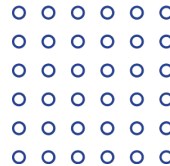
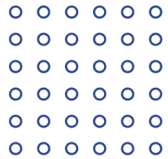


Natick Public Schools

Getting to Yes Together: A Case Study of Equity and Collaboration



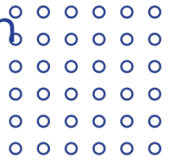


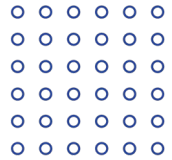
About NPS

Our Promise

The Natick Public Schools will cherish your children, nurture relationships and connectedness, and provide nothing less than graduates with the skills to lead the futures they choose.

- [Visit our Strategic Plan Dashboard](#)
- [District Transparency Center](#)
- Suburban District with 5300 students, and 1200 educators in a caring, collaborative community. [Video Overview](#) of Profile of a Graduate and district values.



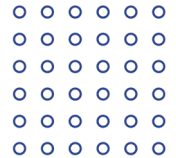


Three years before negotiation

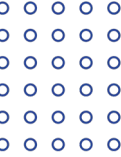
Two common enemies

- A budget crisis
- COVID

**Foundational Trust
was built...**



The Team



**Dr. Donna
McKenzie**



**Ms.
Cathi
Collins**



**Ms. Julie
McDonough**



**Mr.
Jefferson
Wood**



**Dr. Anna
Nolin**



COMMUNICATION

Students articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts



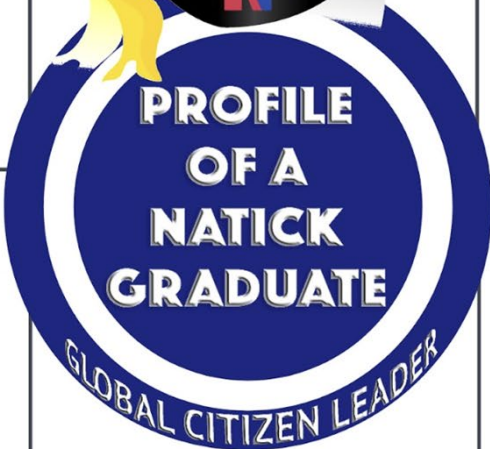
COLLABORATION

Students demonstrate the ability to work effectively and respectfully with diverse teams



EMPATHY

Students demonstrate understanding of others' perspectives and needs and listen with an open mind to understand others' situations



CREATIVITY, CRITICAL THINKING, & PROBLEM SOLVING

Students collect, assess, and analyze relevant information, reason effectively, use systems thinking, and make sound judgments and decisions.



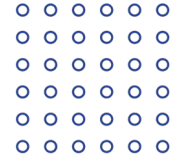
RESILIENCE

Students persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.



INITIATIVE & SELF-DIRECTION

Students set goals with tangible and intangible success criteria, while balancing tactical (short-term) and strategic (long-term) goals



RELATIONSHIP BUILDER

- Actively works with professionals to ensure the best outcomes.
- Elicits diverse perspectives and contributions from stakeholders.
- Collects and responds to data to inform instruction.



EMPATHETIC

- Considers students, families, and colleagues are perspectives, thoughts, feelings, and experiences when educating.
- Demonstrates sensitivity for others' culture.
- Listens and engages in open mind two-way conversations.



COLLABORATIVE

- Actively works with professionals to ensure the best outcomes.
- Elicits diverse perspectives and contributions from stakeholders.
- Collects and responds to data to inform instruction.



LIFELONG LEARNER

- Models passion for learning, relearning, and unlearning.
- Finds and maximizes opportunities to actively listen and elicit diverse perspectives from others.
- Actively seeks out new ideas and experiences to grow as an educator.



FLEXIBLE & ADAPTABLE

- Works effectively in a climate of ambiguity and changing priorities.
- Self-reflects and demonstrate nimbleness in thoughts, actions, and curiosity.
- Responds productively to feedback, praise, setbacks, and criticism.



ANTI-RACIST & EQUITABLE MINDSET

- Constructs an environment where all ideas, perspectives, cultures, and mindsets are appreciated, respected and valued as assets.
- Strives to build an equitable school environment through a continued commitment to advocacy.
- Examines the meaning of equity for students across the district through artifacts, behavior and communication while working to address inequality through intentional reflection and work on the self, classroom, school, and society.

Natick Profile of an Educator

With our profile in mind, we had to lead and negotiate with our values in mind.

Pause: 3 perspectives

When you put on an equity lens, your goals change

The Goals

What is fair becomes the priority , not what each side wants ...



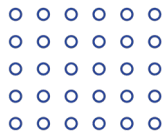
Interest-Based Bargain

What is it?

Interest-based bargaining is a **process that enables traditional negotiators to become joint problem-solvers**. It assumes that mutual gain is possible, that solutions which satisfy mutual interests are more durable, that the parties should help each other achieve a positive result.

Pause: 3 perspectives





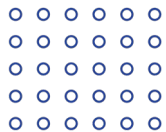
Why use IBB?

- Sharing relevant information is critical for effective solutions.
- Focus on issues, not personalities.
- Focus on the present and future, not the past. Focus on the interests underlying the issues.
- Focus on mutual interests, and helping to satisfy the other party's interests as well as your own.
- Options developed to satisfy those interests should be evaluated by objective criteria, rather than power or leverage.

R. Schneider testimony resource

recommendation 2/19/15 Federal

Mediation & Conciliation Services (FMCS) Website



What was different for us this negotiation season?

Less caucusing

Shared priorities not stances

Collective commitment to healing, retaining and
joining to honor educators



NPS Negotiations Process

**Training in
IBB/Refresher** (2
sessions)

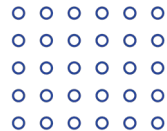
**Ranked key issues in
importance and
length/complexity**

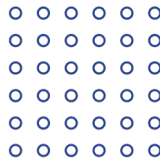
**18 Sessions, with a
summary and reflection
at end of each one**

**Set Agenda and
Key issues**

**Develop Calendar, Norms,
traditions, meals, talking
points, sharing**

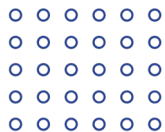
**Joint press release, joint
writing of the final
document HR and EAN,
joint/aligned messaging**





Create safe spaces for non-traditional families on staff

- Significant examples of that commitment include:
 - adjusting maternity/FMLA leaves to include language for adoptive, surrogacy, and non-birth parent leaves,
 - adding accessible professional development opportunities,
 - creating parent conferences at the middle and high school levels accessible to more parents, and
 - gaining the EAN's agreement to the creation of a subcommittee that will explore school start and end times, as well as changes to the elementary school schedules to include school-day professional meeting time.



Key Equity Considerations

Pause: 3 perspectives



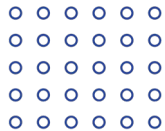


Accessible parent conferences for MS and HS

creating parent conferences at the middle and high school levels accessible to more parents,

Consideration of Time Use and Improving Everyone's Quality of Life


and gaining the EAN's agreement to the creation of a subcommittee that will explore school start and end times, as well as changes to the elementary school schedules to include in-day meeting time.



Key Equity Considerations

Pause: 3 perspectives



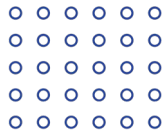


Creation of free EdX
coursework for
younger/less degreed staff
for no cost

Master's Degree lane was least well compensated and
meant we attracted fewer diverse candidates
Harvard/MIT Ed X online course work

Creation of new learning
and compensation
pathways for long
standing vice principals

Ed X for Vice Principals.



Key Equity Considerations

Pause: 3 perspectives





What made this work?

Shifting away from traditional postures (union vs management)

Listening, knitting, creative proposals : **Donna's Superpower**

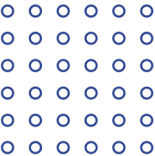
Direct stanceless question asking: **Cathi's Superpower**

Parent perspective clarity with deep care for educators: **Julie's Superpower**

Leading from a teacher stance while braiding priorities, **Anna's Superpower**

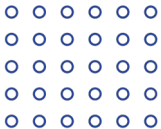
The New Generation of Union Leadership story/Leadership Humility of EAN Leadership, **Jefferson's Superpower**

Letting go of Start time/Humility of School Committee



Summary of Learning and Impact

- Better decisions with greater buy-in
- Nurtured a new generation of union and administrative experience
- Collaborative time EAN, administration and School Committee
- None of us can make equitable decisions alone, we must care about equity for staff, students, parents and the community as a package.





Contact Us

Central Office

13 East Central Street, Natick, MA 01760

Phone

(508) 647-6500

Email

email@natickps.org

