

Kindergarten...



...a fun place to  
play and learn!



# FAMILY GUIDE TO KINDERGARTEN

Needham Public Schools  
Office of Student Learning  
Spring 2019

[http://www.needham.k12.ma.us/departments/curriculum\\_and\\_academics/elementary/full\\_day\\_kindergarten](http://www.needham.k12.ma.us/departments/curriculum_and_academics/elementary/full_day_kindergarten)



Dear Families,

Welcome to the Needham Public Schools! We look forward to starting this educational journey with you as we launch our new Full-Day Kindergarten program. We are excited to partner with families to set your children on the course to lifelong success as lifelong learners.

This guide will introduce you to your child's kindergarten experience, including the new full-day kindergarten curricula. For our new kindergarten model, we have selected the successful Boston Public Schools Kindergarten model called "Focus on K2." It is an integrated curriculum that promotes developmentally appropriate practice, creativity, collaboration, communication, critical thinking, self-regulation, and child-directed learning. Concepts are integrated and the curriculum is built on four core thematic units that feature center-based learning. Each center offers an opportunity for in-depth exploration, projects, and hands-on learning. Teachers also provide individualized, small group and whole group instruction, organized around each of the theme based units. The full day kindergarten curriculum is ground in best developmentally appropriate practices and does not simply extend the half-day kindergarten experience.

The goal of the Needham Public Schools kindergarten program is to set children on a course of lifelong success as thoughtful and engaged learners. Our hope is that this handbook helps to Throughout the year, your feedback on your child's experience with the new full-day program would be most helpful. Comments and feedback about the program can be sent to the Office of Student Learning at the following address: [Kindergarten@needham.k12.ma.us](mailto:Kindergarten@needham.k12.ma.us). Questions about your individual child should be directed to the classroom teacher or school principal.

Best wishes for the coming school year.

Terry Duggan, Ed. D.  
Assistant Superintendent for Student Learning

# OUR VISION



*Five Areas of Development*

Central to our work is the relentless focus on enriching the lives of children. The start of their academic journey may be in kindergarten but children come through our doors with a unique set of experiences, strengths and personalities. Our work is to expand their worlds and provide rich, responsive learning experiences that build the skills necessary to continue to grow and succeed. This document outlines our six core principles as educators. We believe that these principles create the highest quality learning environments for kindergarten children. This document serves as a foundation to ground our design, planning and implementation of a rich full-day kindergarten program.

## CORE PRINCIPLES

### **1: LEARNING ENCOMPASSES THE WHOLE CHILD**

Children from birth through grade 3 need to build competencies in five interrelated areas of development. Lifelong success depends on an equal and solid foundation in each area of development. Learning experiences should be designed to stimulate each area of development.

### **2: KINDERGARTEN CHILDREN CONSTRUCT THEIR OWN KNOWLEDGE AND SKILLS**

Kindergarten children are capable, curious, competent and active learners who are eager to try new things. They make sense of their world through imagination and play. They seek out peers and are beginning to build relationships. As concrete learners, they thrive in environments that allow hands-on manipulation of materials and repeated engagement with activities.

### **3: RELATIONSHIPS AND PLAY ARE KEY INGREDIENTS**

Children are active participants in the learning process. They construct knowledge about themselves, others, and the world around them. The environment, especially nurturing, responsive engagement with adults and peers, provides the context for their learning. Our work as educators is to build engaged and supportive learning communities, help children form new friendships, and facilitate learning through the design of intentional, play-based learning experiences.

### **4: FAMILIES PLAY AN ESSENTIAL ROLE IN THEIR CHILDREN'S LEARNING**

We aim to build trusting reciprocal relationships centered on children's learning goals. We invite families into the learning process by sharing practice and highlighting opportunities to integrate and support learning through strong home-school connections. Respect and continuous two-way communication sets the foundation for our partnership.

### **5: DIVERSITY IN BACKGROUNDS, EXPERIENCES AND LEARNING STYLES ENRICHES LEARNING**

We value the diversity our children and their families bring to our learning community. Each child's cultural background and experiences enriches the classroom. We actively focus on building our cultural proficiency and seek family support to become more knowledgeable.

### **6: TEACHERS AND SCHOOL LEADERS COMMIT TO CONTINUOUS LEARNING**

Educators are lifelong learners. We commit to personal and professional growth by staying current in our practice through regular reading, reflection and conversations with colleagues. We look to national and state resources, such as CASEL, SEL/APL standards, responsive classroom strategies, and curriculum frameworks to provide a framework for competencies we expect all educators to know and be able to do.

# CHILDREN BEGIN LEARNING

AT HOME



You count! Everything families do to nurture and protect their children makes a difference. No matter when a child enters school, parents and other family members are the first people in a child's life to appreciate who they are and what they do. By encouraging curiosity, communicating family values and genuinely appreciating the child, families establish a strong foundation for learning that lasts a lifetime.

Young children are more likely to thrive in school when they know lots of words and are able to express their ideas and needs. Spending time talking and playing with your child helps increase their vocabulary, makes them feel good about themselves, and helps them begin school eager and ready to continue learning. The Needham Public Schools values all language experiences and believes that students who speak a language other than English bring a wealth of linguistic and cultural assets to our schools. Research shows that children with strong language skills in their first language are best equipped to learn a second language. We encourage families to speak in the language they are most comfortable using with their children. If needed, we will provide English language instruction within the school day once students start school.

Children thrive and grow when their parents, other family members and caregivers talk and play with them. The people in the child's home are their first teachers. By talking, telling stories, playing games, and singing to and with young children, adults help children learn language. When you take time to talk with your children, you show them that you love, value and care for them. Your attention not only reassures and comforts them, but it also builds a strong sense of self, a characteristic that they will rely on for the rest of their lives.

## READ



Right from the start, parents, family members and caregivers need to provide young children with books. Keep books in a special place that is within reach to encourage children to look at them on their own and to show them how valuable books are. When there is gift giving, ask relatives and friends to give books as presents. Books do not have to be new to be great. They can be handed down from older siblings and cousins, picked up at a yard sale, or borrowed from the public library!

Parents, family members and caregivers should introduce books to infants and very young children. Looking at the pictures and talking about them is an introduction to lifelong reading. Adults can show children how to use books by showing them how to turn pages gently and handle them with care. Young children learn to appreciate books from adults who set that example.

Besides learning how to value books, most children enjoy the attention they get when they cuddle next to an adult who is sharing a book with them. Make a commitment to read to children on a daily basis. Anytime of the day works, but just before bedtime is a nice way to end the day together. It can be the most important 20 minutes in a day.

# PLAY TO HELP YOUR CHILDREN LEARN

THESE ACTIVITIES HAVE NO COST,  
NO CALORIES  
AND REQUIRE NO BATTERIES!!!

Many of the things you do to help your children learn to read are easy, free and fun. You probably do many of these things without even knowing it- just 20 minutes a day makes a big difference!

## TALK

Talk often to your children and encourage them to talk to you. The more words and sentences your children hear, and the more they practice them by talking to you, the more they will understand how language works. Tell stories and jokes.

## GO PLACES

When you go places, there are often lots of new things to talk about. Remember what is regular for you is probably new to your child. Even taking a different route to the bus stop, the convenience store or the laundromat will mean new things to see.

## PLAY

Let your children have plenty of play time. When your child makes up stories while playing with trucks, blocks or other toys, they are using their imagination, practicing language and having fun. When you play with your child, it's a great time for the two of you— or the whole family—to share words and ideas. Be selective about screen time. Set limits on the amount of time and types of TV, computer and video games your child sees. While some programming is educational, research shows that the less time children watch TV, the better they do in school. Also, when children sit in front of a TV or computer, they are missing out on getting exercise and using their imagination.

## DRAW OR "WRITE"

Drawing and scribbling are the beginning stages of writing, so write or draw together. When you write your shopping list, let your child write their own. Show your child how you write out your list by thinking about what you need and then writing down the names of those items. Say the names of the letters as you write them on your list. Plain or recycled paper and crayons or washable markers are all your child needs to create "masterpieces." Kindergartners like to draw pictures and often add letters or mock letters to the page. Ask your child to tell you the story in their pictures or tell you the words they have written. All of this gives children time to develop their ideas, language and small motor skills.





# Curriculum Summary

The Needham Public Schools meets Massachusetts Learning and Common Core Standards. Our goal is to provide children with a quality early childhood experience in order to meet the challenges and opportunities of the 21st century.

The curriculum combines the most current research on teaching and learning, with attention to high standards for achievement. Most importantly, it instills a lifelong love of learning in Needham's youngest citizens. The curriculum is designed for how children learn best: through making choices, engaging with materials, solving real-world problems and robustly interacting with others. Children also develop the confident disposition of critical thinkers and the ability to use skills in flexible, creative ways.

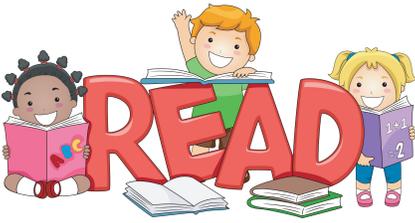
## What does this look like in the classroom?

Children are reading, writing, talking, singing, and building with blocks, conducting science, engineering, and math investigations, or role-playing in dramatization. Teachers facilitate learning in centers, develop foundational skills in small groups, and value a growing child's needs for physical movement, rest, and engagement. Below is a summary of the components of the curriculum.

### What is "Focus on K2?"

The "Focus on K2" curriculum combines the most current research on teaching and learning with attention to high standards for achievement. Most importantly, it honors the value of instilling a lifelong love of learning in Needham's youngest citizens. What does this look like in the classroom?

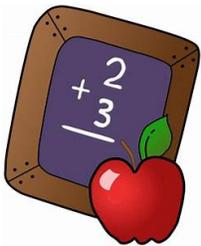
Learning in a "Focus" classroom is active, interesting, and fun! You will see children working in learning centers for most of the day. They might be reading, writing, talking, singing, building with blocks, conducting science, engineering, or math investigations, creating with art materials, exploring at the sensory table, or taking on roles through dramatization. Teachers join children in the centers to facilitate learning, help them develop critical thinking skills, and solve problems. They also work with small groups on foundational skills.



## LITERACY LEARNING

The five foundational skills for literacy are woven throughout the curriculum.

1. ORAL LANGUAGE/ COMPREHENSION is the ability to engage in conversations to build knowledge and understanding. This includes using language to resolve conflicts, tell stories, and pretend play. Example: "I feel frustrated when you said I can't have a turn at the sand table."
2. VOCABULARY is the number, variety, and complexity of words children understand and use. It includes familiar words and uncommon words not heard in everyday speech. Examples: "That sandwich was delicious," or "That sandwich was scrumptious!"
3. PRINT AWARENESS is knowing that letters, numbers, and symbols convey meaning, that in English print goes from left to right, and that words are separated by spaces. Example: Child holds a book right side up and turns pages from right to left.
4. ALPHABET KNOWLEDGE is telling letters apart from each other and knowing the names of letters. Example: "Hey, I have a 'J' in my name too!"
5. PHONOLOGICAL AWARENESS is understanding that sounds make up words. This includes being able to identify the first sound in a word (such as /t/ in top) and being able to recognize rhymes. Examples: "Jelly, belly, Nelly – those rhyme!" or "Samaya and Sarah both start with /s/!"



## MATH/SCIENCE-ENGINEERING

Mathematics instruction in early childhood classrooms emphasizes developing a strong sense of numbers and how they

work in the world. Our program is aligned to state standards and provides a strong foundation in mathematics through rich and varied experiences. Children have daily opportunities to develop math concepts, problem-solve creatively, and apply flexible strategies. Science and engineering experiences tap into children's natural desire to engage with the world in a hands-on, concrete way. Throughout the day, children observe, investigate, watch, listen, design, build, and learn from physical experiences.



## SOCIAL & EMOTIONAL DEVELOPMENT

How young children feel is as important as how they think, particularly with regard to

school readiness. Academic success is linked to well-developed social-emotional skills. Young children learn best in the context of positive relationships that make them feel safe, loved, and supported. Early childhood classroom communities are intentionally built around the values of respect, responsibility, and care. Through community building, teachers and children appreciate diversity of thoughts, experiences, and ideas. Conflicts are seen as opportunities to learn how to resolve issues creatively, honor different perspectives, and value each other's contributions.

## ROUTINES



Consistent classroom routines and structures help children become more independent and self-regulated. Given clearly defined expectations, students balance planning, choices, activity, and reflection throughout each day.

## PHYSICAL DEVELOPMENT

Young children need many opportunities to move their bodies to support their physical health. Kindergarten children spend time outdoors everyday (weather permitting), as well as in large motor activities throughout the week.



## GROSS MOTOR

Children build their large motor skills through movement activities in the classroom and outdoor play. Examples include dancing, climbing, jumping jacks, catching a bouncing ball, and using the slide or swings at the playground.

## FINE MOTOR



Children develop their fine-motor skills through drawing, writing, painting, cutting, building, and working with small materials such as linking cubes or Legos, as well as exploring sensory materials such as water, sand and play dough.

## ART & MUSIC

Through Art and Music, children integrate literacy and math skills, explore their creativity, and express their ideas and feelings. Children sing songs, participate in rhythmic activity, and explore a variety of art media.



## CLASSROOM ENVIRONMENT

Kindergarten classrooms convey a tone of warmth, community, and engagement. They are busy

places where children are actively engaged in learning through talk, exploration, and cooperation. Children's work is prominently displayed throughout the classroom for children to reflect on and revise as they build new understanding. Materials are organized for children to access easily and capably. The schedule of the day is set up to allow for whole group, small group, and independent learning opportunities.



The classroom is structured with learning centers that serve multiple purposes and include:

- Dramatization center for theme- and story-related role-playing, enactment, and retelling
- Building center that includes various types of blocks and props
- Hands-on center with materials like puzzles and table top constructions
- Drawing and Writing center with a variety of writing tools and supplies
- Library and Listening center for reading a variety of familiar books, poems, and other print materials
- Science-Engineering/Discovery center for exploring and experimenting with theme-related materials and concepts

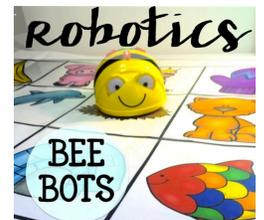


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## SPECIAL AREA PROGRAMS

Children will participate in six 40-minute specials per week: ART, MUSIC, PHYSICAL EDUCATION,

TECHNOLOGY, SPANISH, LIBRARY. These programs are designed to enhance and extend the experiences children have in their respective classrooms.



# A SAMPLE DAY IN KINDERGARTEN

MORNING MEETING/INTRODUCTION TO CENTERS	Children are introduced to the day's learning expectations with highlights of current unit concepts.
CENTER TIME	Children engage in project work at learning centers such as Blocks, Art Studio, Writing, Library, Puzzles and Manipulatives, Discovery, and Dramatization.
THINKING & FEEDBACK	Children and teachers reflect on a piece of children's work. Children give helpful feedback/suggestions to their peers to revise/ revisit on-going projects
OUTDOOR/RECESS TIME	Children spend time outdoors everyday (weather permitting), as well as engage in large motor activities
SONGS, WORD PLAY & PHONICS	Children sing and play instructional games designed to build letter knowledge, vocabulary, and phono- logical awareness.
READ ALOUDS	Children read and discuss fiction and non-fictional texts to develop vocabulary and comprehension skills.
LUNCH & RECESS	
WHOLE GROUP MATH & MATH CENTERS	Children choose from a variety of independent math activities while the teacher instructs small groups of children in math concepts and skills.
WRITERS' WORKSHOP OR STORY TELLING/STORY ACTING	Children develop writing skills through teacher guidance, independent work, and group & peer collaboration. Storytelling/story acting is a time for children to share stories with their classmates and /or act them out.
SMALL GROUPS	Children rotate through a variety of teacher-guided, skill-building experiences
SPECIALS	Children will participate in six 40-minute specials per week: ART, MUSIC, PHYSICAL EDUCATION, TECHNOLOGY, SPANISH, LIBRARY
END OF THE DAY CENTERS	Children continue work in centers and/or explore new learning opportunities. Children review the day's highlights and preview tomorrow's activities



# KINDERGARTEN TRANSITION

Transitions can be very challenging for anyone, adults and children alike, especially the transition into kindergarten. Most of the time, the transition into kindergarten is harder for parents than for the child. We have some suggestions for activities that may help ease the transition into kindergarten for you and your child.

**VISIT YOUR CHILD'S NEW SCHOOL TOGETHER:** This is an important part of the transition process. Each of the Needham Public Schools offers an orientation session for new kindergarten families usually between April and June. This is a great opportunity to meet the principal, kindergarten teacher and tour the school. If you can, visit the school playground several times during the summer and let your child play there. Your child will become familiar with the school environment, and come September the school will not be a strange place to them.

**TALK ABOUT TRANSITIONS:** For example, say, "We are going to the library. After the library, we will stop at the supermarket and buy some groceries, and then we will come home, wash our hands, have lunch, clean up, and take a nap."

**CREATE ROUTINES:** Have a set bedtime and wake up time, and stick to it. This helps children know what to expect and ensures they get enough rest. American Academy of Pediatrics recommend 10 hours of sleep for kindergartners.

**READ BOOKS:** Read about going to school, but also read books with your child for pleasure. When reading, ask your child "Who? What? Where? When?" questions to help your child remember the story and "Why?" questions to support your child's thinking about it. At another time, let your child read or retell the story to you. They can tell you what they see in the illustrations or just tell the story from memory. Visit your local library often. Our teachers have put together a great list of books about starting kindergarten for you to explore with your child. (See page 13).

**ENCOURAGE INDEPENDENCE:** Nurture independence by allowing your child to make certain choices. Do you want to wear your purple shirt or the yellow one? Allow them to dress themselves. If they are not already doing it, teach them how to open their own juice boxes or food containers. Children may bring their own lunch to school, and they will have to open their lunch on their own. Also, if your child will be wearing shoes that require laces, teach them how to tie their own shoes.

# COUNTDOWN TO FULL-DAY KINDERGARTEN INFORMATION

## PARENT ORIENTATION:

Parents/guardians of incoming kindergartners are asked to attend Parent Orientation at their child's school in the Spring. Your child's principal and kindergarten team will provide information about the kindergarten program and will offer classroom tours. You will also learn about the kindergarten screening process for your student, which will be scheduled later in the year. Orientation is for the parents/guardians only. There will be an opportunity for your child to visit later in the year.

Dates for orientation at your school are listed below:

School	Date	Time
Broadmeadow	4/10/19	6:30-7:30 pm
Eliot	5/2/19	6:30-7:30 pm
Hillside	5/15/19	6:30-7:30 pm
Mitchell	5/8/19	6:30-7:30 pm
Newman	5/8/19	6:30-7:30 pm

## FAMILY RESOURCES

### KINDERGARTEN REGISTRATION INFORMATION:

Student registration is a two-part process, which includes completing an online registration form, followed by an in-person verification process with the Student Registrar whose office is located at the Administration Building, 1330 Highland Avenue. Parents/Guardians are asked to complete both parts of the registration process no later than April 1<sup>st</sup>.

Visit the student registration page on our website to start the registration process and to schedule the in-person verification appointment.

[www.needham.k12.ma.us/departments/student\\_support\\_services/kindergarten](http://www.needham.k12.ma.us/departments/student_support_services/kindergarten)

REGISTRATION OFFICE  
Corinne Burke  
781.455.0400 x 11245

ENGLISH LANGUAGE LEARNER OFFICE  
Jamie Singelais  
781.455.0461 x242

TRANSPORTATION OFFICE  
Shane Marchand  
781.455.0400 x11234

METCO OFFICE  
JOANNE ALLEN-WILLOUGHBY  
781.455.0800 x22522

SPECIAL EDUCATION OFFICE  
Matt Ganas  
781.455.0400 x11215

HEALTH SERVICES OFFICE  
BARBARA SINGER  
781.455.0466 x382

## TITLES OF BOOKS ABOUT STARTING KINDERGARTEN FOR YOU TO EXPLORE WITH YOUR CHILD.

Check out these books, as well as other great titles, at the library.



- *Miss Bindergarten Gets Ready for Kindergarten* (Joseph Slate)
- *Miss Bindergarten Has a Wild Day in Kindergarten* (Joseph Slate)
- *Wemberly Worried* (Kevin Henkes)
- *The Kissing Hand* (Audrey Penn)
- *Kindergarten Rocks* (Katie Davis)
- *Look Out, Kindergarten, Here I Come* (Nancy Carlson)
- *Adventure Annie Goes to Kindergarten* (Toni Buzzeo)
- *Planet Kindergarten* (Suce Ganz-Smith)
- *I am Too Absolutely Small for School* (Lauren Child)
- *Vera's First Day of School* (Vera Rosenberry)
- *Pete the Cat - Rocking in My School Shoes* (Eric Litwin)
- *Kindergarten, Here I Come* (D. J. Steinberg)

## GLOSSARY OF TERMS

**Differentiated Instruction** – Not all students are alike. Based on this knowledge, differentiated instruction applies to an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms

**Focus on K2** – The new Kindergarten curriculum developed by the Early Childhood Learning Center in the Boston Public Schools. Focus engages children's creativity, critical thinking and problem solving, collaboration, and communication. Content such as math and literacy are taught in part through whole-group mini-lessons, but with an emphasis on hands-on, authentic learning in interdisciplinary centers, such as the Block Area, Dramatization Center, and the Art Studio.

**State Common Core Standards** – A single set of clear educational standards for the knowledge and skills students need in English language arts and mathematics at each grade level to ultimately be prepared to graduate college and be career ready.

**Theme-based learning** – seeks to put the cognitive skills such as reading, thinking, memorizing, and writing in the context of a real-life situation using topics that children are familiar with to allow creative exploration. Children learn in a holistic way and learn best when they can associate whatever they learn to their surrounding and real-life examples.

welcome to  
**Kindergarten!**

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Excerpted from the Department of Early Childhood, Boston Public Schools and Countdown to Kindergarten

## **LANGUAGE ASSISTANCE SERVICES**

**ATTENTION:** If you speak a language other than English, language assistance services are available to you free of charge. Contact Student Support Services at 781-455-0400 x213 or [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us) for assistance.

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**Spanish:** ATENCION: Si usted habla un idioma que no sea el inglés, hay servicios de asistencia lingüística disponibles gratis. Contacte Servicios de Apoyo para Estudiantes al 781-455-0400 x213 o [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us) para que le ayudemos.

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**Portuguese:** ATENÇÃO: Se fala um idioma diferente do Inglês, os serviços de assistência linguística estão disponíveis gratuitamente para si. Entre em contato com os Serviços de Apoio ao Aluno através do número 781-455-0400 x213 ou [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us) para obter assistência.

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**Russian:** ВНИМАНИЕ: Если вы не говорите на английском языке, для вас доступны бесплатные сервисы на вашем языке. Обратитесь в службу поддержки студентов по телефону 781-455 0400 x213 или по email [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us).

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**Haitian Creole:** ATANSYON: Si ou pale yon lòt lang ke lang Anglè, sèvis asistans lang yo disponib pou ou gratis. Kontakte Sèvis Sipò Elèv yo nan 781-455-0400 x213 oswa [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us) pou kapab jwenn asistans.

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**Cape Verdean:** ATENSON: Si bu ta fala un língua diferente di Ingles, Servísus di Apoiu Linguístiku stá disponível sen kustus. Kontakta Servísus di Apoiu pa Studantis na 781-455-0400 stenson 213, ò [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us) pa dá-bu apoiu.

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**Thai:** โปรดทราบ: หากท่านพูดภาษาอื่น นได้นอกเหนือจากภาษาอังกฤษ ท่านสามารถใช้บริการความช่วยเหลือด้านภาษาโดยไม่ต้องเสียค่าใช้จ่ายแต่อย่างใด ติดต่อการบริการช่วยเหลือนักเรียนที่ เบอร์โทรศัพท์ 781-455-0400 x213 หรืออีเมล [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us) สำหรับความช่วยเหลือ

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**Romanian:** Dacă sunteți vorbitor de altă limbă decât engleza, serviciile de asistență lingvistică vă sunt disponibile în mod gratuit. Contactați Serviciile de Asistență pentru Elevi la 781-455-04000 x213 sau [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us) pentru asistență.

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**Arabic:** مع لواتواص. مجاني بشكل لكم متاحة اللغوية المساعدة خدمات فإن. الإنجليزية غير أخرى بلغة تتحدثون كنتم إذا: انتباه. المساعدة طلب أجل من [penny\\_bel\\_ezos@needhamk12.ma.us](mailto:penny_bel_ezos@needhamk12.ma.us) أو 213 تحويلة 0400-455-781 الرقم على الطلابية الدعم خدمات

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**Chinese:** 请注意:如果您的母语不是英语,我们将免费提供您语言辅助服务。如需要协助,请来电 781-455-0400 转 213,或来信 [penny\\_belezos@needham.k12.ma.us](mailto:penny_belezos@needham.k12.ma.us) 与学生辅助服务处(Student Support Services)联系

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**Mandarin:** 請注意:如果您的母語不是英語，我們將免費提供您語言輔助服務。如需要協助，請來電 781- 455-0400 轉 213，或來信 penny\_belezos@needham.k12.ma.us 與學生輔助服務處(Student Support Services)联系。

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**Taiwanese:** 請注意:如果您的母語不是英語，我們將免費提供您語言輔助服務。如需要協助，請來電 781- 455-0400 轉 213，或來信 penny\_belezos@needham.k12.ma.us 與學生輔助服務處(Student Support Services)聯繫。

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**Vietnamese:** CHÚ Ý: Nếu Quý vị nói một ngôn ngữ khác ngoài Tiếng Anh, có các dịch vụ hỗ trợ ngôn ngữ miễn phí dành cho Quý vị. Vui lòng liên hệ với Dịch Vụ Hỗ Trợ Học Sinh qua số điện thoại: 781- 455-0400 x213 hoặc e-mail: penny\_belezos@needham.k12.ma.us để nhận được sự hỗ trợ.

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**Cantonese:** 請注意:如果您的母語不是英語，我們將免費提供您語言輔助服務。如需要協助，請來電 781- 455-0400 轉 213，或來信 penny\_belezos@needham.k12.ma.us 與學生輔助服務處(Student Support Services)聯繫

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**Korean:** 주의: 영어 외 타국어를 사용하시는 경우, 언어 지원 서비스를 무료로 제공 받으실 수 있습니다. 지원에 대한 문의는 781-455-0400 x213 또는 penny\_belezos@needham.k12.ma.us 의 학생 지원 서비스로 연락해 주시기 바랍니다.

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**Japanese:** 注意: 英語以外の言語でお話されたい場合は、言語支援サービスを無料でご利用になれます。生徒サポートサービス、781-455-0400 x213 または penny\_belezos@needham.k12.ma.us までご連絡ください。

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**Burmese:** အထူးဂရုပြုရန်- အကယု၍သန့်ညာ အဂလိယာသာစကားမဟုတ္ဘဲ အျခားဘာသာစကား ဝေပူဟပါကာ သင့်အကြံအစဉ် အခမဲ့ ဘာသာစကားဝန်ဆောင်မှုများရရှိနိုင်ပါသည်။ ဝေကာင့်သား ဝေထာကူဝံရေး ဝန်ဆောင်မှု ၏ ဖုန်းနံပါတ် ၇၈၁-၄၅၅-၀၄၀၀ x ၂၁၃ (သို့မဟုတ်) penny\_belezos@needham.k12.ma.us သို့မဟုတ် အကူအညီများ ရယူလိုက်ပါ။

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