yes
Jonathan Canoy	Yes

5 members having voted in the affirmative

0 members having voted in the negative

The motion was with a roll call vote of 5-0

C. Secretary

A motion was made by Jill Leonard to appoint Heather Alden. The motion was seconded by Jonathan Canoy.

Erin Donahue	Yes
Jill Leonard	Yes
Shannon Canoy	Yes
Heather Alden	Yes
Jonathan Canoy	Yes

5 members having voted in the affirmative

0 members having voted in the negative

The motion was with a roll call vote of 5-0

VII. Appointments and Subcommittees (7:03)

A. Budget Subcommittee (2)

- i. Erin Donahue and Heather Alden

B. Policy Subcommittee (2)

- i. Jonathan Canoy and Erin Donahue

C. Negotiations Subcommittee (2)

- i. Erin Donahue and Shannon Canoy

D. Building, Planning, and Construction Subcommittee (1)

- i. Shannon Canoy

- E. Community Preservation Committee (1)
 - i. Jill Loenard
- F. Fields Committee (1)
 - i. Heather Alden
- G. Green Committee (1)
 - i. Melissa Walker
- H. Safety Committee (1)
 - i. George Simmons
- I. Curriculum Committee (2)
 - i. Jill Leonard and Jonathan Canoy
- J. Wellness Committee (1)
 - i. Heather Alden
- K. Southern Worcester County Educational Collaborative Board Member
 - i. Amy McKinstry
- L. Warrants (1)
 - i. Erin Donahue
- M. Weekly Payroll (1)
 - i. Shannon Canoy

VIII. Student Representative Report (7:04)

Congrats to March Students of the Month: Taden Stanovich (Freshman), Annew Matmanivong (Sophomore), Jolee Conway (Junior), Meghan Cummiskey (Senior). 5/12, Spanish and French national Honors Society Induction. 5/16 Ceramics, Arts, advanced Drawing visited Rockport to search for Sea glass and paint the ocean. Visited the art galleries there. 5/19, group of engineering students represented Northbridge at the Applied Student learning Showcase in Boston. Hundreds of industry professionals were there to scout. Class of '23 got a check from the Worcester DA office from the ENDD Grant to go to End of Year celebration. 5/12 Concert band and choir attended Great East Festival at 6 flags and won Gold Plaques.

IX. Superintendent's Report (7:07)

Forgoing full report as there is a full presentation later. 5/24 is an Early Release PD Day, Unsung Hero award will be at 2PM same day.

X. Presentations: (7:07)

A. 2023 Singer Family Prize – Jeff Warzecha

One of 4 high school teachers who received the prize this year. Had a dramatic impact on someone's life from the University of Rochester Class of 2023. Nominated by Wesley Mon. Helped Wesley by taking him under his wing after his father passed away and was more than a teacher to him. School received Money and Mr. Warzecha received accolades. Got to go to awards dinners, banquet, and commencement. Superintendent McKinstry pointed out students come to Mr. Warzecha for help even when they are not in his classes for all topics. Chairperson Donahue's daughter wanted to go to school because of how great a teacher he is. Has heard other parents talking about where their 8th graders should go, and many point to Mr. Warzecha as a reason to stay in Northbridge.

B. Seal of Biliteracy – Scott Sponseller

Spanish and French Teacher at Highschool. Presenting State Seal to students who attained high functional and academic standings in English and at least 1 foreign language. 7 students have received the Seal: Kevin Aseves, Evan Jubert-Gonzales, Gianna Jubert-Gonzales, Caroline O'Brian, Sebastian Remerez-Gomez, Nina Simonoski, and Kira Tuten. One received the Seal with Distinction, meaning they were advanced in all the skills that were tested: Kate O'Brian. Will also be recognized at Class night on 5/31. Superintendent McKinstry pointed out Mr. Sponseller is certified in French and Spanish, and now Italian as well.

XI. Consent Agenda (7:18)

A. School Committee Meeting Minutes: May 9th, 2023

A motion was made by Heather Alden to approve the Minutes. The motion was seconded by Shannon Canoy.

Erin Donahue	Yes
Jill Leonard	Yes
Shannon Canoy	Yes
Heather Alden	Yes
Jonathan Canoy	Yes

5 members having voted in the affirmative

0 members having voted in the negative

The motion was with a roll call vote of 5-0

B. Warrant 43-46s 05/11/2023 \$118,182.83

C. Warrant 43-47s 05/18/2023 \$256,135.52

A motion was made by Shannon Canoy to approve the Warrants. The motion was seconded by Heather Alden.

Erin Donahue Yes

Jill Leonard Yes

Shannon Canoy Yes

Heather Alden Yes

Jonathan Canoy Yes

5 members having voted in the affirmative

0 members having voted in the negative

The motion was with a roll call vote of 5-0

XII. Discussion (7:20)

A. Superintendent's End-of-Cycle Report

Evaluation on 3 goals proposed at beginning of year, and progress towards those goals, and the 4 standards of Administrative Values.

Professional Practice Goal: Enhance Leadership skills to provide more in-house legal and HR support to the district: Enrolled in Advanced Paralegal Program at Framingham State Completed Law Education SP231 and Constitutional Law SP2311, currently in Advanced Legal Research SP23111. Completed DESE – SPED Law for District Leaders.

Student Learning Goal: Schedule and Lead meetings with various groups pf leaders with a focus on aligning evaluation, feedback, programming and accountability practices: Conducted Classroom visits with school Admin followed by reflection and discussion. Met with Principals and SPED director monthly to discuss and evaluate implementation and effectiveness of current initiatives and address concerns or needed assistance in each building. Met monthly with whole leadership team to conduct calibration, align feedback practices, and evaluate/analyze instructional trends. Met monthly with all admins to ensure the alignment of instructions practices and programs across all schools, hiring, evaluation, discipline and improvement practices, as well as safety and technology concerns.

District Improvement Goal: Provide Admin and Staff with Culturally responsible leadership that promotes a culture of belonging: Provided Admin Staff with initial DEI Training with Jason DeFalco (Supt. Blackstone-Millville) (M.A.S.S. REDI Leader/Facilitator). Participated in the M.A.S.S. mid-winter meeting focused on equity and inclusion. Participated in the '22 M.A.S.S. Executive Institute with Mrs. Healy (Conference Theme: Promoting Equity, Wellness, Academic Achievement and a culture of care for all) to better inform Leadership meetings and PD. Participated in REDI foundation Learning Series through DESE to develop more inclusive strategies for students scheduling and placement, as well as communication strategies for transparent conversations with Parents, Staff, and Community members around Equity, Inclusion, and Belonging. Facilitated NMS mini-strategic plan to help admin rebuild culture and include all voices in rebuilding.

Instructional Leadership: Standard 1: Instructional rounds with Principals and follow-up feedback. Developed Professional Practice Goals to improve teaching and learning with each principal. Taught 5 classes for 2 months to help with staffing shortage. Co-taught/planned with teachers to provide instructional coaching and management strategies. Wrote and revised Curriculum units with Middle School Teachers. Provided professional development for new teachers around effective engagement, differentiation, and choice activities. DEI and BCAPs/DCAPs professional development to department chairs and leaders. Provided PD to administrators around personnel/legal issues, new laws and procedures, different teaching models, and how to have difficult conversation with parents and teachers.

Management and Operations: Standard 2: Human Resources Management. Completed Negotiations with Aides and Cafeteria (+3 more units prior). Development and management of FY23 and FY24 budgets, grants, capital articles and earmarks. Ensuring the budgets support the strategic plan goals and needs of each building. Met with Admins, counselors and SpEd team chairs to develop effective ratios of EL, IEP, and 504 students to General Education Students (30% at most, combined) in all inclusive Classrooms. Updated district policies/procedures as needed. Developed a formula for School Choice based on state ratios and IEP policy.

Family and Community Engagement: Standard 3: Sends out Parent/Family Satisfaction survey each year and makes a follow-up plan based on the replies. Collaboration with FCP to increase mental health supports schools and to help with student

substance abuse issues. Brought in presenters, such as Chris Herren, to speak about drug abuse. “What’s on your mind” Survey is always active and daily will reply to parent question and concern emails. Brought back the Celebration of Learning and Belonging, incorporated Evening of the Arts. Engaging parents in Summer Focus groups around the pain point topics brought up in the surveys. Purchased translators for schools. Engaged legislators around universal school lunch and increased financial support for Special Education. Worked with Town Manager and other town departments on various issues: substance abuse, behavior issues, building safety, summer school, use/misuse of school property.

Professional Culture: Standard 4: Continued and Timely responses to families and community members. Attendance at BOS meetings to update town on State of Schools. Participation in MASS and AASA Superintendent conferences and Workshops. Member of ASCD, AASA, MASS, BVSC, WCSA (president). Open Communication with town officials and school committee members. Provided cross-district culture building events. Holding 5th Unsung heroes award to promote positive culture and staff-to-staff appreciation. Acknowledged all appreciation days in tangible ways.

Committee remarked on Superintendent’s ability to do all this and teach classes.

B. IJOA (also JJH)- FIELD TRIPS AND STUDENT TRAVEL

Policy originally copied and pasted from MASC. Wants to update timelines and to reduce disruptions from multiple classes. Needs longer timeline to be able to fill out all of the paperwork and red tape with healthcare and make sure everyone has enough time to look over the field trip information. Adding Teachers should be prepared to submit a student work product or viable learning outcome aligned to the lesson and standards on the field trip form. Increasing the timeline minimums for all approvals for field trips: Day field trips need at least 45 days, Out of state requires at least 60 days. Overnight requires at least 90 days. International requires at least 6 months. This also allows for the nurse to get the proper certification.

Excluding students was very vague and only touched on behavior. Leadership team added a clause about excessive tardiness or absences preventing someone from being eligible to go on a field trip. Also included a clause that if they are serving a discipline, such as suspension or detention, they cannot go on the trip. Also talked about making this more tailored to each of the schools specifically.

Updating the wording of the number of chaperones to be less vague. Suggested: Grades K-2 ration 1:6 (adult to student). Grades 3-5 1:8-10. Grades 6-8 1:10-12. Grades 9-12 1:12-15. These are based on principal's discretion and the specific needs of the students as well.

Chaperones should be representative of the group in gender diversity. For overnight trips, sleeping arrangements should be made prior to leaving and should remain the same throughout the duration of the trip.

Will create a field trip manual over the summer to provide to teachers who may not know that there is a specific policy.

XIII. Public Comment (8:07)

Brandon King, 75 shell drive. Welcomed new Committee members. Field Trips: thought put into gender equality, any thought about cultural diversity as well (is it even legal to mandate)? Commending Amy for all that she has done. There are only a given amount of hours in the day, how did she find time to do all of this. With all of the classes and committees you are part of, do you feel this might effect your ability to perform your duties? Are you trying to be the legal council for the town or just aide?

XIV. Action (8:10)

A. July 1, 2022 – June 30, 2025 Contract: AFSCME – Unit A – Cafeteria

A motion was made by Heather Alden to approve the Contract. The motion was seconded by Jill Leonard.

Erin Donahue	Yes
Jill Leonard	Yes
Shannon Canoy	Abstain
Heather Alden	Yes
Jonathan Canoy	Abstain

3 members having voted in the affirmative

0 members having voted in the negative

The motion was with a roll call vote of 3-0-2

XV. Information (8:11)

A. SWCEC - Third Quarter Report

Met with director of SWCEC to work with the Grove school more. They had a long waitlist with their staffing issues. SWCEC is looking to set up a satellite class at the Middle School.

Talked about exchanging Professional Development. Some of our expert teachers will give them PD on engagement strategies and curriculum, and they provide some PD in CONNECT and RISE classrooms. This way we can work together and each end can save money.

XVI. Adjournment (8:15)

A motion was made by Heather Alden to Adjourn. The motion was seconded by Jill Leonard.

Erin Donahue Yes

Jill Leonard Yes

Shannon Canoy Yes

Heather Alden Yes

Jonathan Canoy Yes

5 members having voted in the affirmative

0 members having voted in the negative

The motion was with a roll call vote of 5-0

Note: This is not a school-sponsored trip. EFTours assumes liability. This is a school-endorsed trip.

Northbridge High School Field Trip application

Check all that apply. In-State Trip _____ Out-of-State Trip Over-night Trip

Sponsoring Teacher: Robin Laurens Date of request: 5-18-23

Destination(s): (Please be specific) Galapagos Islands - see attached 10 day itinerary

Name of participating club, class, activity, _____

Anticipated Number of Students: minimum=6 Number of Chaperones: 1 chaperone / 6 students
Date(s) of trip: Times - From Feb 15 - 23, 2025 To _____ - not to exceed 30 students

How will this Field Trip accomplish curriculum enhancement? (Attach a separate sheet if needed)

List a minimum of two learning objectives: (Attach a separate sheet if needed)
See the "birthplace" of Ecology!! - experience animal + plant life unique to only Galapagos.

Transportation: (Please detail) EFTours to coordinate all transportation + excursion costs.

Cost: (Please detail) \$4,599.00 = 20 month payment plan = \$215.00/mo.

Names of Adults/Teachers participating: Robin Laurens + Scott Sporsellar (others if needed)

Note: All substitute coverage needed must be sent to Dept. Chair and Dean of Students at least 1 week prior.

I have discussed this field trip with the sponsoring teacher and believe its educational value warrants my recommendation.

R. Laurens
Signature of Department Chairperson

Date 5-18-23

Wade King
Approval of Principal

Date 5-19-23

Amy McKinstry
Approval of Superintendent

Date 5-23-23

Overnight/Out-of-state trip - If checked - Trip must go before school committee for approval

Comments:

Lunchroom Notification: Yes - Date _____ Lunch/food plans for trip: _____

Nurse Notification Signature: _____ Date: _____

Notification of other affected staff: _____ Dept. Chair Dean of Students _____

International Travel Proposal/ Galapagos 2025

1 message

Nora Hill <nora.hill@ef.com>
To: Robin Laurens <rlaurens@nps.org>

Thu, Apr 27, 2023 at 10:01 AM

Hi Robin,

It was great to chat with you a bit more the other day and learn about you, your travel goals, and your science curriculum! 😊 Attached is the **International Travel Proposal**. As a reminder, if the trip is running as non-school sponsored, students will sign an additional waiver, and all the promotional materials will indicate it is non-school sponsored, as all bookings are made through EF Educational Tours.

I know we covered a lot of ground, so as a reminder:

- Itinerary: **Charting the Galapagos Islands** (9-days)
- Dates Feb 15-23, 2025
- Price: \$215/ 20 months or \$4,579

Next steps:

- Thumbs up from principal
- Promotion (flyers, posters, email from secretary)
- Info meeting (Tentative date is ~~May 18th~~ @6 PM in auditorium)

June 5th

Take a look and let me know if you have any questions and we'll chat next week!

Best,
Nora

Nora Hill

She/her/hers
EF Educational Tours

Want to chat? Book a time with me [here](#)

Browse Tours: <http://www.eftours.com>

For traveler account questions, please direct travelers to our Traveler Support Line, who is staffed by our team dedicated to working with parents (800-665-5364).





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This is also your tour number

CHARTING THE GALÁPAGOS ISLANDS

9 or 12 days | Quito | Santa Cruz Island | Isabela Island | San Cristóbal Island | Extension to Riubamba

The Galápagos Islands are most famous for the profound discoveries of Charles Darwin. Carry on that scientific tradition as you learn about the unique species that call the islands home. On mainland Ecuador, experience the local culture in Quito. Independence Plaza and the Intiñan Museum provide social context to the biological wonders of this fascinating country.

YOUR EXPERIENCE INCLUDES

-  **Full-time Tour Director**
-  **Sightseeing:** 2 sightseeing tours led by your Tour Director; comprehensive sightseeing of natural attractions
-  **Entrances:** Compañía de Jesús church; Intiñan Museum; Charles Darwin Research Station; artisan's workshop
-  **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; internal flights; boat; 7 overnight stays in hotels with private bathrooms (10 with extension); breakfast and dinner daily; lunch on days 3–6
-  



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.

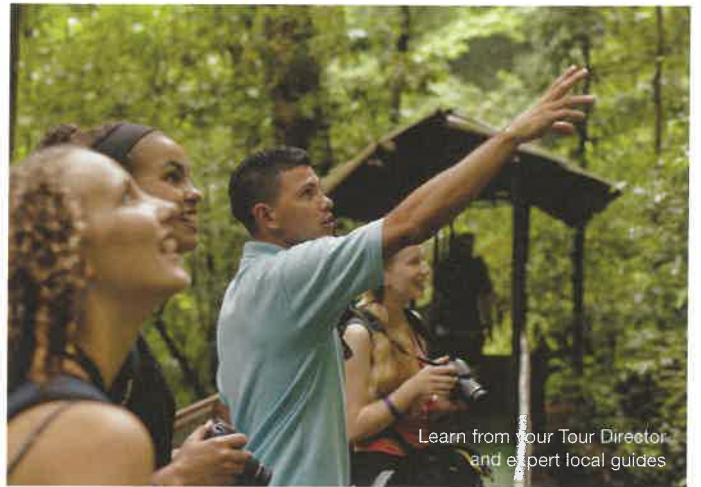
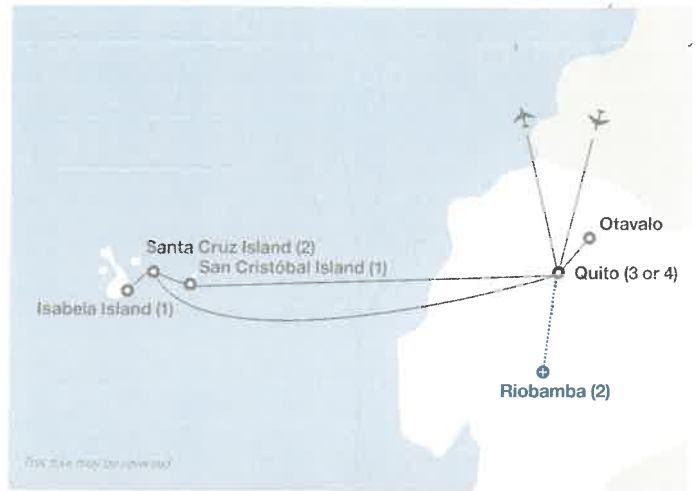
And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized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



Learn from your Tour Director and expert local guides



Via Instagram

CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website



What your tour could look like

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 and the lava tunnels.
- 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 Tintorerías Islet, made entirely out of lava. While exploring Tintorerías, you'll view large colonies of black marine iguanas.

Day 5: Isabela Island | Santa Cruz Island

- Travel to Santa Cruz Island.
- Go swimming in the water-filled canyon of Las Grietas.
- 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 Lobería 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 will 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

3-DAY TOUR EXTENSION

Day 9: Quito | Riobamba

- Travel to Riobamba.
- Visit the Baños hot springs.

Day 10: Riobamba | Guamote

- Take a day trip to Guamote.
- Participate in cultural exchange activities with the local community.

Day 11: Riobamba | Guamote | Quito |

Depart for home

- Participate in a second day of cultural immersion activities.
- Travel to Quito.

Day 12: Arrive home



This trip made me infinitely more confident about my Spanish speaking and listening capabilities. Seeing Ecuador and the Galápagos like this is truly a once in a lifetime opportunity.

– CAMERON, TRAVELER



Tour review

This trip to Ecuador and the Galápagos Islands was unexpectedly amazing. Our Tour Director was excellent and handled all aspects of our trip with grace and expertise. I loved trying new foods thanks to our tour guides who helped us select new fruits and other items.

– KRISTEN, 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

“ Tour review

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.



**SUPERINTENDENT'S
SUMMATIVE EVALUATION REPORT
AMY McKINSTRY
2022-2023**

School Committee Members:

Erin Donahue, Chair

Jill Leonard

Heather Alden

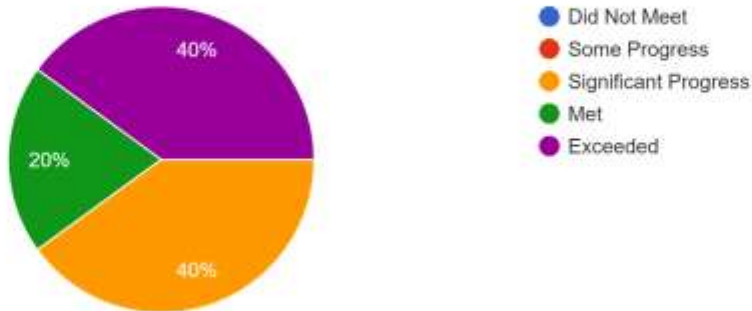
Allen Richards

Rebecca Jackson

Professional Practice Goal: Enhance my leadership skills and be able to provide more in house legal and human resource support to the district by enrolling in graduate courses and/or participating in workshops or other educational programs in these areas.

Professional Practice Goal

5 responses



Comments (Professional Practice Goal):3 responses

The choice of graduate courses, to better understand the legal process, will no doubt be of great value, especially with regards to the special needs community. I find the progress you have made in an effort to further your education both through formalized classes as well as workshops not only proves your commitment to your craft, but your commitment to our district and its needs.

The superintendent has successfully completed three courses and is registered for the next three courses. She has also completed a four part course with DESE.

Based on the evidence provided, Ms. McKinstry has exceeded her goal. Her list of coursework is both impressive and comprehensive.

Student Learning Goal: Schedule and lead meetings with various groupings of leaders each month with a focus on aligning evaluation, feedback, programming and accountability practices. (*Aligns with Strategic Objective 1 - Strategic Initiative 2: Develop a strong sense of interconnectedness across building and district leadership teams to ensure shared accountability for ALL students.*)

Student Learning Goal

5 responses



Comments (Student Learning Goal): 3 responses

As you have been able to designate more time to the individual schools, following your unexpected role in the classroom, you have really begun the process of reconnecting our amazing staff not only to one another, but to the administration, and the pride that was once evident in our schools is once again shining through. It is also appreciated that you are making space for smaller groups to be effective, rather than requiring all members of the staff or administration to be part of meetings that may not have a directly relevant focus to their needs.

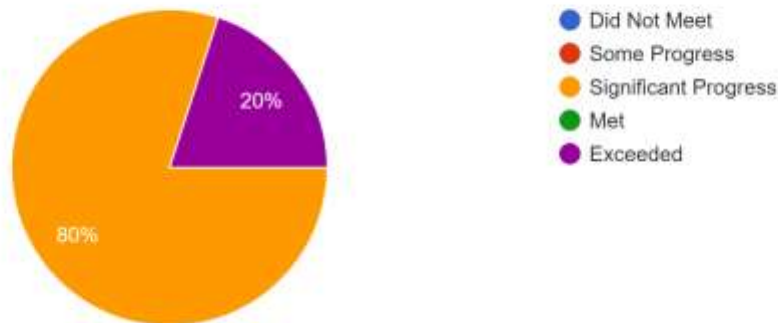
Amy restructured the leadership team meetings in order to maximize the efficiency of the meetings while not requiring staff to be at certain meetings that did not pertain to them. This improved the overall quality of the work completed at the meetings and created a sense of community amongst the administrative teams.

I am impressed with Amy's commitment to continuing education in order to support legal and HR support to the district.

District Improvement: Provide administration and staff with culturally responsible leadership that promotes a culture of belonging. (Aligns with Strategic Objective 2 - Initiative 2: Support inclusive and culturally proficient practices, in and out of the classroom.)

District Improvement Goal #1

5 responses



While I feel that significant progress has been made, this is a challenging goal that could be "met" as it is important for us as a district to always be taking steps to better improve our cultural humility and always striving to be inclusive.

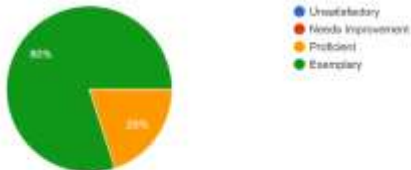
While this goal is unable to be completed properly in one year's time the superintendent has made meaningful progress. She has received the education necessary to train her team effectively.

Amy clearly cares deeply about DEI work and empowering her staff with the tools to employ this in their work. I am impressed with the number of resources, PD and workshops that Amy has attended and provided for her staff.

This is a lofty goal. Based on the evidence provided, Ms. McKinstry has demonstrated significant progress toward this goal. I look forward to seeing further progress across all schools within the district.

STANDARD I: INSTRUCTIONAL LEADERSHIP

Performance on Standard 1: Instructional Leadership
5 responses



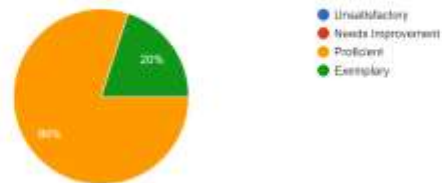
Performance on Standard 1: Curriculum (I-A)
3 responses



Performance on Standard 1: Instruction (I-B)
5 responses



Performance on Standard 1: Instructional Leadership - Assessment (I-C)
5 responses



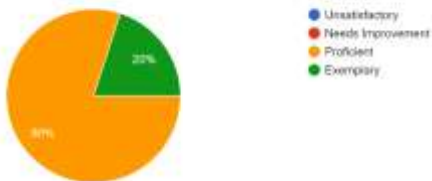
Performance on Standard 1: Instructional Leadership - Evaluation (I-D)
5 responses



Performance on Standard 1: Instructional Leadership - Data Informed Decision Making (I-E)
5 responses



Performance on Standard 1: Instructional Leadership - Student Learning (I-F)
5 responses



Overall Performance on Standard 1: Instructional Leadership
5 responses



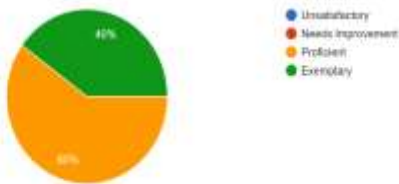
Comments (Instructional Leadership):2 responses

While the priorities of professional development appear to align with the needs of our district, one thing I think that could be improved upon, which I understand is actively being worked on, is the aligned curriculum expectations. During this school year, there was a significant issue with standards, specifically at the middle school, and while the intent was create uniformity, there was significant difficulty with this and is in the process of changing again.

Amy's willingness to be on the ground with her teachers and jumping in to cover classes highlights her commitment to her teachers and desire to be in the know of the teaching experience in the district.

STANDARD II: MANAGEMENT & OPERATIONS

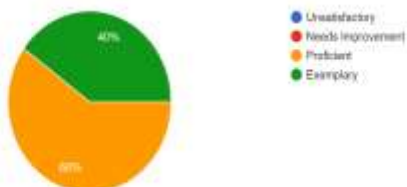
Performance on Standard 2: Management and Operations - Environment (II-A)
5 responses



Performance on Standard 2: Management and Operations - Human Resources Management and Development (II-B)
5 responses



Performance on Standard 2: Management and Operations - Scheduling and Management Information Systems (II-C)
5 responses



Performance on Standard 2: Management and Operations - Law, Ethics, and Policies (II-D)
5 responses



Performance on Standard 2: Management and Operations - Fiscal Systems (II-E)
5 responses



Overall Performance on Standard 2: Management and Operations
5 responses



Comments (Management and Operations):1 response

The efforts made by you and your team to ensure that the policies and procedures not only align with the needs of our district, but also follow the state directed mandates is exceptional. You have been able to provide concrete data to support those policies in place and receive feedback and are open to changes when necessary.

STANDARD III: FAMILY & COMMUNITY ENGAGEMENT

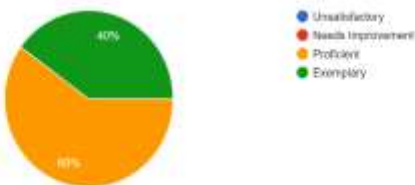
Performance on Standard 3: Family and Community Engagement - Engagement (III-A)
3 responses



Performance on Standard 3: Family and Community Engagement - Sharing Responsibility (III-B)
5 responses



Performance on Standard 3: Family and Community Engagement - Communication (III-C)
3 responses



Performance on Standard 3: Family and Community Engagement - Family Concerns (III-D)
5 responses



Overall Performance on Standard 3: Family and Community Engagement

5 responses



Comments (Family and Community Engagement):3 responses

While the level of communication will never please everyone, you are continuously making it a priority to address these concern. From surveys to subcommittees, your commitment to resolving issues or concerns brought up by the parents, staff, and School committee is noteworthy.

The superintendent has continued her "What's On Your Mind" responding to all questions and concerns. After completing a parent/family survey she created focus groups to address the concerns.

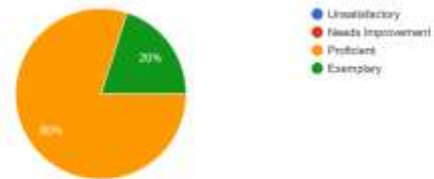
Amy has provided many opportunities for families to provide feedback to the district on many components. It is clear she values this feedback and although the responses have been low in numbers Amy has leveraged the feedback to make actionable changes.

STANDARD IV: PROFESSIONAL CULTURE – SHARED VISION

Performance on Standard 4: Professional Culture - Commitment to High Standards (IV-A)
5 responses



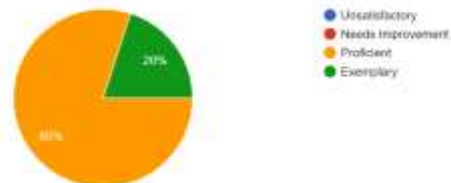
Performance on Standard 4: Professional Culture - Cultural Proficiency (IV-B)
5 responses



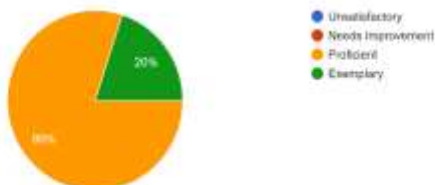
Performance on Standard 4: Professional Culture - Communication (IV-C)
5 responses



Performance on Standard 4: Professional Culture - Continuous Learning (IV-D)
5 responses



Performance on Standard 4: Professional Culture - Shared Vision (IV-E)
5 responses



Performance on Standard 4: Professional Culture - Managing Conflict (IV-F)
5 responses



Overall Performance on Standard 4: Professional Culture

5 responses



Comments (Professional Culture): 1 response

The way in which you are working to bring our teacher together, show that you care about their needs and concerns, while prioritizing the district as a whole is fantastic. This is no small feat given years of a challenging environment. I again mark proficient in an area, with regards to culture, as I feel its is a goal that should always be a work in progress. When we feel we have attained cultural competence is when we stagnate in our evolution.

OVERALL SUMMATIVE PERFORMANCE RATING:

Overall Summative Performance

5 responses



Comments (Overall):3 responses

Amy, you are an asset to this community. All the efforts you make do not go unnoticed. You're not only reactive to the what is being asked of you but you are proactive. I look forward to continuing to work with you to improve our district.

While still navigating the effects of COVID and a teacher shortage Amy has continually fought for what is in the best interest of the students, staff, and families. She listens to feedback and makes adjustments as needed. Her effective conflict resolution skills have helped to rebuild culture and a sense of community within the schools.

Amy continues to perform at a high level consistently. There are factors the public doesn't see and she handles it all with professionalism.

JJH (also IJOA)-FIELD TRIPS AND STUDENT TRAVEL

The School Committee recognizes that firsthand learning experiences provided by field trips and student travel are the most effective and worthwhile means of enhancing learning. It is the desire of the Committee to encourage field trips and student travel that are relevant and dynamic, related to the total school program and curriculum, and provide knowledge and activities that can't be duplicated in the school setting.

Field trips and student travel fall into three categories: school day field trips, overnight or extended trips, and international student travel. Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips to ensure that all reasonable steps are taken for the safety of participants.

The Superintendent will establish regulations to ensure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

Trip approval process:

All school-day field trips must be approved in advance by the Principal and Superintendent using the appropriate district form. (see timelines below)

Approval by the School Committee will be required for any student trip involving late night or overnight travel, including international trips.

A request for travel authorization and funding must be prepared well in advance of the time the funds are needed. The request should be submitted by the advisor or other person responsible for the activity trip; furthermore, the request should be approved by the School Principal in accordance with policy established by the School Committee.

The approval process will be completed prior to engaging students in fund-raising activities or other preparations for the trip.

Staff members should be prepared to submit a student work product(s) or viable educational outcome after the trip has concluded that is aligned to the lesson and standards cited on the field trip form.

Teachers and other school staff will be prohibited from soliciting privately run trips through the school system. The trip approval process applies only to school-sanctioned trips; trips will not be approved that are privately organized and run without school sanctioning.

Whenever it is determined that the health, safety, or welfare of those participating in the field trip or student travel might be adversely affected, the Superintendent or designee reserves the right to withdraw approval for the trip.

Approval Timelines:

	Principal Approval	Superintendent Approval	School Comm. Approval
Day Field Trips	At least 45 days prior to trip. (60 days if out-of-state, and nurse must also be notified upon approval.)	At least 30 days prior to trip.	Only required if out of state. May be discussed and voted on at same meeting.
Overnight/Extended Time Field Trips	At least 90 days prior to trip. (If out-of-state, nurse must also be notified upon approval.)	At least 60 days prior to trip.	At least 30 days prior to trip. Must allow for two SC meetings to discuss and approve trip.
International Field Trips	At least six (6) months prior to trip. (Nurse must be notified upon approval.)	At least five (5) months prior to trip.	At least 120 days prior to trip. Must allow for two SC meetings to discuss and approve trip.

General guidelines:

The following guidelines apply to all field trips and student travel:

1. Field trips and student travel should fulfill relevant educational objectives which augment the classroom learning experience. Such trips should be appropriate for the grade level.
2. Field trips and student travel shall be planned and executed with a focus on the health, safety, and welfare of all students.
3. Accommodations will be provided for students with disabilities on an individual basis. The students' health and safety needs shall take precedence. The student's teacher(s), parent/guardian, and the school nurse shall make necessary arrangements. No student shall be denied participation on a scheduled trip due to a disability.
4. Field trip organizers must ensure that a student's non-participation in a school-day field trip is not a result of financial hardships. Student financial scholarships shall be made available to students who are unable to participate in the field trip due to financial hardships as appropriate.

5. Students not participating in the school-day field trip for any reason shall be provided with an alternate program of equal educational value.
6. When away from school, all school rules will apply for students. Any alcohol, drug or tobacco use/possession while on a trip will result in the same disciplinary action as when on school grounds. Violation of any rules may result in a student's immediate expulsion from the trip.
7. The Principal reserves the right to exclude students from field trips and/or student travel based on conduct that is inconsistent with proper behavior as set forth in the school handbook, **as well as chronic absenteeism or chronic tardiness. A student may not be allowed to participate in a field trip if he/she is serving a suspension, expulsion or other disciplinary consequence at the time of the field trip. (Please see individual building appendices in handbook for specific procedures and exclusion rules.)**
8. All chaperones, including parents and volunteers, must have an acceptable CORI criminal record check in accordance with M.G.L. c.71 prior to participating on trips. For overnight or international trips, the CORI must have been completed within six months of the trip. Chaperone approval and CORI checks for overnight and international travel will be the responsibility of the building principal.

An acceptable ratio of adult chaperones to student participants is as follows:

Grades K - 2: 1 (adult) to 6 students (or less)

Grades 3 – 5: 1 (adult) to 6 - 8 students, based on principal's discretion

Grades 6 – 8: 1 (adult) to 8 - 10 students, based on principal's discretion

Grades 9-12: 1 (adult) to 10 – 12 students, based on principal's discretion

**** Ratios above are district determined ratios and may be more restrictive based on the requirements of the field trip vendor/location.**

9. **In the case of overnight, extended time and international field trips, chaperones should be representative of the group of students traveling/attending and include males and females.**
10. **Alcoholic beverages, marijuana/THC, and illegal drugs of any kind are not to be possessed or consumed by any adult chaperoning field trips, overnight/extended trips, or international trips at any time during the field trip. The use of tobacco products or vapes is not permitted by chaperones during the field trip. Staff guilty of illegal behavior or violations of the above policies during field trips or student travel may face disciplinary action from the school district and will be barred from any chaperoning/supervision with school district activities in the future.**
11. The current contracted school bus company or another licensed commercial carrier shall provide transportation. No personal vehicles shall be used to transport students on approved trips, except parents transporting their own child.

Use of any alternate form of transportation must be approved in writing by the School Principal.

Overnight and extended trips:

All student trips which include late night or overnight travel must have prior approval of the Superintendent and School Committee. The educational value of the trip will be taken into consideration before the trip is approved. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip.

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic trips are considered “optional school programs” and do not count towards state time-on-learning requirements.

For overnight or extended time trips, rooming arrangements/assignments should be made prior to departure and remain in effect throughout the duration of the trip. (Includes international travel.)

International trips:

The Northbridge School Committee recognizes the educational benefits of travel to other countries by students studying the language and culture of those countries, and it encourages staff members to organize international excursions to augment classroom instruction in those subjects. However, the Committee is mindful of the financial burden such travel may place on some families and the potential for disparate educational opportunities for students. Consequently, the Committee directs the school administration to weigh the benefits and consequences of foreign travel when planning for international excursions.

Prior School Committee approval is required for all international travel. This approval must be completed prior to engaging students in fund-raising activities or other preparations for the trip.

Trip cancellation insurance and travel accident insurance **must** be purchased by all participants on the trip (students, staff, and chaperones). The Superintendent or designee reserves the right to cancel any trip up until the time of departure.

School staff acting as chaperones on international trips may receive free travel, lodging, and/or meals from the contracted trip company. State Ethics Regulations 930 CMR 5.05 permit public employees to “receive free or discounted travel and lodging expenses, including meals of substantial value, that serve legitimate public purposes.” All school department employees will provide a written disclosure to the Superintendent of Schools that he/she has a financial interest in the trip and must describe the financial arrangement (Disclosure of Financial Interest by Municipal Employee and Determination by Appointing Authority GL.c. 268A, section 19). The Superintendent will file, in the same manner as the employee’s disclosure, a statement that the travel serves a

legitimate purpose and is of educational benefit to the students. The disclosure should be filed with the School Committee and the Town Clerk.

Travel Authorization Forms:

Travel Authorization Forms should contain at least the following: date of request, date funds needed, destination and purpose of trip, estimated departure and return times, number of persons traveling, estimate of cash required for tips and other various sundry items, estimate of expenses, signature of person requesting authorization, signature of person authorizing the request, check number and date of payment, and signature of the School Principal.

The approved travel authorizations are to be submitted to the School Principal or their designee to ascertain that sufficient funds are available.

Approved Travel Authorization Forms should remain in a pending file until final accountability for the trip has been completed.

When at all possible, payment of travel expenses shall be made by check from the student activity checking or agency account. In the event an amount is not known enough in advance and a check cannot be generated from the student activity account checking or agency account, and an advisor or staff member pays for the travel expenses in cash, by personal check, or by personal credit card, such staff member shall be reimbursed for expenses incurred provided the nature of such expenses were approved in advance by the Principal and the proper documentation is submitted for reimbursement. Proper documentation includes an itemized receipt and proof of payment. Proof of payment by check includes a copy of the cancelled check. Proof of payment by credit/debit card includes a statement or transaction printout showing the payee and amount charged.

A statement of final accountability must be submitted by the authorized trip sponsor promptly after the completion of the trip. Final accountability statements should include at least the following: date; notation of advance funds received (if applicable - amount, date, and check number); complete listing of itemized expenditures paid - together with documentary evidence of payment; totals of cash or checks expended; notation and totals of credit card or open account expenses (if applicable); the amount returned to the student activities if advances received exceed documented expenditures; the amount of additional reimbursement requested if travel expenses incurred exceed travel advances received; signature of person completing final accountability statement and signature of School Principal or their designee to indicate that there has been an acceptable final accountability.

Approved by Northbridge School Committee: _____