



# *Needham School Committee*

*February 25, 2020*

*7:00 p.m.*

*Broadmeadow School  
School Committee Room*

*A school and community partnership that creates excited learners,  
inspires excellence, fosters integrity*



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## SCHOOL COMMITTEE MEETING AGENDA

**Broadmeadow School**

**School Committee Room**

**February 25, 2020 7:00 p.m.**

*Next School Committee Meeting: March 10, 2020 6:00 p.m.*

*Jeremiah E. Burke High School*

*60 Washington Street Dorchester, MA*

**7:00 p.m. Public Comments**

**7:05 p.m. School Committee Comments**

**7:10 p.m. Superintendent's Comments**

**7:15 p.m. Consent Items**

1. Minutes of the Meeting of December 17, 2019
2. Approve Reduction to Vehicle Expense Reimbursement
3. Approve Revised FY20 Revolving Fund fees
4. Accept Donations
5. Approve FY20 Budget Transfers
6. Establish Touchdown Club Scholarship

**Discussion Items**

**7:15 p.m.** Needham Education Foundation Winter Grant Awards

**7:35 p.m.** Needham High School Improvement Plan

**8:20 p.m.** Needham High School: Report on Student Growth and Achievement

**8:50 p.m. Action Items**

Approve Unit B Memorandum of Agreement

Approve School Committee Policies:

- DDAA Grants
- DDAB Gifts, Donations and Fundraising
- DDAC Student Awards, Honors and Scholarships
- IGA Instructional Program of the Needham Public Schools Revision 1
- IGAC Teaching about Religion Revision 1
- JQ Student Fees, Fines, and Charges

Rescind Policies

Approve Student Trip to Senegal, West Africa

**9:00 p.m. School Committee Comments**

**Information Items**

Needham Housing Authority Report January 2020

FY20 School Attending Children Report

Disposal of Surplus Items



## Needham School Committee

February 25, 2020

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Agenda Item:     **Public Comments**

Background Information:

- The School Committee Chair will offer the opportunity for the public to speak to the School Committee on issues not on the agenda.



## Needham School Committee

February 25, 2020

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Agenda Item:     **School Committee Chair and Subcommittee Update**

Background Information:

- The Chair and subcommittee members may offer brief updates on issues not on the agenda.

Members of the School Committee available for comment:

Michael Greis, Chair  
Andrea Longo Carter, Vice-Chair  
Connie Barr  
Heidi Black  
Susan Neckes  
Aaron Pressman  
Matthew Spengler



## Needham School Committee

February 25, 2020

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Agenda Item:     **Superintendent's Comments**

Background Information:

Superintendent Daniel E. Gutekanst will apprise the School Committee of events, information, and matters of interest not on the agenda.



## Needham School Committee

February 25, 2020

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Agenda Item:     **Consent Agenda**

1. Minutes of the Meeting of December 17, 2019
2. Approve Reduction to Vehicle Expense Reimbursement
3. Approve Revised FY20 Revolving Fund fees
4. Accept Donations
5. Approve FY20 Budget Transfers
6. Establish David Duffy Touchdown Club Scholarship

Chair: "Does anyone wish to remove any item from the consent agenda?"

If none removed:

"There being no objection, these items are adopted by unanimous consent."

Needham School Committee  
Minutes of the Meeting  
December 17, 2019

Michael Greis, Chairman of the Needham School Committee called the meeting to order at 7:00 p.m.

Members of the School Committee present were:

Michael Greis, Chair	Susan Neckes
Andrea Longo, Vice-Chair	Aaron Pressman
Connie Barr	Matthew Spengler
Heidi Black	

Aidan Michelow (non-voting student member)

Members of the Central Administration present were:

Dan Gutekanst	Mary Lammi
Terry Duggan	Alexandra McNeil
Anne Gulati	

Public Comments

Public Comments

Chairman Greis offered the opportunity for the public to speak to the School Committee on issues, not on the agenda.

There were no comments.

School Committee Chair and Subcommittee Update

School Committee  
Chair and  
Subcommittee  
Updates

There were no School Committee Chair and Subcommittee updates.

Superintendent's Comments

Superintendent's  
Comments

Superintendent Gutekanst expressed his appreciation to students, staff and families for their patience during the fall/winter season and weather-related delays and cancelations. He encouraged parents to go online at [www.needham.k12.ma.us](http://www.needham.k12.ma.us) register with PowerSchool to receive emails for weather-related information as well as to receive other information that could be useful for parents. Superintendent Gutekanst also stated that parents could sign into twitter and get immediate information on weather-related delays or cancelations.

Superintendent Gutekanst reminded the community about the upcoming School Committee Public Hearing on the FY21 School Operating Budget. The Public Hearing will take place at the Broadmeadow Elementary School at 7:00 pm on January 21, 2020.

Superintendent Gutekanst pointed out that School Committee members are wearing a *Take Care of Yourself* wrist band given to them from members of the Needham High School group SALSA, Students Advocating Life without Substance Abuse. Superintendent Gutekanst reported on the vaping awareness campaign that the SALSA group organized that informed the community on the health crises associated with vaping. Superintendent Gutekanst stated that on December 18<sup>th</sup> he will host a Needham School Spotlight with the SALSA students and members of the Public Health Department to talk about vaping issues in the schools

DISCUSSION ITEMS

Superintendent's FY21 Budget Discussion: Student Support Services

Superintendent's  
FY21 Budget  
Discussion:  
Student Support  
Services

Dr. Gutekanst introduced this item. He stated that this will be one of several discussions about the FY21 budget and will highlight the Student Support Services program. He added that this budget request will require critical and careful thinking in terms of resources particularly as they relate to special education, English Language Learners (ELL) and counseling services. Dr. Gutekanst invited Mary Lammi, Assistant Superintendent for Student Support Services and Julie Muse-Fisher, Interim Executive Director of Special Education to present the Student Support Services FY21 Budget Request.

Ms. Lammi began by referencing the Portrait of a Needham Graduate as the District's new vision for all students. She read the following statement from the Portrait of a Needham Graduate Committee's Executive Summary:

*"The Portrait represents a District shift to be more future-focused, student-focused and creates a framework for educational and academic excellence based on a commitment to equity for all children. The Portrait challenges us to address what interferes with learning such as time, schedules, classroom environments or learning silos. Going forward we will measure the impact of our actions in terms of student outcomes for all students because the Portrait is a framework for equity in the Needham Public Schools."*

Ms. Lammi stated that all students are general education students first and that the District Curriculum Accommodation Plan (DCAP) ensures all efforts have been made to meet students' needs in general education through supports that address learner variability. Ms. Lammi stated that a multi-tiered system of support is a framework endorsed by *Every Student Succeeds Act* that is designed to assist schools in integrating the systems, practices and supports needed to ensure equitable access to high-quality education for all students. Ms. Lammi added that Student Support Services plays an important role in ensuring equity, access, and inclusion of all students by providing comprehensive programs and services.

Ms. Lammi stated that the FY21 Budget focuses on continuing to build capacity and ensure equity for all students in an inclusive learning environment. She added that the budget drivers are growing student enrollment, an increasing number of students requiring special education, counseling, and English language instruction, strengthening in-district capacity to meet students' needs through a continuum of academic and social-emotional programs and services, and addressing caseload/workload barriers to equitable inclusive education.

Ms. Muse-Fisher summarized Needham's percentage of students with disabilities compared to the state average. She stated that over the last six years the number of students with disabilities has increased steadily in the District. She presented data on the percentage of special education students from the district's neighboring towns. She also presented the percentage of students on Individual Education Plans (IEPs) and 504 Plans within the district and building by building. Ms. Muse-Fisher described placement of students on an IEP or 504 Plan. She explained that Students are either full inclusion, partial inclusion, substantially separate or out-of-district. She stated that 78.8% of students are in the general education setting for 80% or more of their school day (full inclusion), 8.1% of students are in a general education setting 40-



79% of their school day (partial inclusion), 8.1% of students are out-of-district and 5% are substantially separate. Ms. Muse-Fisher presented data on out-of-district as a percentage of special education over the last five years as well as the percent of students out-of-district by disability type.

Ms. Muse-Fisher described the three specialized programs. She stated that the Connections Therapeutic Program provides a therapeutic classroom model, with inclusion opportunities for students who because of learning, social-emotional and behavioral difficulties are unable to participate fully in their grade level classroom. She stated that increased clinical support is needed for this program. Ms. Muse-Fisher stated that the second program is the specialized autism program, which supports students with disabilities that significantly impact the student's overall functioning. She added that the current need is a 1.0 Special Educator (from temporary to permanent), and .59 Teaching Assistant. Ms. Muse-Fisher stated that the third program is the Transitions Program. This program is a short-term program that supports the needs of students re-entering high school from a lengthy absence. She stated that the current need is to convert a Teaching Assistant to a Special Education Teacher.

Ms. Lammi presented an in-depth overview of the caseload/workload of the district's licensed providers: special education liaisons, speech therapists, counselors and English Language Learner teachers. She stated that it is important to know that the caseload numbers are reasonable and that the right staffing is in place. She added that the trend is that it is no longer a straightforward look at caseload numbers because the responsibilities that the district's service providers are experiencing at an increasing level is pulling from their contact hours with students. She explained that the concept of saying caseload is only part of the workload capacity, but it is not the only piece although critical. Ms. Lammi added what she is hearing from classroom teachers and the district's service providers that this pull, and size of caseloads is impacting the ability for teachers to feel effective with their students. She added that the concern is with student outcomes and fewer service options for students because of the constrained caseload and workload responsibility. She added that it is becoming clearer and clearer that what use to be a reasonable caseload for the service providers is no longer reasonable because of the workload size. She stated that this is a critical area regarding the impact it has if a caseload remains too high.

Ms. Lammi concluded her presentation by recapping the budget drivers, which are growing student enrollment, increasing number of students requiring special education, counseling, and English language instruction, strengthening in-district capacity to meet students' needs through a continuum of academic and social-emotional programs and services, and addressing caseload/workload barriers to equitable inclusive education. Ms. Lammi stated that the Student Support Services FY21 budget request is specifically related to positions and the request includes 10.19 FTEs.

The Student Support Services FY21 Budget Request full presentation is available online at [www.needham.k12.ma.us](http://www.needham.k12.ma.us). A lengthy discussion followed.

#### School Committee Comments

School Committee  
Comments

Chairman Greis, on behalf of the Needham School Committee, took a moment to wished students, families, and staff a very happy and restful holiday.

A list of all documents used at this School Committee meeting is  
available at:

A List of  
Documents

[http://www.needham.k12.ma.us/district\\_info/school\\_committee/packets](http://www.needham.k12.ma.us/district_info/school_committee/packets)  
2019-2020

At approximately 8:05 p.m., a motion was made to adjourn the School  
Committee meeting of December 17, 2019.

Adjournment

A motion  
was made:

The motion was moved by Connie Barr and seconded by Sue Neckes.  
The vote was 7-0-0

Respectfully submitted by Cheryl Gosmon, Note Taker

## ***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** February 13, 2020

**Item Title:** **Adjust Vehicle Expense Reimbursement Rate for School Employees**

**Item Description:** Under School Committee Policy #DKCA, the School Committee sets the reimbursement rate for school employees who use their personal automobile for school-related business. Traditionally, the School Committee has followed the Select Board's lead in setting this rate.

On February 12, 2020, the Select Board approved a reduction to the vehicle expense reimbursement rate from \$0.58 to \$0.575/mile for Town employees, consistent with the IRS' standard mileage reimbursement rate for 2020.

At this time, the School Committee is asked to approve a similar reduction to the vehicle expense reimbursement rate for school employees, effective upon School Committee approval on 2/25/2020.

**Recommendation/Options:** That the Needham School Committee approve a reduction to the vehicle expense reimbursement rate from \$0.58 to \$0.575/mile, consistent with the rate approved by the Select Board, effective 2/25/2020.

**School Committee:** Action Item

**Attachment(s):** Memorandum on Vehicle Expense Reimbursement from the Assistant Town Manager/ Director of Finance, 1/30/20.

Respectfully Submitted,

*Anne Gulati*

Anne Gulati

Assistant Superintendent for Finance & Operations

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## MEMORANDUM

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**TO:** SELECT BOARD  
**FROM:** DAVID DAVISON, ASSISTANT TOWN MANAGER/DIRECTOR OF FINANCE  
**SUBJECT:** VEHICLE EXPENSE REIMBURSEMENT  
**DATE:** THURSDAY, JANUARY 30, 2020  
**CC:** KATE FITZPATRICK, TOWN MANAGER; RACHEL GLISPER, DIRECTOR OF HUMAN RESOURCES; MICHELLE VAILLANCOURT, TOWN ACCOUNTANT; ANNE GULATI, ASSISTANT SUPERINTENDENT FOR FINANCE AND OPERATIONS

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The Town's Personnel Policy #509 under Section V (Procedures) Subsection A 2 states "When an employee is authorized to use a personal automobile for work-related travel, he or she shall be reimbursed at a rate established by the Board of Selectmen (Select Board) upon the recommendation of the Assistant Town Manager/Director of Finance." The purpose of this memo is to recommend to the Board that the rate should be adjusted.

The current rate for reimbursement to an employee for personal use of his/her automobile for Town business is 58 cents per mile. The mileage rate is intended to include the cost of fuel and oil, repairs, insurance, and general wear and tear on the automobile. Costs of these considerations have changed since the last time the mileage rate was adjusted in December 2018. The national organization, AAA does an annual report on the cost of operating a motor vehicle in U.S. Their report released in September 2019 showed that the cost has increased from the prior year. The composite average cost was 61.9 cents per mile which compares to 59.0 cents per mile in 2018. The table below from AAA data shows the average cost per mile for different vehicle types in 2017, 2018, and 2019. AAA's study reports that the cost for most types of vehicles has increased, and greatest contributor to the cost were higher fuel cost and the cost of maintenance.

"Average fuel cost rose to 11.6 cents per mile, 5% higher than last year. The per-mile increase was driven by gasoline prices, which are up 15.6 cents per gallon over the timeframe covered by the study. Electricity prices for EV charging also rose 0.1 cent per kilowatt-hour (0.08%), but the market share of the electric vehicles in the study (0.48%) makes the effect of this increase on the overall average fuel cost negligible. Fuel costs vary widely by vehicle type, ranging from a low of 3.65 cents per mile for electric vehicles, to 15.67 cents per mile for pickup trucks."

AAA's report incorporates average cost for fuel, insurance, depreciation, maintenance, government fees (license, registration, taxes), and financing.

<i>Based on Driving 15,000 miles annually</i>	<i>Small Sedan</i>	<i>Medium Sedan</i>	<i>Large Sedan</i>	<i>Hybrid Vehicle</i>	<i>SUV 4WD</i>	<i>Minivan</i>	<i>Composite Average</i>
<i>Cost Per Mile 2017</i>	42.4 cents	54.5 cents	62.7 cents	51.3 cents	63.0 cents	61.0 cents	56.5 cents
<i>Cost Per Mile 2018</i>	45.2 cents	59.1 cents	65.4 cents	49.9 cents	64.6 cents	64.5 cents	59.0 cents
<i>Cost Per Mile 2019</i>	47.4 cents	57.6 cents	69.4 cents	51.6 cents	68.4 cents	66.9 cents	61.9 cents

Although there may be many methods and sources to determine what is the cost of operating a motor vehicle, I continue to recommend that the rate be set based on the standard mileage rate

(SMR) method used by the Internal Revenue Service which should prove to be the simplest method of accounting and probably the most often used to determine the cost to the employee for reimbursement purposes.

The IRS rate is based on an annual study of the fixed and variable costs of operating an automobile. The standard mileage rate for 2020 has been calculated at 57.5 cents per mile. This rate is based on information released by the IRS on December 31, 2019. Although individual costs will differ, fluctuations are inevitable; the IRS rate is readily accessible and updated on a schedule which the Town has and may continue to rely. Therefore, I recommend to the Board that it vote to change the rate from 58 cents to 57.5 cents per mile consistent with the rate determined by the IRS. The effective date for this reimbursement rate would be the date of approval by the Board.

I will be available should you have questions. Thank you.

## ***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** February 16, 2020

**Item Title:** **FY 2019/20 Revolving Funds REVISED**

**Item Description:** The attached document summarizes FY 2019/20 revolving fund fees, and program changes planned for next school year.

The School Committee previously approved the budgets and fees of school revolving fund programs February and June of 2019, as well as an additional fee of \$19.90 for the World Language STAMP exam in FY20.

When the STAMP fee was approved in November, the World Language Department did not realize there would be an additional fee of \$5 for students who wished to re-take the STAMP exam. This request is to approve an additional \$5 STAMP exam retake fee.

Comparable fees from other communities can be found at:  
[www.superednet.com](http://www.superednet.com).

**Recommendation/Options:** That the School Committee approve the attached fees for FY 2019/20.

**Rationale:**

**Implementation Implications:**

**Supporting Data:** Summary of FY 2019/20 Revolving Fund Fees and Program Changes.

School Committee (circle one)

Action      Information      Discussion      Consent Calendar

Respectfully Submitted,

*Anne Gulati*

Anne Gulati  
Director of Financial Operation

**Attachment A**  
**FY 2019/20 Revolving Fund Summary REVISED**

<b>Revolving Fund</b>	<b>Fee FY19</b>	<b>Fee FY20</b>	<b>\$ Increase/(Decrease)</b>	<b>Description of Change/ Statutory Authority</b>
Nutrition Services	<u>Student Prices</u> \$2.60/ Meal ES \$2.85/ Meal MS & HS \$3.60/ Gourmet MS & HS \$3.35/ Middle Salad Bar \$3.60/ HS Salad Bar \$0/ Reduced Price Lunch \$1.25/ ES Breakfast \$1.75/ MS Breakfast \$2.00/ HS Breakfast \$0/ Reduced Price B'kfast  <u>Adult Lunch Prices</u> \$3.60/ Regular \$3.83/ Elementary Gourmet \$4.30/ Secondary Gourmet \$4.30/ Secondary Salad Bar  <u>Adult Breakfast Prices</u> \$1.65/ Elementary \$2.00/ Secondary	<u>Student Prices</u> \$3.00/ Meal ES \$3.25/ Meal MS & HS \$4.00/ Gourmet MS & HS \$3.75/ Middle Salad Bar \$4.00/ HS Salad Bar \$0/ Reduced Price Lunch \$1.75/ ES Breakfast \$2.00/ MS Breakfast \$2.00/ HS Breakfast \$0/ Reduced Price B'kfast  <u>Adult Lunch Prices</u> \$4.00/ Regular \$4.23/ Elementary Gourmet \$4.70/ Secondary Gourmet \$4.70/ Secondary Salad Bar  <u>Adult Breakfast Prices</u> \$2.00/ Elementary \$2.25/ Secondary	\$0.40 \$0.40 \$0.40 \$0.40 \$0.40 \$0 \$0.50 \$0.25 \$0 \$0  \$0.40 \$0.40 \$0.40 \$0.40  \$0.35 \$0.25	Fee increase to cover program costs. No change to program structure. Chapter 548 of the Acts of 1948.
Pupil Transportation	\$415/ Rider @ 2.0 Miles, Increasing to \$465 after Registration Deadline \$840 Family Cap	\$415/ Rider @ 2.0 Miles, Increasing to \$465 after Registration Deadline \$840 Family Cap	\$0/ Rider  \$0/ Family	No Change to User Fee or Program Subsidy. MGL Ch. 44, s53E 1/2.

	\$376,817 Operating Subsidy	\$376,817 Operating Subsidy	\$0/ Subsidy	
High School Athletics	<p>\$285/ Interscholastic Athlete Per Sport  \$225/ Club Athlete Per Sport  \$1140 Family Cap  + User Fee Venue  Surcharges:  \$300/ Hockey &amp; Ski  \$50/ Swim &amp; Dive  \$175/ JV2 Hockey  \$175/ Sailing, Squash, Fencing  \$75/ Bowling &amp; Water Polo  \$225/ Snowboarding</p> <p>Gate Fees:  \$7 Adults  \$5 Students/Seniors *  Gate fees waived for fee-paying athletes.</p> <p><u>Middle School Sport Fees:</u>  \$225/ Cross Country, Field Hockey, Track, Ultimate Frisbee  + User Fee Venue  Surcharges:  \$25/ Co-Ed Volleyball, Basketball, Softball, Boys Volleyball, Wrestling</p>	<p>\$300/ Interscholastic Athlete Per Sport  \$235/ Club Athlete Per Sport  \$1140 Family Cap  + User Fee Venue  Surcharges:  \$330/ Hockey &amp; Ski  \$55/ Swim &amp; Dive  \$175/ JV2 Hockey  \$190/ Sailing, Squash, Fencing  \$80/ Bowling &amp; Water Polo  \$250/ Snowboarding</p> <p>Gate Fees:  \$7 Adults  \$5 Students/Seniors *  Gate fees waived for fee-paying athletes.</p> <p><u>Middle School Sport Fees:</u>  \$235/ Cross Country, Field Hockey, Track, Ultimate Frisbee  + User Fee Venue  Surcharges:  \$25/ Co-Ed Volleyball, Basketball, Softball, Boys Volleyball, Wrestling</p>	<p>\$15/ Athlete  \$10/ Athlete  \$0  \$30/ Athlete  \$5/ Athlete  \$0/ Athlete  \$15/ Athlete  \$5/ Athlete  \$25/ Athlete  \$0  \$0  \$10/ Athlete  \$0</p>	<p>For Fiscal Sustainability:</p> <ul style="list-style-type: none"> <li>• Increase User Fee (\$15 for Interscholastic, \$10 for Club and Middle);</li> <li>• Increase Surcharges by Approximately 10%;</li> <li>• Increase Operating Allocation by \$40,000</li> </ul> <p>Implement new Unified Sports Basketball Team</p> <p>MGL Ch 71, s47.</p>
Integrated Preschool	<p>\$4,620/ 4-Day AM &amp; PM @ 2.5 Hrs  \$3,465 / 3-Day AM &amp; PM @ 2.5 Hrs</p>	<p>\$4,620/ 4-Day AM &amp; PM @ 2.5 Hrs  \$3,465 / 3-Day AM &amp; PM @ 2.5 Hrs</p>	<p>\$0  \$0</p>	<ul style="list-style-type: none"> <li>• No change to User Fees.</li> <li>• Eliminate Fee-Based Lunch Bunch for Half-Day Students</li> </ul>



	\$11,435/ 4-Day Full-Day \$8,580/ 3-Day Full-Day  Lunch Bunch \$16.50/Day for School Year  \$250 4 Two-Week Summer \$190 3 Two-Week Summer	\$11,435/ 4-Day Full-Day \$8,580/ 3-Day Full-Day  Lunch Bunch \$16.50/Day for School Year  \$250 4 Two-Week Summer \$190 3 Two-Week Summer	\$0 \$0  \$0  \$0 \$0	<ul style="list-style-type: none"> <li>Use Surplus Fund Balance to Purchase Custom Shade Shelter For Preschool Playground.</li> </ul> MGL Ch 71, s47.
Early Childcare Program	N/A	\$110/Day Infants \$100/Day Toddlers	\$110/Day Infants \$100/Day Toddlers	New Program in FY20  MGL Ch 71, s26A
KASE	\$2,040/ 2-Day Week \$2,900/ 3-Day Week \$3,540/ 4-Day Week \$4,180/ 5-Day Week	Program Disbands June 30, 2019 to Allow Implementation of Full-Day Kindergarten	N/A	Program Disbands at End of 2018/19 School Year, to Allow Implementation of Full-Day Kindergarten  MGL Ch 71, s47.
Tutoring	\$10 Tutor Registration Fee \$50/Hour Tutoring Rate Paid Directly to Tutor	\$10 Tutor Registration Fee \$50/Hour Tutoring Rate Paid Directly to Tutor	\$0 \$0	No change to program or fee structure. MGL Ch 71, s47.
NCE Elementary	Fees Range from \$15-\$225 Across 125 Planned Course Offerings.	Fees Range from \$75-\$205 Across 112 Planned Course Offerings.	Varies with Specific Course	No change to program or fee structure. MGL Ch 71, s47.
Summer School	Fees Range from \$75-\$600 Across 140 Planned Course Offerings	Fees Range from \$89-\$600 Across 140 Planned Course Offerings	Varies with Specific Course	No change to program or fees structure. MGL Ch 71, s71E.
Summer Sports Clinics	Fees Range from \$75-\$250	Fees Range from \$75-\$200	Varies with Specific Course	No change to program or fees structure. MGL Ch 71, s71E.

NCE Middle	Fees Range from \$20-\$350 Across 50 Planned Course Offerings, plus ASAP daily enrichment program.	Fees Range from \$22-\$365 Across 50 Planned Course Offerings, plus ASAP daily enrichment program.	Varies with Specific Course	No change to fee or program structure. Small fee adjustment to cover increases in overhead (credit card fees and salaries.) MGL Ch 71, s47.
Adult Education	Fees Range from \$15-\$665 Across 230 Planned Course Offerings	Fees Range from \$15-\$665 Across 250 Planned Course Offerings	Varies with Specific Course	No change to fee or program structure. Small fee adjustment to cover increases in overhead (credit card fees and salaries.) MGL Ch 71, s71E.
Science Center Afterschool Programs	Now offered through Community Education.	Now offered through Community Education.	N/A	Use of fund discontinued.
Broadmeadow School Rental Income	\$0.41/ Student Hour	\$0.41/ Student Hour	\$0	No change to program or fee. MGL Ch 71, s71E.
Eliot School Rental Income	\$0.41/ Student Hour	\$0.41/ Student Hour	\$0	No change to program or fee. MGL Ch 71, s71E.
Williams School Rental Income	\$0.41/ Student Hour	\$0.41/ Student Hour	\$0	No change to program or fee. Program formerly known as Hillside School Rental Income. MGL Ch 71, s71E.
Mitchell School Rental Income	\$0.41/ Student Hour	\$0.41/ Student Hour	\$0	No change to program or fee. MGL Ch 71, s71E.
Newman School Rental Income	\$0.41/ Student Hour	\$0.41/ Student Hour	\$0	No change to program or fee. MGL Ch 71, s71E.
Eliot Book/ Equipment Sales	\$0/ Assignment Notebook	\$1/ Assignment Notebook	\$1/ Assignment Book	Fee reinstated to cover program costs. MGL Ch 71, s47.

Williams Book/ Equipment Sales	\$3.00/ Assignment Notebook	\$3.00/ Assignment Notebook	\$0	No fee increase or program changes. Program formerly known as Hillside Book/ Equipment Sales. MGL Ch 71, s47.
Newman Book/ Equipment Sales	\$0.00/ Assignment Notebook	\$0.00/ Assignment Notebook	\$0	No fee charged due to continued existence of accumulated fund balance to subsidize planner price. MGL Ch 71, s47.
High Rock Book/ Equipment Sales	\$0 – No Sales Planned	\$0 – No Sales Planned	\$0	No anticipated sales. MGL Ch 71, s47.
1:1 Device Purchase Program	N/A – Program ended in FY17	N/A – Program ended in FY17	N/A	No sales planned, program ended. MGL Ch 71, s47.
Pollard Book/ Equipment Sales	No Sales Planned	No Sales Planned	N/A	No sales planned. MGL Ch 71, s47.
High School Book/ Equipment Sales	\$12/ Student Planner	\$12/ Student Planner	\$0	No fee increase or program changes. MGL Ch 71, s47.
Fine & Performing Arts Sales to Students	\$11.00/ Recorder \$1.25 Neck Strap Fee \$5.00 Book Only Fee \$22/ BSO Ticket \$22/ Opera Ticket	\$11.00/ Recorder \$1.25 Neck Strap Fee \$5.00 Book Only Fee \$22/ BSO Ticket \$22/ Opera Ticket	\$0 \$0 \$0 \$0 \$0	No change to program, or to fees. MGL Ch 71, s47.
World Language Book/ Equipment Sales	\$4/ Spanish Exam \$4/ Latin Exam \$4/ French Exam \$3/ Medusa Mythology Exam N/A N/A \$18/ Spanish Workbooks \$16/French Workbooks \$8/ Student Novels	\$7/ Spanish Exam \$6/ Latin Exam \$9/ French Exam \$10/ Medusa Mythology Exam \$19.90/ STAMP Exam \$5.00/ STAMP Exam Retake \$18/ Spanish Workbooks \$16/French Workbooks \$8/ Student Novels	\$3/ Exam \$2/ Exam \$5/ Exam \$7/ Exam \$19.90/Exam (NEW) \$5/ Exam (NEW) \$0 \$0	Fee increase for exams to cover program costs; STAMP Exam fees are new fees. No fee increase for workbooks or novels. No program changes. MGL Ch 71, s47.
High Rock Lost	\$75/ Hardcover Book	\$75/ Hardcover Book	\$0	No fee increase or program

Books	\$10/ Paperback Book	\$10/ Paperback Book	\$0	changes. MGL Ch 44, s53.
Pollard Lost Books	\$75/ Hardcover Book \$10/ Paperback Book	\$75/ Hardcover Book \$10/ Paperback Book	\$0 \$0	No fee increase or program changes. MGL Ch 44, s53.
NHS Textbook Recovery	\$100/ Hardcover Book \$17/ Paperback Book	\$100/ Hardcover Book \$17/ Paperback Book	\$0 \$0	No fee increase or program changes. MGL Ch 44, s53.
Media Recovery	Pass-Through Replacement Fee; Varies by Book	Pass-Through Replacement Fee; Varies by Book	\$0	No increase in program or replacement cost. MGL Ch 44, s53.
School Equipment Recovery	New Pass-Through Replacement Fee; Varies by equipment	New Pass-Through Replacement Fee; Varies by equipment	N/A	No change to program or pass-through fee structure. MGL Ch 44, s53.
Curry College/ Sunita Williams Program Revolving Fund	No program in FY19	No program in FY20	\$0	Partnership with Lesley ended in FY18. New program with Curry College begins FY20 however is deferred to FY21 due to low enrollment.  Change in statutory reference to: MGL Ch. 71, s 71E (Staff Development)
High School Lockers	\$4.00/ Lock	\$7.00/ Lock	\$3.00/ Lock	Fee increase to cover lock cost. No program changes. MGL Ch 71, s47.
High School	\$75/Permit per Full Year	\$100/Permit per Full Year	\$0	Fee increase to cover

Parking				parking lot/traffic attendant position. Permit fees sold annually, rather than on semester basis. MGL Ch 71, s71E.
High School Testing	\$95/ AP Test Fee (\$10 Admin Fee + Pass-Thru Test Cost of \$85)	\$100/ AP Test Fee (\$15 Admin Fee + Pass-Thru Test Cost of \$85)	\$5/ Test	Increase in administrative fee (\$10 to \$15 for AP exam, \$10 to \$13 for PSAT exam), plus increase in pass-through PSAT test fee. MGL Ch 71, s47.
	\$26/ PSAT Test Fee (\$10 Admin Fee + Pass Thru Test Cost of \$16)	\$30/ PSAT Test Fee (\$13 Admin Fee + Pass Thru Test Cost of \$17)	\$4/ Test	
School Performing Groups	\$110/ Student Participation Fee (Pollard Jazz Band & Treble Choir; Elementary Honors Band, Strings and Choir; Town Orchestra; Pollard Middle School Honors Wind Ensemble) \$35 Sibling Rate	\$125/ Student Participation Fee (Pollard Jazz Band & Treble Choir; Elementary Honors Band, Strings, and Choir; Town Orchestra; Pollard Middle School Honors Wind Ensemble) \$35 Second Honors Ensemble Rate	\$15/ Student          \$0	Fee increase in student participation fee to pay new Honors Orchestra Director stipend. No changes to second ensemble fee. MGL Ch 71, s47.
Fee Based Music Instruction	Elementary Instrumental Group Lesson Fee: \$100/ Student	Elementary Instrumental Group Lesson Fee: \$100/ Student	\$0	No changes to program or fees. MGL Ch 71, s47.
	Private Lesson Registration Fee: \$60	Private Lesson Registration Fee: \$60	\$0	
	Private Music Instructor Fee Registration Fee: \$864/32 Weeks/30 Min	Private Music Instructor Fee Registration Fee: \$864/32 Weeks/30 Min	\$0	
Theatrical Productions (Formerly High School Musical)	\$15.00/ Adult Ticket NHS Musical	\$15.00/ Adult Ticket NHS Musical	\$0	Implement split ticket price for adults and students for the MS Musical and dramatic productions, to parallel the NHS Musical fee structure. No change to fee for costumes/ materials.
	\$10/ Student Ticket NHS Musical	\$10/ Student Ticket NHS Musical	\$0	
	\$10.00/Ticket MS Musical	\$15.00/ Adult Ticket MS Musical	\$5/ Ticket (Adult)	
		\$10/ Student Ticket MS Musical	\$0/ Ticket (Student)	
		\$15.00/ Adult Ticket MS & HS	\$5/ Ticket (Adult)	

	<p>\$10.00/Ticket MS &amp; HS Drama</p> <p>\$35.00/Student NHS Musical Costumes/Materials Fee</p>	<p>Drama \$10/ Student Ticket MS &amp; HS Drama</p> <p>\$35.00/Student NHS Musical Costumes/Materials Fee</p>	\$0/ Ticket (Student)	<p>Increase in ticket price to ensure equity between MS and HS productions, including three new stipends: MS Set Director, MS Musical Technical Director, and MS Spring Play General Director. MGL Ch 71, s47.</p>
Graphic Arts	Prices Vary by Job Type; No Discount on In-House Orders, Except Apparel Printing	Prices Vary by Job Type; No Discount on In-House Orders, Except Apparel Printing	\$0	<p>No changes to program or fees. MGL Ch 71, s47.</p>
Production Center	<p>\$0.05/ Black/White Copy</p> <p>\$0.18/ Color Copy</p> <p>Pass Through/ Postage (or Bulk Rate)</p> <p>\$3.00/ Folding/Stuffing 250-piece Mailing</p> <p>\$6.00/ Folding/Stuffing 500-piece Mailing</p> <p>\$12.00/ Folding/Stuffing 1,000-piece Mailing</p>	<p>\$0.07/ Black/White Copy</p> <p>\$0.20/ Color Copy</p> <p>Pass Through/ Postage (or Bulk Rate)</p> <p>\$4.00/ Folding/Stuffing 250-piece Mailing</p> <p>\$7.00/ Folding/Stuffing 500-piece Mailing</p> <p>\$14.00/ Folding/Stuffing 1,000-piece Mailing</p>	<p>\$0.02/ copy</p> <p>\$0.02/ copy</p> <p>Pass Thru Rate Increase</p> <p>\$1.00/ 250-pieces</p> <p>\$1.00/ 250-pieces</p> <p>\$2.00/ 250-pieces</p>	<p>Fee increase to cover program costs, including machine replacement. No change to program structure. Pass-through rate for postage based on USPS rate. MGL Ch 71, s47.</p>
METCO Revolving Fund	Passes no longer sold by METCO. To be purchased from Transportation Department.	Passes no longer sold by METCO. To be purchased from Transportation Department.	N/A	Use of fund discontinued.
Science Center Professional Development	<p>\$75/Person for Professional Development Workshop + Materials</p> <p>\$600 Fee Cap for Large Group Enrollment</p> <p>\$200/Person 3-Program Series</p>	<p>\$75/Person for Professional Development Workshop + Materials</p> <p>\$600 Fee Cap for Large Group Enrollment</p> <p>\$200/Person 3-Program Series</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>No anticipated enrollment; No changes to program structure or fees. MGL Ch 71, s71E.</p>

Staff Development	Fee Based on Program Offerings	Fee Based on Program Offerings	Fee Based on Program Offerings	No change to program or fees structure. MGL Ch 71, s71E.
SPED Non-Resident Tuition	No Students Anticipated	No Students Anticipated	N/A	No anticipated enrollment; fees based on share of program cost. MGL Ch 71, s71F.
SPED Agency Tuition	Fee as Established Through Settlement Agreements	Fee as Established Through Settlement Agreements. No anticipated activity.	N/A	No change to program or fees structure. MGL Ch 71, s71F
MS Non-Resident Tuition	\$12,195/ Student	\$12,960/ Student	\$765/ Student	Fee increase based on FY20 operating budget cost per pupil. No confirmed attendees for FY20. MGL Ch 71, s71F.
NHS Non-Resident Tuition	\$12,195/ Student	\$12,960/ Student	\$765/ Student	Fee increase based on FY20 operating budget cost per pupil. No confirmed attendees for FY20. MGL Ch 71, s71F.
Pollard DC Trip	\$632/ Student	\$699/ Student	\$67/ Student	Fee increase to reflect bid price per student. MGL Ch 71, s47.

# NEEDHAM SCHOOL COMMITTEE

Agenda Item#: \_\_\_\_\_ Date: February 25, 2020 1 of 1

**Item Title:** Approve School Department Donations

**Item Description:** The following donations have been made to Needham Public Schools:

	Value:
• NHS Friends of Music, Inc., Needham MA, donation to benefit the NHS Music Program	\$3,400.00
• Needham Running Club, Needham MA, donation to benefit NHS Unified Track Club	\$1,000.00
• Needham Athletic Boosters Club, Needham MA donation towards NHS Athletics in support of Winter Waivers (\$8,500), Field Rental- MT. IDA (\$500), Fan Buses - Boys Soccer and Girls Volleyball (\$1,636.75)	\$10,636.75
• Beth Israel Deaconess Hospital Needham, MA donation to support NHS Life Skills Grant	\$3,000.00
• Chipolte, Newton MA fundraiser to support NHS EKAL Club	\$200.52
• Michael J. Connolly Walpole, MA, donation to PTC to support Bus for Plimoth Planation Trip	\$400.00
• Ms. Jodi Rooney of Bravo Boosters, Needham MA donation to support Pollard 2020 Musical	\$10.00
• Ms. Jennifer Williams of Bravo Boosters, Needham MA donation to Pollard 2020 Musical	\$10.00
• Ms. Linsey Larson of Bravo Boosters, Needham MA donation to support Pollard 2020 Musical	\$10.00
• Ms. Vanesa Barbera of Bravo Boosters Needham MA donation to support Pollard 2020 Musical	\$10.00
• Ms. Sara Bryant Needham, MA donation to support Pollard 2020 Musical production	\$20.00
• Proceeds from Blanket Sale to support NHS Class of 2022	\$15.00
• Proceeds from Bake Sale to support NHS Save a Childs Heart Club	\$115.00
• Proceeds from Bake Sale to support NHS Science Team	\$140.00
• Proceeds from Bake Sale to support NHS Class of 2022	\$86.33
• Proceeds from Water Bottle Sale to support NHS Class of 2022	\$300.00
• Proceeds from Even night like this ticket sales to benefit NHS Even A Rag Like This Club	\$597.00
• Proceeds from Asian night ticket sales to benefit NHS Mandarin Club	\$755.00
• Proceeds from Water Bottle Sales to benefit NHS Class of 2022	\$60.00
• Proceeds from Bake Sale to benefit NHS Girl Up Club	\$96.34
• Proceeds from a Basketball game collection to benefit NHS Relay for Life Club	\$300.50
• Proceeds from Bake Sale to benefit NHS Mahjong Club	\$140.00
• Proceeds from Bake Sale to benefit NHS Class of 2022	\$15.00
• Proceeds from Bake Sale to benefit NHS Culinary & Pastry Art Club	\$102.25
• Proceeds from a Water Bottle Sale to benefit NHS Class of 2022	\$20.00
• Proceeds from a collection at Jazz Night to benefit NHS Performing Arts	\$611.00

**Issues:** M.G.L.Chapter 44,Section 53A and School Committee policy #DFC/KH authorize the School Committee to accept any grant of gifts or funds given for educational purposes by the federal or state government, charitable foundations, private corporations, PTCs or an individual. M.G.L. Chapter 44, Section 53A further stipulates that any monies received and accepted by the School Committee may be expended without further appropriation.

**Recommendations/Options:** That the School Committee accept with gratitude the aforementioned donations.

**School Committee:** Consent Calendar

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance and Operations



## ***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** February 25, 2020

**Item Title:** **FY 2019/20 Budget Transfers**

**Item Description:** Transfer of FY20 budget allocations between line items in the following amounts:

Salaries	(\$8,673.00)
Purchase of Service/Expense	\$8,673.00
Capital	<u>\$0.00</u>
Net Change:	\$0.00

**Issues:** Under Massachusetts General Law Chapter 71, Section 34, and School Committee Policy #DBJ, the School Committee is empowered to make changes in allocations between line items within its budget, once approved by Town Meeting. In no case may a transfer result in the aggregate Operating Budget being more than authorized by the Town. Transfers between separate, non-operating appropriations are prohibited except as permitted by law.

**Recommendation/Options:** Approve the attached line item budget transfers.

**Rationale:** The attached line item budget transfers are requested to more accurately reflect expenses to be incurred during this fiscal year.

**Implementation Implications:**

**Supporting Data:** Attached listing of requested line-item budget transfers within the FY20 Operating Budget.

School Committee (circle one)

Action      Information      Discussion      Consent Calendar

Central Administrator      Town Counsel      Sub-Committee: \_\_\_\_\_

Will report back to School Committee (date): \_\_\_\_\_

Respectfully Submitted,

*Anne Gulati*

Anne Gulati  
Assistant Superintendent for Finance & Operations

G/L ACCOUNT #	DEPARTMENT	SCHOOL	FUNCTION	OBJECT	DEBIT	CREDIT	NET
<b><u>SALARIES</u></b>							
0001.3410.040.40.3510.099.99.520.010.5122.300.03	HS Athletics	NHS	Athletics	Salaries School Coaches	-	5,577.00	(5,577.00)
0001.3410.040.40.3510.099.99.520.010.5122.300.03	HS Athletics	NHS	Athletics	Salaries School Coaches	-	3,096.00	(3,096.00)
<b>SUBTOTAL SALARIES</b>					-	<b>8,673.00</b>	<b>(8,673.00)</b>
<b><u>PURCHASE OF SERVICE &amp; EXPENSE</u></b>							
0001.3631.005.21.2415.045.99.520.030.5512.300.05	Media	Broadmeadow	Other Instructional Materials	Educational Supplies - Inst Materials	3,235.28	-	3,235.28
0001.3631.040.21.2455.045.99.520.030.5380.300.04	Media	Broadmeadow	Instructional Software and Licenses	Other Purchased Services	-	3,000.00	(3,000.00)
0001.3631.005.25.2415.045.99.520.030.5512.300.05	Media	Newman	Other Instructional Materials	Educational Supplies - Inst Materials	1,500.00	-	1,500.00
0001.3631.040.25.2455.045.99.520.030.5524.300.05	Media	Newman	Instructional Software and Licenses	Educational Supplies - Inst Software	-	1,500.00	(1,500.00)
0001.3631.005.24.2415.045.99.520.030.5512.300.05	Media	Mitchell	Other Instructional Materials	Educational Supplies - Inst Materials	1,000.00	-	1,000.00
0001.3631.040.24.2455.045.99.520.030.5524.300.05	Media	Mitchell	Instructional Software and Licenses	Educational Supplies - Inst Software	-	1,000.00	(1,000.00)
0001.3631.005.23.2415.045.99.520.030.5512.300.05	Media	Williams	Other Instructional Materials	Educational Supplies - Inst Materials	1,000.00	-	1,000.00
0001.3631.040.23.2455.045.99.520.030.5380.300.04	Media	Williams	Instructional Software and Licenses	Other Purchased Services	-	1,000.00	(1,000.00)
0001.3631.005.22.2415.045.99.520.030.5512.300.05	Media	Eliot	Other Instructional Materials	Educational Supplies - Inst Materials	1,000.00	-	1,000.00
0001.3631.040.22.2455.045.99.520.030.5380.300.04	Media	Eliot	Instructional Software and Licenses	Other Purchased Services	-	1,000.00	(1,000.00)
0001.3631.005.26.2415.045.99.520.030.5512.300.05	Media	High Rock	Other Instructional Materials	Educational Supplies - Inst Materials	2,000.00	-	2,000.00
0001.3631.005.26.2455.045.99.520.030.5380.300.04	Media	High Rock	Instructional Software and Licenses	Other Purchased Services	-	2,000.00	(2,000.00)
0001.3631.005.21.2430.045.99.520.030.5510.300.05	Media	Broadmeadow	General Supplies	Educational Supplies	-	235.28	(235.28)
0001.3260.040.26.2210.099.99.520.030.5420.300.05	High Rock	High Rock	School Leadership - Bldg Principals	Office Supplies	300.00	-	300.00
0001.3260.005.26.2451.099.99.520.030.5525.300.05	High Rock	High Rock	Instructional Hardware Student Devices	Educational Supplies - Inst Technology	-	300.00	(300.00)
0001.3410.040.40.3510.099.99.520.030.5380.300.04	HS Athletics	NHS	Athletics	Other Purchased Services	3,096.00	-	3,096.00
0001.3410.040.40.3510.099.99.520.030.5380.300.04	HS Athletics	NHS	Athletics	Other Purchased Services	5,577.00	-	5,577.00
0001.3030.040.99.1220.099.99.520.030.5380.300.04	DIRECTOR OF PERSONNEL	Unassigned	Assistant Superintendent		-	1,800.00	(1,800.00)
0001.3030.040.99.1220.099.99.520.030.5780.300.06	DIRECTOR OF PERSONNEL	Unassigned	Assistant Superintendent		1,800.00	-	1,800.00
0001.3030.040.99.1420.099.99.520.030.5300.300.04	DIRECTOR OF PERSONNEL	Unassigned	Human Resources and Benefits		-	2,500.00	(2,500.00)
0001.3120.040.99.1420.099.99.520.030.5300.300.04	EAP	Unassigned	Human Resources and Benefits		2,500.00	-	2,500.00
0001.3030.040.99.1220.099.99.520.030.5710.300.06	DIRECTOR OF PERSONNEL	Unassigned	Assistant Superintendent		-	1,300.00	(1,300.00)
0001.3030.040.99.1220.099.99.520.030.5580.300.05	DIRECTOR OF PERSONNEL	Unassigned	Assistant Superintendent		1,300.00	-	1,300.00
<b>SUBTOTAL PURCHASE OF SERVICE &amp; EXPENSE</b>					<b>24,308.28</b>	<b>15,635.28</b>	<b>8,673.00</b>
<b>GRAND TOTAL</b>					<b>24,308.28</b>	<b>24,308.28</b>	<b>-</b>

## NEEDHAM SCHOOL COMMITTEE

Agenda Item#: \_\_\_\_\_ Date: February 25, 2020

**Item Title:** Establish David Duffy Touchdown Club Scholarship at Needham High School

**Item Description:** The request is to establish the David Duffy Touchdown Club scholarship at Needham High School. David Duffy graduated from Needham High School and played four years of football for the school. He recently retired as the Head Coach of the Needham High School Football Program, after twenty years of service in that position.

The Touchdown Club would like to establish this scholarship to provide financial assistance to a Needham High School graduate pursuing a post-secondary education. The scholarship would recognize a student who has participated in football or cheerleading and has exhibited scholastic achievement during their years at Needham High School. The scholarship would consist of two annual awards, disbursed by the organization, in the amount of \$1,000 per year. The first award would be made in June of 2021.

**Issues:** M.G.L. Chapter 44, Section 53A and School Committee policy #DFC authorize the School Committee to accept any grant of gifts or funds given for educational purposes by the federal or state government, charitable foundations, private corporations, PTCs or an individual. M.G.L. Chapter 44, Section 53A further stipulates that any monies received and accepted by the School Committee may be expended without further appropriation.

**Recommendations/Options:** That the School Committee vote to establish the David Duffy Touchdown Club Scholarship at Needham High School, as proposed.

**School Committee:** Action Item

**Attachments:** Scholarship Recommendation

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance and Operations

# Scholarship/ Award Recommendation Form

**Name** David Duffy Touchdown Club Scholarship

**Origin/  
Purpose** Established in honor of David Duffy, who retired after 20 years as the head coach of the Needham High School football program. Also, a graduate of NHS where he played 4 years of football for the school, Dave Duffy has been a respected leader on and off the field and has contributed as a supported, volunteer and friend to many Needham organizations.

**Award  
Criteria** The David Duffy Scholarship is awarded to members of the graduating class at NHS who have a minimum of four years with football or cheerleading and committed to an institute of higher learning in the Fall after graduation (College, University, Trade School etc.). A recipient should be an all-around student who has exhibited scholastic achievement during his/her years at Needham High School. Please submit a one-page essay that relates to your experiences at Needham High School as a leader of your team or squad, as a volunteer in the community and any situations you may have had to overcome during your years at NHS. Applicants may only apply to one Touchdown Club of Needham scholarships.

**Financial Management:**

**Funds Held/ Disbursed By** Family / Group

**Principal Balance  
Initial Gift (if Funds  
Held by Town of  
Needham):**

**Disbursement Conditions:**

The TDC Board will read essays and get 2 student names back to NHS. We would like to invite Coach David Duffy to be in attendance and hand awards out before graduation (optional)

**Financial Awards:**

**# Awards Per Year** Two

**Amount Per Award** \$1000

**Award  
Amount Note**

**Last Update** 2/7/2020



# NEEDHAM HIGH SCHOOL

A CARING COMMUNITY  
STRIVING FOR PERSONAL GROWTH AND  
ACADEMIC EXCELLENCE

*Aaron Sicotte*  
*Principal*

To: Needham School Committee  
From: Aaron Sicotte, Principal  
Re: Scholarship Endorsement: Dave Duffy Touchdown Club  
Date: February 10, 2020

After reviewing the proposed Dave Duffy Touchdown Club Scholarship, I heartily endorse its creation. This scholarship provides a wonderful opportunity for recognizing Needham High School students who have demonstrated a commitment to their team/squad and to their community.

---

Aaron Sicotte  
Principal



## **Needham School Committee**

**February 25, 2020**

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### Agenda Item:     **Discussion**

#### **Needham Education Foundation 2020 Winter Grant Awards**

#### Background Information:

- The 2020 Winter Grant Awards will be announced.

#### Action Item

Upon recommendation of the Superintendent that the Needham School Committee accepts with gratitude from the Needham Education Foundation the 2020 winter grant awards in the amount of \$34,296.

#### Persons Available for Presentation:

Ms. Lindsay Gravin, Needham Education Foundation Winter Grants Committee Co-Chair

Mr. Rob Murphy, Needham Education Foundation Winter Grants Committee Co-Chair



## **Needham School Committee**

**February 25, 2020**

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Agenda Item:     **Discussion**

### **Needham High School Improvement Plan**

#### Background Information:

- The Needham High School Council has worked collaboratively this past year to advise Principal Aaron Sicotte and develop and maintain the School Improvement Plan.
- In accordance with M.G. L. Chapter 71, Section 59c, the Superintendent has approved the Needham High School Improvement Plan.

#### Persons Available for Presentation:

Mr. Aaron Sicotte, Principal of Needham High School  
Ms. Lucy Rufo, Co-Chair, Needham High School Council



# NEEDHAM HIGH SCHOOL

A CARING COMMUNITY  
STRIVING FOR PERSONAL GROWTH AND  
ACADEMIC EXCELLENCE

*Aaron Sicotte*  
Principal

*Mary Kay Alessi*  
*Alison Coughbrough-Argentieri*  
*Keith Ford*  
Assistant Principals

TO: Dr. Dan Gutekanst, Superintendent of the Needham Public Schools  
FROM: Aaron Sicotte, Principal of Needham High School  
RE: NHS School Improvement Plan  
DATE: 19 February 2020

I am pleased and proud to present the 2019-2024 School Improvement Plan for Needham High School (SIP). This five-year plan forms a strong bridge between the areas that NHS has long been invested in and the ongoing and future work that the Portrait of a Needham Graduate will drive for all of us within the Needham Public Schools.

The NHS SIP transitions from a three-year plan to a five-year plan to align with the five-year plan of Needham's Strategic Priorities. This longer perspective allows us to more firmly establish both our vision for the future, as well as, the many steps over multiple years that it will take to realize that vision. There has been consistent focus in the last few School Improvement Plans at NHS, providing over a decade of steady direction even as the leadership of the building has changed. This new plan continues that foundational focus into our future, evolving ongoing areas of priority and incorporating new ones, all while keeping our focus tight and our goals both aspirational and achievable.

The structure of the SIP demonstrates the clear alignment to the Portrait of a Needham Graduate, with the Strategic Priorities outlined near the start, and also listed next to each goal that supports them. The content also reflects the work within the Portrait. Among the nine School Goals, seven center directly on what happens within classrooms and offices each day – the core of our work with students – and provide increasing opportunities for students to engage with challenging materials in safe and supportive environments that allow for a range of ways to demonstrate their learning and growth. The other two goals focus on creating a schedule that maximizes opportunities for our students and a exploring a performance communication process that captures the depth and range of student learning and extends beyond the traditional numerical outcomes. The work that is reflected in the SIP is exciting and inspirational for us, and we are committed to it throughout the five year plan.

I want to highlight the essential work and leadership of the NHS School Council in creating this School Improvement Plan. Their collaborative investment in NHS makes for a stronger community and certainly made for a far stronger and more representative SIP. Additionally, this SIP is directly attributed to the investment and dedication of the High School Leadership Team, as well as, the school's committees that focus on particular priorities. Those committees include: the Interdisciplinary Learning Committee (chaired by Jimmy Odierna and Jen Regrut); the Technology and Innovation Committee (chaired by Samantha Bookston and Mary Kay Alessi); the Culture and Climate Committee (chaired by Shakur Abdal-Khallaq and Steve Plasko); the NEASC Committee (chaired by Annapurna Vakati and Alison Coubrough-Argentieri); the Social Emotional Learning Committee (chaired by Brad Walker and Tom Denton); and the School Safety Committee (chaired by James Ash and Keith Ford)

Thank you for your review and support of this document and the core beliefs and hard work that it represents.



# Needham High School

## School Improvement Plan

### September 2019- June 2024

***Presented to the Needham School Committee on February 28, 2020***

NHS SCHOOL COUNCIL 2019-2020	NHS LEADERSHIP TEAM 2019-2020
Jacqueline Alford, Class of 2021	Joanne Allen-Willoughby, Ph.D., K-12 Director, Metco
Mary Bashir, NHS Faculty	Mary Kay Alessi, NHS Interim Assistant Principal
Elizabeth Bloom, Parent	Alison Coubrough-Argentieri, NHS Assistant Principal
Paul Braverman, Class of 2022	Tom Denton, K-12 Director, Guidance
Danielle Freidline, Class of 2022	Keith Ford, NHS Assistant Principal
Daniel Glaser, Class of 2023	Patrick Gallagher, Chair, NHS English Department
Jen Gould, NHS Faculty	Daniel Lee, 6-12 Director, Athletics
Michelle Harris, Parent	Patricia Mullen, Director, Special Education at NHS
Michael Hirsh, NHS Faculty	Kathy Pinkham, Ed.D., K-12 Director, Wellness and P.E.
Luca Mancino, Class of 2021	Stephen Plasko, Chair, NHS Social Studies Department
Lucinda Rufo, Class of 2020	Jennifer Regrut, Chair, NHS Science Department
Matthew Saunders, Parent	John Shea, Chair, NHS Math Department
Aaron Sicotte, NHS Principal	Aaron Sicotte, NHS Principal
Marian Slavin, Parent	Jamie Singelais, K-12 Director, English Language Learning
Doug Stanczak, NHS Faculty	Barbara Singer, K-12 Director, Student Health
Anne Weinstein, Parent	LeeAnn Sutton, K-12 Director, Fine & Performing Arts
	Jean Tower, K-12 Director, Media and Digital Learning
	Elizabeth Zajac, Ph.D., K-12 Director, World Languages

# **Needham Public Schools**



## **MISSION:**

A school and community partnership that creates excited learners, inspires excellence, & fosters integrity. \_

## **VISION:**

Preparing ALL Needham Public Schools students to be:

- Creative Thinkers and Problem Solvers (CT & PS);
- Communicators and Collaborators (CC);
- Socially and Culturally Responsive Contributors (SCRC);
- Responsible and Resilient Individuals (RRI);
- Empowered Learners (EL)

## **CORE VALUES:**

- Scholarship
- Community
- Citizenship
- Personal Growth

## **NEEDHAM STRATEGIC PRIORITIES:**

### **1. All Students Are Drivers of Their Own Learning**

- 1A) Incorporate opportunities for student choice, independent learning, & personalized pathways*
- 1B) Provide structures & experiences that enable student efficacy, leadership, and voice*
- 1C) Teach students the content & skills necessary for them to grow personally and academically.*

### **2. All Students Experience Integrative Teaching & Learning**

- 2A) Extend interdisciplinary teaching and learning practices Pre-K to 12*
- 2B) Embed Portrait Competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices*
- 2C) Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression.*

### **3. All Students Learn & Grow Within Adaptable Environments**

- 3A) Support and design classroom models and environments that foster collaboration & innovation*
- 3B) Provide time, schedules, and spaces that promote learning objectives*
- 3C) Complement instruction with accessible learning beyond the classroom, within the community, and in partnership with families.*

### **4. Infrastructure Supports Needs of All Students**

- 4A) Provide staffing, facilities, and budget resources aligned to district priorities*
- 4B) Implement a recruitment, retention, and development process for staff growth and diversity*
- 4C) Establish a professional learning structure supporting equity and the Portrait vision.*

## **Needham High School**

### **Core Value Statement**

A Caring Community Striving for Personal Growth and Academic Excellence

Please note: Words and phrases that are **highlighted** are explained in the GLOSSARY below.

**The Action Steps numbers correspond with the Timeline for Action Steps numbers.**

School Goal	Strategic Priority	Action Steps	Person(s) Responsible	Impact on Students/ Measures of Success	Timeline for Action Steps
1. Provide students and staff the <b>social-emotional learning</b> (SEL) skills needed to be emotionally healthy and successful	1B, 1C 2B, 2C 3A, 3C 4C	1. Create an SEL mindset checklist to use in school-wide activities. 2. Have each discipline focus on one Identified SEL skill from the <b>CASEL frameworks</b> .	<b>Social-Emotional Learning Com.</b> <b>High School Leadership Team (HSLT)</b> Guidance Dept. Health Services Wellness Dept.	A. A defined skill for each department. B. Each discipline will have the identified skill(s) embedded within the instruction. C. Students will demonstrate measurable growth on SEL skills.	1. 2020-2021 2. 2021-2022
2. Embed <b>culturally responsive teaching (CRT)</b> practices into all classes and offices	1A, 1B, 1C 2B, 2C 3A, 3B, 3C 4B, 4C	1. Ensure there is a consistent understanding of culturally responsive teaching practices in all settings. 2. Provide models of how to become a culturally responsive educator. 3. Provide time to learn and apply culturally responsive practices.	HSLT <b>Culture and Climate Com. (CCC)</b>	A. Culturally responsive practices are understood and used in each class and office. B. Students report increased engagement and learning. C. Demographic representation of all class levels are consistent with the school demographics.	1. 2019-2021 2. 2020-2023 3. 2020-2024
3. Incorporate <b>universal design for learning (UDL)</b> into all classes	1A, 1B, 1C 2B, 2C 3A, 3B, 3C 4C	1. Provide models of universal design for learning practices. 2. Provide time to learn and apply strategies.	HSLT Special Ed. Dept. ELL Dept.	A. The concepts of universal design for learning are understood and used in each class. B. Students report increased engagement and learning.	1. 2020-2024 2. 2020-2024
4. Embed an explicit teaching of <b>interdisciplinary learning skills</b> in all classes through NHS	1A, 1B, 1C 2A, 2B, 2C 3A, 3B 4C	1. Identify the specific skills that are important across disciplines. 2. Provide time and resources to teachers to learn and to incorporate skills into their classes.	<b>Interdisciplinary Learning Team (ILT)</b> HSLT <b>Technology and Innovation Com.</b>	A. Defined list of skills that is known by all. B. Dedicated time during professional development to IL skills and understanding the rubrics.	1. 2021-2022 2. 2021-2024

School Goal	Strategic Priority	Action Steps	Person(s) Responsible	Impact on Students/ Measures of Success	Timeline for Action Steps
5. Consistently integrate subject matter across disciplines and classes to deepen students' learning.	1A, 1C 2A, 2B, 2C 3A, 3B, 3C 4C	1. Highlight the integrated teaching and learning models already at NHS 2. Identify areas where subjects align and cross throughout the four grades. 3. Provide time and structures for teachers to collaborate on projects, units, and classes.	ILT HSLT	A. NHS has a guide to show where content areas connect and overlap to assist teachers in their planning. B. Dedicated time during professional development to develop connections with other content areas.	1. 2019-2020 2. 2022-2023 3. 2022-2024
6. Increase the opportunities students have to display their learning through project-based assessments and authentic assessments	1A, 1B, 1C 2A, 2B, 2C 3A, 3C 4A, 4C	1. Provide teachers examples of project-based and authentic assessments. 2. Provide time for teachers to incorporate alternative assessment models into their curriculum.	ILT HSLT	A. All NHS teachers can identify and define project-based and authentic assessments. B. All NHS teachers have project-based and/or authentic assessments built into their curriculum. C. All students are assessed with project-based and authentic assignments at multiple points each quarter.	1. 2022-2023 2. 2022-2024
7. Update our grade reporting processes to allow for communication about students' progress on SEL and interdisciplinary skills	1A, 1B, 1C 2A, 2B, 2C 3A, 3B, 3C 4A, 4C	1. Create and incorporate rubrics to assist in assessing and communicating students' progress on identified skills. 2. Update grade reporting processes to better communicate all skills.	HSLT NEASC Com. Faculty Council Student Council ILT SEL	A. Rubrics incorporated into all classes to assist with communicating student progress on identified skills. B. Updated reporting mechanisms to communicate students performance in not only traditional grade-based forms, but also on a broader set of skills. .	1. 2022-2024 2. 2023-2024
8. Use the SAMR model (Substitution, Augmentation, Modification, Redefinition) model to guide technology use within all classes	1A, 1B, 1C 2A, 2B, 2C 3A, 3B 4A, 4C	1. Provide models of technology use. 2. Provide time to explore and experiment with technology use.	Technology and Innovation Com. HSLT Technology Dept.	A. All teachers understand the SAMR model. B. Teachers use a range of technology for varied instructional purposes. C. Students use technology in multiple ways to help their learning and to demonstrate it.	1. 2021-2023 2. 2021-2024

School Goal	Strategic Priority	Action Steps	Person(s) Responsible	Impact on Students/ Measures of Success	Timeline for Action Steps
9. Create a schedule that optimizes learning opportunities for all students	1A, 1B 2A, 2B 3A, 3B, 3C 4A, 4C	1. Assess the impact of X-block. 2. Identify potential schedules that may maximize our students' experiences and opportunities. 3. Identify work-arounds within our schedule to address the opportunities that are not possible now.	HSLT Scheduling Exploration Com. X-block Com. Faculty Council Student Council NEASC Com.	A. Gather clear data on the impact of X-block and assess the impact. B. Determine the best schedule. C. Drawbacks of the chosen schedule are clearly identified with ways to mitigate the impact on students' experiences.	1. 2019-2022 2. 2020-2022 3. 2021-2023

### **TIMELINE for ACTION STEPS:**

<b><u>2019-2020</u></b>	<b><u>2020-2021</u></b>	<b><u>2021-2022</u></b>	<b><u>2022-2023</u></b>	<b><u>2023-2024</u></b>
2. CRT understanding ----->	1. SEL checklist	1. SEL skill for each dept.		
	2. CRT models ----->			
	2. CRT time ----->			
	3. UDL models ----->			
	3. UDL time ----->			
		4. IL skills identified		
		4. IL time ----->		
5. IL examples at NHS			5. Integrative alignment	
			5. Integrative time ----->	
			6. PBA/AA models	
			6. PBA/AA time ----->	
			7. Skill Rubrics ----->	
				7. Grade Reporting
		8. Tech models ----->		
		8. Tech time ----->		
9. Assess X-block ----->				
	9. Assess schedules ----->			
		9. Identify work-arounds ----->		

## **GLOSSARY:**

**Authentic Assessments** - Assessments that replicate real-world scenarios to provide relevant opportunities to demonstrate and apply learning in meaningful ways.

**CASEL Frameworks** - A DESE-endorsed program that focuses on five core SEL competencies; they are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**Culture and Climate Committee (CCC)** - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on the social and academic environment of the building, with a particular emphasis on issues of equity.

**Culturally Responsive Teaching (CRT)** - Gary R. Howard's definition of culturally responsive teaching is, "*our capacity as teachers to know and connect with the actual lived experience, personhood, and learning modalities of the students who are in our classroom*" (We Can't Teach What We Don't Know, 131). His three-parts center on Know Yourself, Know Your Students, and Know Your Practice, and we draw heavily on his writing to drive our work within classrooms and offices.

**High School Leadership Team (HSLT)** - The NHS leadership group consisting of all NPS administrators with responsibilities within NHS, including the principal and assistant principals, building-based department chairs, and district-wide department directors, focused on establishing the vision and direction for NHS, as well as, the finer policies and practices that help it run efficiently and effectively.

**Interdisciplinary Learning Skills** - The set of skills that are important in all discipline areas (such as collaboration, problem solving, resiliency, creativity, etc.)

**Interdisciplinary Learning Team (ILT)** - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on interdisciplinary skills and learning at NHS, as well as, integrative learning opportunities that cross and connect departments.

**NEASC Committee** - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on our ongoing accreditation with the New England Association of Schools and Colleges (NEASC) and the planning and communication required to maintain it.

**Project-Based Assessments** - Assessments that are cumulative projects that allow students to demonstrate and apply a broad set of skills and knowledge in meaningful ways that are collaborative and based on real-world scenarios.

**SAMR Model** - A framework created by Dr. Ruben Puentedura that categorizes different degrees of classroom technology integration; the categories are: Substitution, Augmentation, Modification, and Redefinition.

**Social-Emotional Learning (SEL)** - Understanding and managing our emotions and responsible decision-making, as well as, how we interact and interrelate with those around us.

**Social-Emotional Learning Committee** - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on both the understanding of SEL skills and their incorporation into all social and academic aspects of NHS.

**Technology and Innovation Committee** - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on the effective incorporation of technology into instruction and advising on our use of and deployment of technology throughout the building.

**Universal Design for Learning (UDL)** - is a way of approaching instruction that is research-based and focuses on flexible learning environments and learning spaces that provide accommodations for all individual learning differences and needs.

**X-block** - Time within the NHS schedule for students - particularly struggling students - to get academic or social-emotional help from their teachers, counselors, or administrators.



## Needham School Committee

February 25, 2020

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Agenda Item:     **Discussion**

### **Needham High School: Report on Student Growth and Achievement**

Background Information:

- Mr. Sicotte will share an update about testing data and student achievement. Information about SAT, the ACT, and Advanced Placement exams is included as well as artistic, athletic, and co-curricular student accomplishments.

Persons Available for Presentation:

Mr. Aaron Sicotte, Principal of Needham High School





# NEEDHAM HIGH SCHOOL

A CARING COMMUNITY  
STRIVING FOR PERSONAL GROWTH AND  
ACADEMIC EXCELLENCE

*Aaron Sicotte*  
Principal

*Mary Kay Alessi*  
*Alison Coubrough-Argentieri*  
*Keith Ford*  
Assistant Principals

TO: Dan Gutekanst, Superintendent of Needham Public Schools  
FROM: Aaron Sicotte, Principal of Needham High School  
RE: Needham High School Achievement Report 2020  
DATE: 20 February 2020

I am both pleased and proud to provide the 2020 Achievement Report for Needham High School. This report is designed to capture the essence of our students' achievements in and out of the classroom. We are fortunate at NHS to have exceptionally hard working and dedicated students who are guided by talented and invested teachers and staff. The outcome of this dynamic is worthy of pride throughout the entire community. I share this report in the hope that, for those not in NHS, it raises their awareness of the incredible work our students are producing.

The bulk of the report focuses on our students' academic achievements, as measured on national standardized tests, including the SAT I and II, the ACT, and the broad range of Advanced Placement (AP) tests. **Will Grannan**, School Counselor at NHS, deserves all credit for compiling and summarizing this data.

In addition to the data on our students' test results, the 2020 Achievement Report also highlights some of the artistic, academic and co-curricular achievements of our students. In the arts and through a wide range of clubs, Needham High School students consistently receive attention for the great talent and achievement they demonstrate. It is impossible to truly capture every single accolade and achievement, but this report attempts to highlight a representative sample of all that our students are involved in and accomplishing.

# Needham High School Achievement Report 2020

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The following portion of the report summarizes the results for the SAT I (Evidenced Based Reading and Writing, Mathematics), SAT Subject Tests, ACT, and Advanced Placement (AP) examinations.

Due to significant CollegeBoard report changes, we are not able to provide summary SAT I data for the Needham High School class of 2019 that match previous years' reports. Therefore, only SAT I data captured in Naviance and provided by the Department of Elementary and Secondary Education (DESE) will be used in this report for GPA distribution reporting and in comparison with other towns. The CollegeBoard now provides summary data for all test takers over a given year, while previously they pulled data only for the graduating class for that year.

This is the fourth year we have included ACT performance data. The ACT averages apply only to the graduating class of the year noted.

AP results pertain only to the testing which took place in May 2019, and include members of the class of 2019 as well as other classes.

Highlighted below are several summary items.

#### SAT I – Critical Reading/Evidenced Based Reading and Writing and Math Tests

Naviance allows us to sort through all SAT scores for each student and extract the best scores by GPA. The chart below averages the best Evidenced Based Reading and Writing and Math scores of the class of 2019 through January 2019 SAT administration:

<b>GPA</b>	<b>Best Evidenced Based Reading &amp; Writing (EBRW) Avg.</b>	<b>Best Math Avg.</b>	<b>Composite</b>
<b>5.00 – 4.75</b>	723	755	1478
<b>4.74 – 4.50</b>	675	706	1381
<b>4.49 – 4.25</b>	656	668	1324
<b>4.24 – 4.00</b>	621	620	1241
<b>3.99 – 3.75</b>	605	606	1212
<b>3.74 – 3.50</b>	586	569	1155
<b>Below 3.50</b>	514	522	1036

This is the second year the CollegeBoard has not been able to provide summary SAT I data for Needham High's graduating class. The CollegeBoard did provide mean SAT I data for Massachusetts (EBRW – 559; Math – 561) and the Total Group (EBRW – 531; Math – 528). Of the 432 test takers for the 2018-2019 school year at Needham High, DESE reported Needham High SAT I averages as, EBRW – 610 and Math – 617.

#### SUBJECT TESTS (SAT II)

Globally, less than 15% of high school students who took SAT's also took Subject Tests. At Needham High School, 407 Subject Tests were taken in the 2018-2019 testing year. The CollegeBoard no longer

provides summary data for Massachusetts and the Total Group for comparison with Needham test averages.

Data will be provided in this report for Subject Tests with 20 or more test takers, which were: Math II (108), US History (49), Literature (37), Math I (25), Biology – Ecological (30), Biology – Molecular (69), Physics (28), and Chemistry (28).

### ACT TEST

The number of ACT test takers from Needham High had been rising steadily for a number of years. For the graduating class of 2019, thirty-six percent (36.2%) took at least one ACT test. This is a drop in total number of test takers for the second straight year. Potential factors have not been evaluated, however there is a drop in ACT test takers nationally for the past two years. We don't currently track the number of students who take both the ACT and the SAT.

Included in the following chart is the ACT section and composite averages over the past five years for Needham High test takers.

<b>Year</b>	<b>Test Takers</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
<b>2015</b>	157	25.6	26.1	25.4	24.6	25.5
<b>2016</b>	190	26.4	26.4	26.1	25.4	26.2
<b>2017</b>	231	27.3	26.8	27.1	25.8	26.9
<b>2018</b>	179	27.5	26.4	27.6	26.0	27.0
<b>2019</b>	158	28.0	26.8	27.9	26.6	27.4

When broken down by GPA intervals, the ACT Composite averages for the class of 2019 are as follows:

<b>GPA</b>	<b>Composite Average</b>
<b>5.00 – 4.75</b>	32
<b>4.74 – 4.50</b>	30
<b>4.49 – 4.25</b>	30
<b>4.24 – 4.00</b>	25
<b>3.99 – 3.75</b>	26
<b>3.74 – 3.50</b>	23
<b>Below 3.50</b>	19

### ADVANCED PLACEMENT (AP) EXAMINATIONS

Four hundred sixty-one (461) students took nine hundred one (901) AP tests. Ninety-two percent (91.8%) of the scores were 3 or better. Seventy percent (70.0%) of the scores were 4's and 5's.

A more detailed presentation of these data is available in the pages that follow.

**Table 1:**  
**Needham Mean Critical Reading/EBRW SAT Scores Compared with the Global and MA Scores**

Class	Needham	Global	MA
<b>2019</b>	610* (+)	531	559
<b>2018</b>	618* (+)	536	562
<b>2017</b>	612 (+)	538	553
<b>2016</b>	573 (+)	494	517
<b>2015</b>	580 (+)	495	516

\*Local SAT data now gathered from all test takers during a test year, rather than for the graduating class  
(+) = Above Both Global and MA averages; (-) = Below Global and/or MA averages

**Table 2:**  
**Needham Mean Math SAT Scores Compared with the Global and MA Scores**

Class	Needham	Global	MA
<b>2019</b>	617* (+)	528	561
<b>2018</b>	624* (+)	531	563
<b>2017</b>	606 (+)	533	550
<b>2016</b>	582 (+)	508	530
<b>2015</b>	599 (+)	511	529

\*Local SAT data now gathered from all test takers during a test year, rather than for the graduating class  
(+) = Above Both Global and MA averages; (-) = Below Global and/or MA averages

**Table 3:**  
**Number and Percent of the Class Taking the SAT**

Year	Graduates in Class	# Taking the SAT	Percent
<b>2019</b>	437	432*	-
<b>2018</b>	398	444*	-
<b>2017</b>	407	326	80
<b>2016</b>	421	369	88
<b>2015</b>	391	352	90

\*SAT data for Needham High is now reported by how many students take the SAT in a given year, rather than a total for the graduating class.

## Comparison of Needham Subject Test Mean Scores to Global and Massachusetts Subject Test Mean Scores

The figures listed below represent the mean scores of the most recent Subject Tests taken by members of the classes of 2015-2019 from the time they entered high school through March of their senior year. Subject Test results are not included in this report for exams involving less than 20 students.

For 2018 and 2019, the CollegeBoard didn't share SAT Subject Test averages for the Total Group and Massachusetts. Therefore, we cannot share comparison data for Needham High for these years.

Numbers in red refer to tests where Needham students performed below the Global or MA average(s).

### Class of 2019

	Math 2	US Hist	Math 1	Phys	Bio M	Bio E	Lit	Chem
<b>Needham</b>	692	670	654	642	640	640	633	626
<b>MA</b>	-	-	-	-	-	-	-	-
<b>Global</b>	-	-	-	-	-	-	-	-

### Class of 2018

	Math 2	US Hist	Phys	Math 1	Bio M	Lit	Chem	Bio E
<b>Needham</b>	703	680	653	648	647	646	643	622
<b>MA</b>	-	-	-	-	-	-	-	-
<b>Global</b>	-	-	-	-	-	-	-	-

### Class of 2017

	Lit	US Hist	Math 1	Math 2	Chem	Bio M	Phys
<b>Needham</b>	643	679	652	692	616	651	649
<b>MA</b>	620	657	621	690	658	661	654
<b>Global</b>	613	648	608	695	667	652	667

### Class of 2016

	Lit	US Hist	Math 1	Math 2	Bio E	Bio M	W Hist	Phys
<b>Needham</b>	652	663	648	702	637	638	559	667
<b>MA</b>	625	633	622	691	647	654	617	656
<b>Global</b>	599	624	599	690	616	647	615	667

### Class of 2015

	Lit	US Hist	Math 1	Math 2	Bio E	Bio M	Chem	Phys
<b>Needham</b>	625	674	650	697	624	635	634	631
<b>MA</b>	625	646	622	688	641	651	653	657
<b>Global</b>	618	645	619	690	625	652	666	667

**Table 4:**  
**Needham Average ACT English Section Scores Compared to Nationwide and MA Averages**

<b>Class</b>	<b>Needham</b>	<b>Nationwide</b>	<b>MA</b>
<b>2019</b>	28.0	20.1	25.5
<b>2018</b>	27.5	20.2	25.5
<b>2017</b>	27.3	20.3	25.4
<b>2016</b>	26.4	20.1	24.4
<b>2015</b>	25.6	20.4	24.2

**Table 5:**  
**Needham Average ACT Math Section Scores Compared to Nationwide and MA Averages**

<b>Class</b>	<b>Needham</b>	<b>Nationwide</b>	<b>MA</b>
<b>2019</b>	26.8	20.4	25.2
<b>2018</b>	26.4	20.5	25.2
<b>2017</b>	26.8	20.7	25.3
<b>2016</b>	26.4	20.6	24.9
<b>2015</b>	26.1	20.8	24.6

**Table 6:**  
**Needham Average ACT Reading Section Scores Compared to Nationwide and MA Averages**

<b>Class</b>	<b>Needham</b>	<b>Nationwide</b>	<b>MA</b>
<b>2019</b>	27.9	21.2	26.1
<b>2018</b>	27.6	21.3	25.9
<b>2017</b>	27.1	21.4	25.9
<b>2016</b>	26.1	21.3	25.3
<b>2015</b>	25.4	21.4	24.6

**Table 7:**  
**Needham Average ACT Science Section Scores Compared to Nationwide and MA Averages**

<b>Class</b>	<b>Needham</b>	<b>Nationwide</b>	<b>MA</b>
<b>2019</b>	26.6	20.6	24.8
<b>2018</b>	26.0	20.7	24.7
<b>2017</b>	25.8	21.0	24.7
<b>2016</b>	25.4	20.8	24.1
<b>2015</b>	24.6	20.9	23.8

**Table 8:**  
**Needham Average ACT Composite Scores Compared to Nationwide and MA Averages**

<b>Class</b>	<b>Needham</b>	<b>Nationwide</b>	<b>MA</b>
<b>2019</b>	27.4	20.7	25.5
<b>2018</b>	27.0	20.8	25.5
<b>2017</b>	26.9	21.0	25.4
<b>2016</b>	26.2	20.8	24.8
<b>2015</b>	25.5	21.0	24.4



Test / Year	2019	2018	2017	2016	2015
<b>Biology</b>	37	31	34	42	32
<b>Calculus AB</b>	80	57	72	69	67
<b>Calculus BC</b>	54	39	50	35	33
<b>Chemistry</b>	19	31	16	18	18
<b>Chinese Language</b>	8	10	4	1	1
<b>Computer Science A</b>	32	13	20	36	26
<b>Computer Science Prin</b>	11	20	8	-	-
<b>Economics: Macro</b>	1	-	1	-	2
<b>Economics: Micro</b>	-	-	1	-	-
<b>English Lang &amp; Composition</b>	149	184	130	132	100
<b>English Lit &amp; Composition</b>	30	16	45	40	43
<b>Environmental</b>	-	1	1	-	-
<b>French Lang</b>	22	12	8	17	8
<b>German</b>	-	2	1	-	3
<b>Latin</b>	1	-	-	-	-
<b>Music Theory</b>	2	2	5	5	-
<b>Physics 1</b>	1	1	1	1	-
<b>Physics C: Mechanics</b>	41	17	31	31	30
<b>Physics C: Elec. &amp; Mag.</b>	39	17	31	30	32
<b>Psychology</b>	128	95	106	117	126
<b>Spanish Lang</b>	21	14	22	27	15
<b>Statistics</b>	48	43	38	44	65
<b>Studio Art Drawing</b>	11	8	9	10	18
<b>Studio Art 2D Design</b>	17	17	18	13	13
<b>U.S. Gov. &amp; Politics</b>	76	55	96	63	44
<b>U.S. History</b>	74	61	58	76	82
<b>Total Grades Reported</b>	901	746	806	807	758
<b>Total Candidates</b>	461	439	417	431	401

### 2019 AP Score Summary

<b>Test / Result</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Biology</b>	9	17	10	1	-
<b>Calc AB</b>	29	38	11	2	-
<b>Calc BC</b>	38	8	8	-	-
<b>Chemistry</b>	6	7	6	-	-
<b>Chinese Lang. &amp; Culture</b>	-	2	4	1	1
<b>Comp. Sci. A</b>	20	8	4	-	-
<b>Comp. Sci. Prin</b>	3	3	3	2	-
<b>English Lang. &amp; Comp</b>	53	50	35	11	-
<b>English Lit. &amp; Comp</b>	3	18	7	2	-
<b>French Lang. &amp; Culture</b>	5	8	9	-	-
<b>Latin</b>	-	-	-	1	-
<b>Macroecon.</b>	-	-	-	1	-
<b>Music Theory</b>	1	1	-	-	-
<b>Physics C: Elec &amp; Magnetism</b>	17	10	6	5	1
<b>Physics C: Mechanics</b>	23	13	2	2	1
<b>Psychology</b>	13	50	33	21	11
<b>Spanish Lang. &amp; Culture</b>	9	11	1	-	-
<b>Statistics</b>	12	10	22	2	2
<b>Studio Art 2D Design</b>	2	5	3	1	-
<b>Studio Art: Drawing</b>	8	6	3	-	-
<b>US Gov. &amp; Politics</b>	29	18	17	11	1
<b>US History</b>	56	12	5	1	-
<b>Total (901)</b>	336	295	189	64	17
<b>Students (461)</b>					

### NUMBER OF EXAMS TAKEN ACCORDING TO SCORES

<b>Score / Year</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>5</b>	336	301	328	343	319
<b>4</b>	295	236	233	242	236
<b>3</b>	189	149	178	162	138
<b>2</b>	64	52	53	50	50
<b>1</b>	17	8	14	10	15
<b>Totals</b>	901	746	806	807	758

### **SAT I Reasoning Comparisons**

<b>Public High School</b>	<b>Participants</b>	<b>EBRW</b>	<b>Math</b>	<b>Composite</b>
<b>Lexington</b>	625	649	676	1325
<b>Newton South</b>	491	633	651	1284
<b>Weston</b>	148	627	652	1279
<b>Concord Carlisle</b>	251	631	640	1270
<b>Brookline</b>	494	627	638	1265
<b>Wayland</b>	204	618	638	1256
<b>Dover-Sherborn</b>	167	625	629	1254
<b>Wellesley</b>	349	625	628	1253
<b>Winchester</b>	380	617	636	1253
<b>Newton North</b>	514	619	624	1243
<b>Needham</b>	432	610	617	1227
<b>Hopkinton</b>	309	605	620	1225
<b>Westwood</b>	356	596	611	1207
<b>Medfield</b>	250	599	607	1206
<b>Holliston</b>	230	594	598	1192
<b>Natick</b>	500	583	586	1169
<b>Walpole</b>	388	572	566	1138
<b>Dedham</b>	222	552	571	1123
<b>Framingham</b>	537	547	574	1121
<b>Norwood</b>	272	552	559	1111

\*SAT data for this chart taken from the DESE website.

### AP Performance Comparisons\*

Public High School	Tests Taken	% Non Qualifying (1-2)	% Qualifying (3-5)
Dover-Sherborn	461	4.3	95.7
Concord Carlisle	615	6.0	94.0
Lexington	1,825	6.4	93.6
Wellesley	861	6.7	93.3
Brookline	1,112	7.3	92.7
Winchester	675	8.4	91.6
Newton North	1,128	8.7	91.3
Walpole	430	8.8	91.2
<b>Needham</b>	<b>892</b>	<b>8.9</b>	<b>91.1</b>
Wayland	497	9.3	90.7
Newton South	1,007	9.9	90.1
Westwood	726	10.6	89.4
Hopkinton	1,068	11.6	88.4
Framingham	737	11.8	88.2
Weston	726	14.6	85.4
Natick	953	14.8	85.2
Medfield	464	18.3	81.7
Holliston	368	26.6	73.4
Norwood	206	31.1	68.9
Dedham	452	42.9	57.1

\*AP data for this chart taken from the DESE website. Please note a slight difference in the total number of Needham AP test takers reported by the state (892) versus the total reported by the College Board (901). The following total number of test takers by subject were under-reported, resulting in the difference of nine: English Lang/Com (-2), Chinese Language (-1), Psychology (-1), Calculus BC (-1), Computer Science Principles (-1), Statistics (-1), Physics C: E&M (-1), and Physics C: Mech (-1).

### 2020 National Merit Scholarship Semifinalists

Needham High School had seven (7) NMSQT Semifinalists this year. Semifinalist status is achieved through combined scores on the PSAT/NMSQT Reading Test, Writing and Language Test, and Math Test. This year's semifinalists are **Matthew Culver, Jason Hedman, Anne Keily, Zachary Lu, Annie Stein, Cindy Zhang, and Helena Zhang!**

## Seal of Biliteracy and STAMP Test Results

For the first time, Needham High School provided students the opportunity to demonstrate their biliteracy and earn a state-endorsed Seal of Biliteracy. Achievement is earned through qualifying scores on MCAS tests and on the STAMP (STAndards-based Measurement of Proficiency) test. Eleven (11) different languages were assessed with one hundred six (106) students taking part. Some students achieved a Language Opportunity Coalition (LOC) designation, acknowledging their language proficiency even though it did not quite meet the high standards for the Seal.

	<b>11<sup>th</sup> Grade (77 students)</b>	<b>12<sup>th</sup> Grade (29 students)</b>	<b>Total (106 students)</b>
<b>Seal with Distinction</b>	0	2 (7%)	2 (2%)
<b>Seal</b>	24 (31%)	10 (34%)	34 (32%)
<b>LOC Biliteracy Achievement</b>	33 (43%)	13 (45%)	46 (43%)
<b>LOC Biliteracy Attainment</b>	20 (26%)	4 (14%)	24 (23%)

## **Artistic Achievements and Accomplishments - Performing Arts:**

### **2019 Massachusetts All-State Band, Orchestra, Jazz Ensemble, and Chorus -**

NHS had 15 students accepted into the MMEA's All State Music Festival

### **2019-2020 Music Performances**

Needham High School groups will perform in nearly 20 different concerts this year. That averages a concert every two weeks throughout the year.

Concerts include: the Annual Needham Jazz Concert, A Capella Go!, Monologues and Melodies, Choral Fest, NHS Chorus and Orchestra Concert, and NHS Band Concert, among many others

### **2019-2020 Theatrical Performances**

Students Acting to Make a Difference (SAMD) performed *Mama Mia* and raised \$9,000 toward the Women's Business Development Center.

The Spring Musical will be *Shrek* (in March)

The Theater classes perform two different nights of plays and monologues (in December and in April)

## **Artistic Achievements and Accomplishments - Fine Arts and Writing:**

### **2020 Scholastic Art Awards -**

These students entered individual works or portfolios that they created in classes as part of the Needham Public School Visual Arts curriculum. Boston Globe Scholastic Writing Awards recognize artwork that demonstrates originality, technical skills, and the emergence of a personal voice or vision. Students were competing for recognition with thousands of other students from throughout Massachusetts.

- 3 Silver Key winners
- 9 Honorable Mention recipients

### **2020 Writing American Voices Awards**

Five works of writing and five works of art from each region are selected by local judges as American Voices & Visions nominees. From the pool of nominees, a panel of jurors in New York City selects one writer and one artist from each region to receive an American Voices Medal or an American Visions Medal (considered the "Best in Show" award).

- 1 "Best in Show" winner
- 3 Gold Key Winners
- 2 Silver Key Winners
- 1 Honorable Mention

### **The NHS Visual Art Department continues its partnership with the Temple Beth Shalom Garden for the 12<sup>th</sup> year with Art In Bloom**

Art in Bloom showcases works by nearly 70 NHS students representing all facets of the art curriculum, with floral interpretations for each work created by members of the Garden Club. NHS Art Teachers, Maria Sartori and Damon Burnard, play significant roles in coordinating the event and the art.

## **Co-Curricular and Academic Achievements and Accomplishments:**

### **Events and Activities -**

For the first time, every single student at NHS took part in the **Poetry Out Loud** competition in English classes, giving every student the opportunity to memorize and perform a poem in front of an audience. The strongest performers in each class competed in a semi-final stage, with 12 students moving to the finals.

Over half the sophomore class took part in **National History Day**, creating a wide range of projects – from poster board presentations, to short plays, to websites. Many groups qualified to represent Needham in the District Competition in March.

**Student Council** hosted the third annual, community-wide Bonfire to raise spirit before the Thanksgiving Day Football game against Wellesley.

The **Junior Class** hosted their annual Trick or Treat Street at NHS for Halloween, inviting elementary age students and families into NHS for an evening of safe trick or treating, experiencing the high school, and fundraising.

**Math League** competed in six different competitions in the area, increasing the opportunities student members had to demonstrate their math abilities in a collaborative and competitive environment.

**Own Your Peace/Piece** hosted the 8th Annual Wellness Breakfast, featuring nearly a dozen different NHS clubs all focused on emotional and mental wellness. The breakfast aims to highlight and celebrate the work NHS groups do to create a culture of awareness, openness, and caring at NHS.

In November and December, twelve NHS students took part in three different conferences dedicated to equity, with six students joining two advisors at the SparkShare conference, which empowers young people to be change agents in their own community, three students took part in a panel discussion at the 8th Annual Needham Diversity Summit at Pollard, and three students participated in the Metco Directors' Conference representing the Needham schools and powerfully addressing issues of equity.

Numerous clubs hosted nights to draw attention to a particular topic, including, **Asian Culture Night** (January), **Even A Rag Like This** (literary magazine) (January), **French Night** (March) and **Take Back The Night** (November), which hosted their annual event at the Town Hall for the first time.

Two years ago, students in the Greater Boston Project proposed a life skills workshop day to allow students to learn key life skills prior to heading to college. The **Wellness Department** took the students' idea and created an outstanding two week Life Skills experience for 12th grade students near the end of their semester in Wellness. The students have a chance to learn skills needed in life (from workshops ranging from cooking to dog ownership), to hear from graduates about their experiences, and to learn more about the dangers of drug abuse (through a documentary called "If I Only Knew". It is an example of students' voices shaping the experience of all students throughout NHS.

## **Social and Community Activism -**

The **Jewish Student Union** promoted wearing blue after anti-Semitic graffiti was found in NHS. Many students and staff dressed in Needham blue to show unity against the hateful and offensive symbol.

**Student Council** partnered with **Take Back the Night** for the White Ribbon Campaign, a nation-wide campaign to end gender-based violence, and which included videos and discussions in every homeroom and an opportunity to make the pledge committing to ending the violence.

**SALSA (Students Advocating Life without Substance Abuse)** organized a Vaping Awareness Week at NHS, with a range of news and activities within homeroom, as well as, posters and wristbands throughout the school to help end vaping use by NHS students.

Students in the first class of **Courageous Conversations on Race (CCOR)** have been working with 9<sup>th</sup> grade science classes to help lead them through conversations on race, modeling respectful interactions through an important subject many of us avoid.

Many clubs raised money or other items for extremely worthy causes. Some examples include: **Best Buddies** raised over \$1800 for the Boston Friendship Walk and were one of the top fundraising teams; the **Jimmy Fund Club**, which collected games and toys to donate to cancer patients at Dana Farber; the Support Our Troops Club, which sent Halloween candy to our troops abroad; the **Relay for Life Club**, which hosted a Coaches versus Cancer charity game; **Amnesty International** sponsored a 'Write for Rights' event allowing people to write letters on behalf of people unjustly held captive around the world; the **League of Women's Voters** hosted a voter registration drive; and **Habitat For Humanity**, which cleaned yards in Needham to raise money for their trip.

**Habitat For Humanity** traveled to Florida over February vacation to help build a home.

## **Achievements -**

The **Speech and Debate Team** was recognized by the National Speech and Debate Association for demonstrating outstanding commitment to teaching essential life skills – including communication, research, listening, writing, and organization.

The **NHS Academic Team** made it to the taping stage of WGBH's High School Quiz Show for the fourth year in a row. Watch WGBH to see how they did this year!

Students from **SALSA (Students Advocating Life without Substance Abuse)** were recognized for their advocacy at the Norfolk County District Attorney's Peer Leadership Conference at Gillette Stadium for their exceptional leadership in support of Substance Use Prevention. Additionally, they were recognized for completing 370 hours of community service and prevention work last year – more than any other high school in Norfolk County.

Two years ago, students started **S.A.F.E. (Students Advocating For Equity)** to help create positive change at NHS with issues of equity, in similar fashion to the work students have done in the area of social-emotional learning and mental health through Own Your Peace/Piece. In a short time, S.A.F.E. has become an integral group at NHS, leading students and adults through important and difficult work.





## Needham School Committee

February 25, 2020

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Agenda Item:     **Action**

**Approve Unit B Memorandum of Agreement**

Action recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the Unit B Memorandum of Agreement as submitted.

**Memorandum of Agreement**  
**between**  
**The Needham School Committee**  
**and**  
**The Needham Education Association**  
**Unit B Contract 2019 - 2022**

This Memorandum of Agreement is entered into by and between the School Committee of the Needham Public Schools ("Committee") and the Needham Education Association Unit B ("Association").

Whereas, the Association and the Committee are parties to a collective bargaining agreement for the period July 1, 2016 to June 30, 2019; and,

Whereas, both parties have met in good faith to negotiate a successor collective bargaining agreement for the period of July 1, 2019 to June 30, 2022.

Now, therefore, in consideration of the mutual covenants, the parties agree as follows:

1. **The terms and conditions of employment** set forth in the collective bargaining agreement for the period of July 1, 2016 to June 30, 2019 shall remain in full force and effect for the period of July 1, 2019 to June 30, 2020, except as amended herein.
2. **ARTICLE 7 Section 4 - Procedure for Scheduling Non-School Work Days**

**Amend language as follows and renumber subsequent sections:**

"The intent of this article is to allow administrators equal opportunity to utilize contractual leaves during time beyond the 183 Unit A contractual days. These days will be referred to in this article as Non-School Days. Administrators may plan their Non-School Days to allow them to utilize parental, FMLA or other planned leaves and not have to 'make up workdays.'

The NEA Unit B Negotiating Team and Needham School Committee hereby agree that, upon ratification of the Unit B Collective Bargaining Agreement, the policy for use of sick, personal, bereavement or other leaves allowed by the contract on Non-School Days will be as follows:

An administrator may submit a written request to schedule a Non-School Day as a workday, sick leave, parental leave, bereavement leave, personal leave or to any other valid payroll

category allowed by the contract. The format for this request will be determined by the Assistant Superintendent for Human Resources. After mutual agreement between the supervisor and the administrator, a plan for Non-School Days will be provided to the payroll office.

An administrator may change the scheduled work plan after written notification to their supervisor and payroll in advance of the day worked. Any such days worked outside of the schedule will not qualify as Non-School Days without the prior written approval of the supervisor.

The request to schedule Non-School workdays during the summer must be submitted prior to June 15 of the current school year.”

### **3. ARTICLE 8, Evaluations**

Section 9 - Delete this section.

### **4. ARTICLE 17, Sick Leave**

Update Section 6, Subsection C:

“c) In the case of a serious illness of a husband, wife, child, mother or father requiring the attention of the administrator. Notification of the reason for absence shall be given to the Superintendent of Schools as promptly as possible, and the absences for this purpose shall not exceed ten (10) school days in any one school year.”

### **5. ARTICLE 20, Educational Leave - These sections are being incorporated into Article 28 (see item below item on ARTICLE 28).**

### **6. ARTICLE 22 Bereavement Leave**

Amend Language as follows:

#### **“SECTION 1**

With the approval of the Superintendent of Schools, a full-time employee in Unit B may be allowed up to five (5) consecutive days without loss of pay during the school year in the case of death in the immediate family.

The term "immediate family" includes the administrator's spouse ~~or domestic partner~~, child, father, mother, brother, sister, grandparent, grandchild, son-in-law, daughter-in-law, mother-in-law, father-in-law, or ~~other another~~ person for whom the administrator has primary responsibility for funeral arrangements. The Superintendent may grant additional leave at his/her sole discretion upon request in those circumstances in which he/she deems appropriate.

## SECTION 2

An absence of two (2) days may be granted with respect to the death of grandparents of the administrator's spouse ~~or domestic partner~~, ~~any~~ other family member, or ~~other another~~ permanent member of the administrator's household not otherwise covered in Section 1. The Superintendent may grant time off with pay at his/her sole discretion for an administrator to attend services with respect to the death of an individual covered by this section.

## SECTION 3

The provisions shall be administered ~~in the light of their purpose, which is~~ to provide an opportunity when needed to enable an administrator to attend the funeral or to attend to family or personal matters arising as a result of ~~the~~ a death and shall not be charged against sick leave."

## 7. ARTICLE 26, Maternity Leave

Amend language as follows:

### "ARTICLE 26 PARENTAL LEAVE

Parental Leave in the Needham Public Schools supports all families. Any member may apply for parental leave of absence for the purpose of giving birth to and/or receiving a child. This applies to members receiving a child through adoption, surrogacy, fostering with the intent to adopt or court-ordered placement.

## SECTION 1

**Statutory Leave.** The School Committee shall grant a leave of absence for up to twelve (12) weeks in accordance with the provisions of General Laws Chapter 149, Section

105D and the Family Medical Leave Act (FMLA). It is expected that the member will give at least two (2) weeks written notice prior to the member's anticipated date of departure.

If possible, the member will try to commence such leave at the beginning of a semester, or at a school vacation period. Leaves under this article shall be granted in accordance with the applications of the FMLA. In the event of a dispute regarding the application of the FMLA, there will be no entitlement to arbitration if the matter is also pursued in another forum.

## SECTION 2

**Notice of Pregnancy.** The Superintendent of Schools will be notified in writing by the member no later than the beginning of the fourth month of pregnancy. Such notice will contain the approximate date on which the member intends to commence leave under this Article.

**Notice of Child Placement.** The Superintendent of Schools will be notified in writing by the adoptive or foster parent (member) requesting the leave as soon as practically possible, but at least thirty (30) days before the placement of the child.

## SECTION 3

Members shall have access to their sick accrual for up to ten (10) days in a contract year to be designated as Parental Leave Days upon the arrival of a new child for which the member has an established and documented legal responsibility. These 10 days shall run concurrently with FMLA.

All leave taken under Section 1 and Section 3 of this article will be taken within one (1) year of the birth, adoption or placement of a child. If not taken consecutively, the days may only be taken in two (2) parts.

#### SECTION 4

**Extended Leave.** In the event that any member with professional member status who has completed three (3) full years of satisfactory service in Needham desires a leave without pay longer than the twelve (12) weeks provided by statute, said member will make every effort to commence such extended leave at a time corresponding with the beginning of a semester or a vacation period or marking period. Such leave will expire on September 1 following the birth/arrival of a child. The date of anticipated return will be established with the Superintendent at the time the leave commences.

If medical problems develop beyond the control of the member, the date of anticipated return will, if requested by the member, be extended (subject to the limitations set forth above) to the applicable September 1 at which the member is medically capable of resuming classroom duties. The member of the unit must notify the Superintendent in writing by January 15 in the calendar year in which the leave expires of the member's intention to return in September or the member's intention to resign from the school system. Failure to comply with this requirement will be considered a resignation.

At the time of return, a doctor's certificate of good health must be presented upon request.

#### SECTION 5

**Termination of Parental Leave.** In the event that a member desires to terminate Parental Leave, the member may make written application for reinstatement prior to the previously established date for the termination of the leave. Such application shall be accompanied by a physician's statement of good health. Such reinstatement will be granted by the School Committee in the case that an acceptable vacancy exists.

#### SECTION 6

**Salary Advancement.** A member returning from an extended leave under the provisions of this Article will be placed on the next step of the salary schedule if actively

employed by the Needham Public Schools for more than ninety-one (91) days in the school year in which the leave commenced. The member will be assigned to a position in a school where a vacancy occurs for which the member is qualified.”

## **8. Article 28, Salaries and Professional Development**

### **SECTION 2**

In recognition of the value of continued years of professional service to the Needham School Department, the following salary schedule shall be in effect:

#### **Above Base Rate After Years of Total Service**

<b>15-19 Years</b>	<b>20 - 24 Years</b>	<b>25 - 29 Years</b>	<b>30 or More</b>
<b>\$700</b>	<b>\$1100</b>	<b>\$1500</b>	<b>\$1900</b>

**Effective July 1, 2020 the Above Base Rate After Years of Total Service will be**

<b>15-19 Years</b>	<b>20 - 24 Years</b>	<b>25 - 29 Years</b>	<b>30 or More</b>
<b>\$1100</b>	<b>\$1500</b>	<b>\$2000</b>	<b>\$2500</b>

(These amounts are not cumulative.)

Create new Section 9 based on language from existing Article 20, Section 1:

“Time off with pay may be granted at the discretion of the Superintendent for the purpose of allowing individual administrators to visit other schools or attend approved meetings or conferences of an educational nature. Written reports shall be submitted for all such visits.”

Create new Section 10 based on language from existing Article 20, Section 2:

“The Superintendent may allow administrators to attend courses, workshops, seminars or other approved professional improvement sessions. The Superintendent may also elect to pay reasonable expenses for such professional development (including, but not limited to

registration fees, meals, lodging or transportation) provided that said amount shall have been previously provided for and is expendable in an existing school department budget. Each administrator will have \$1,100. **Effective July 1, 2021, this sum will increase to \$1,500.**

Administrators will submit requests for reimbursement of professional development monies under this Section using an agreed-upon form. Reimbursement requests will be submitted to the administrator's immediate supervisor. For Middle School Department Chairs, reimbursement requests will be submitted to their primary evaluator."

Renumber subsequent existing Sections starting with Section 11.

Existing Section 10 **will now be Section 12. Amend language as follows:**

"Online Graduate Courses will only be reimbursed and recognized for lane changes when they meet the following criteria:

1. The online course has a specific start and end date with a minimum of 15-hours of work for 1 graduate credit;
2. The online course is not designed as a self-paced "module" course with no specified beginning and ending date;
3. The online course requires regular weekly interaction with the professor i.e., discussion boards that require the class members to log in and participate in discussions;
4. The online course has regular weekly interactions with other students i.e., discussion boards that require the class members to log in and participate in discussions;
5. The online assignments are regular, posted, and graded by the professor;
6. The online course has graded mid-term and/or final examination or project;
7. The online course credit is offered through a regionally accredited college or university.
8. The online course offers graduate credit. Quarters and points are examples of measurements that are not acceptable as graduate credit.



9. Online courses that are offered to members via the district's management system will be labeled such that it states if the credit will be applicable for a lane change.

Courses that do not meet the above- required course criteria may still qualify for workshop, audit and/or conference reimbursement.”

#### **9. NEW ARTICLE 29, Direct Deposit**

Add a new Article 29, Direct Deposit, and renumber subsequent articles. Direct Deposit article shall read:

“All Unit B members will be required to utilize direct deposit beginning in FY 20. The Town reserves the right to discontinue the practice of issuing a paper pay stub at any time.”

#### **10. ARTICLE 32, DURATION**

Amend language as follows:

“This Agreement shall become effective as of July 1, 2019, and shall continue in full force and effect until June 30, 2022, and from year to year thereafter unless either party notifies the other at least ninety (90) days prior to the date the contract is scheduled to expire of its desire to open negotiations for a successor contract.”

#### **11. Title Changes**

From Middle School Coordinator of English Language Arts  
To Middle School English Language Arts Department Chair

From Middle School Coordinator of Math  
To Middle School Math Department Chair

From Middle School Coordinator of Science  
To Middle School Science Department Chair

From Middle School Coordinator of Social Studies  
To Middle School Social Studies Department Chair

From K-8 Literacy Coordinator  
To Director of Literacy K to 8

## **12. Language Changes**

### **Update Human Resources Director References**

Change all references of “Human Resources Director” to “Assistant Superintendent for Human Resources.”

#### **Article 1 Recognition, Section 1:**

Correct respective titles:

- Director of Physical Education and Health to Director of K-12 Wellness Department.
- Preschool Coordinator Director to Preschool Director.
- Director of Athletics 6-12 and Club Sports to Athletic Director.

#### **Article 1 Recognition, Section 2:**

Change the language so that it contains language found in the School Committee Policy against discrimination:

“The Committee and Association agree that there will be no discrimination in the training, assignment, promotion, transfer or discipline of administrators because of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, genetic information, age, marital status or political activities protected by the Statutes of the Commonwealth of Massachusetts.”

#### **Article 2 Rights of Association, Title:**

Change the Title to “Rights of Association/Dues Authorization” to match the Table of Contents.

#### **Article 2 Rights of Association, Section 2:**

Strike references to 26 pays:

~~“Dues will be deducted in twenty-six (26) equal installments, once per pay period.”~~

In last paragraph, strike “in person:”

“The Committee will incur no liability for loss of dues monies after the Association representative received said monies ~~in person~~ from the Town Treasurer.”

#### **Article 2 Rights of Association, Section 4:**

In first sentence, correct “Associations” to “Association’s”:

“The School Committee accepts the Association’s request that effective on July 1, 2017...”

#### **Dues Authorization Card:**

Clarify the first sentence of the second paragraph so it reads clearer:

“This authorization shall remain in effect until, ~~by~~ written revocation of this authorization is received. Said revocation shall become effective sixty (60) days after receipt of such revocation by the Superintendent of Schools and the President of the Needham Education Association.

#### **Article 4 Grievance, Section 3**

Capitalize all instances of the term “Level One.”

#### **Article 6 Continuity of Employment, Section 4**

Change reference of Article 31 to Article 32, as Article 32 is the correct one to reference: note that we have eliminated old Article 20 and incorporated it into Article 28 - so all Articles after 20 will have to be renumbered.

“In connection with any negotiations for a successor agreement held pursuant to Article 32 (Duration)...”

#### **Article 7 Conditions of Professional Service, Section 1**

Change language to read that the Committee will provide the Association with paper copies of the agreement upon request instead of providing for 25 total copies:

“Each administrator within the Needham School System will be provided with a copy of this Agreement, and each newly-appointed administrator will receive, as soon as practicable, a letter of appointment setting forth compensation in accordance with the salary schedules set forth and included in the Collective Bargaining Agreement. The Committee will also provide the Association with ~~twenty-five (25)~~ copies of this Agreement and any amendments thereto.

#### **Article 7 Conditions of Professional Service, Section 3**

Change references to 182 days to 183.

#### **Article 7 Conditions of Professional Service, Section 6**

Same for Article 15 Section 1 2nd last word

Change “his” to “his/her.”

#### **Article 10 Vacancies and Promotions, - Section 3**

Remove reference to “personnel conference” so the article reads:

“Whenever a vacancy occurs during the school year (September to June), it will be publicized via ~~by means of notices via~~ placed in the personnel conference on the district’s email system...”

#### **Article 10 Vacancies and Promotions, - Section 5**

Remove references to physical condition and health as considerations for promotions so that the article reads:

“Advancements or promotions shall be based upon the Superintendent’s judgement as to what will best serve the interests of the students, and the Superintendent will give due consideration to the professional background, attainments, knowledge, ability, skill, efficiency and attendance, ~~physical condition, general health, and personality~~ of the applicant.

Add missing “is” to third-to-last sentence:

“It is recognized that the final decision as to promotions must rest with the Superintendent and ~~is~~ not subject to the grievance or arbitration process.

#### **Article 14 Insurance, Section 4**

Update the language to reflect that Rate Saver Plans are no longer offered:

“The HMO plans available to employees effective July 1, 2018 are known as Benchmark Plans and Qualified High Deductible Plans ~~and~~ are in effect as of July 1, 2018.

#### **Article 28 Salaries and Professional Development, Section 8**

Add missing “the:”

“Equivalency credits may be awarded as articulated in ~~the~~ Professional Growth Handbook...”

#### **Article 28 Salaries and Professional Development, Section 11:**

Add missing “of;”

“Proof ~~of~~ certification is required for payment.”

#### **Article 29 Reduction in Force, Section 4**

List all Unit B positions in respective Groups.

#### **Article 29 Reduction in Force, Section 6**

Correct spacing and hyphen issue next to “April.”

13. **Salary Schedule, Scales and COLA - The intent in moving to the new grids is to hold current NPS staff harmless. This may necessitate an opener in the next contract negotiations.**



## Needham School Committee

February 25, 2020

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### Agenda Item:     **Action**

#### **Approve School Committee Policies**

#### **Rescind School Committee Policies**

#### Background Information

Current policies which are incorporated into the new or revised policies being approved are brought forward for rescission as they are redundant or no longer valid.

#### Action recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves policies as submitted:

- DDAA Grants
- DDAB Gifts, Donations and Fundraising
- DDAC Student Awards, Honors and Scholarships
- IGA Instructional Program of the Needham Public Schools Revision 1
- IGAC Teaching about Religion Revision 1
- JQ Student Fees, Fines, and Charges

and rescinds policies as submitted:

- DBAC Scholarship Funds
- DDA Grants
- DFC Grants, Gifts and Solicitations
- IIAA Textbook Selection and Adoption
- JN Student Athletic Fee
- JNA Student Fees

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAA

Policy for:	Revision
GRANTS	1
Date Approved by School Committee:	Signature of Chair: Page 1 of 2

The School Committee encourages the administration to seek and secure federal, state and local funds to enhance the educational opportunities for the children in our schools.

The Superintendent may appoint an administrator(s) to seek out and coordinate the development of proposals for grant-funded projects and activities.

All grants must be accepted by vote of the School Committee upon the prior recommendation of the Superintendent, before they may be spent or used in the Needham Public Schools ("NPS.") The School Committee reserves the right to review and reject any grant when it deems acceptance to be inappropriate or unlawful. Reasons for rejection may include, but are not limited to:

1. The grant will require special supplies or maintenance, or entail other significant costs that are not covered by the grant. Such grants may be subject to acceptance on the condition that sufficient additional funds will accompany the grant to cover such additional costs or maintenance for any period designated by the School Committee.
2. The grant is incompatible with existing or planned curriculum, programs, facilities or equipment, or with School Committee policy;
3. The grant may offer a disproportionate advantage in educational opportunity to a specific classroom, school or segment of the school population;
4. The grant is construed by the School Committee as compromising the educational integrity of the NPS;
5. The grant discriminates on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability or age.
6. The grant would involve unreasonable acknowledgement or advertising by the grantor.

The Assistant Superintendent for Finance and Operations will be responsible for the proper expenditure of funds received for such projects. This individual will have general responsibility for a) developing fiscal controls and written procedures for grant operations, b) ensuring compliance with applicable statute, regulation and grant terms and conditions, c) soliciting School Committee approval for new or amended grants, d) ensuring the appropriate transmission of funds between grant agency and grant recipient, e) ensuring the accurate and

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAA

Policy for:  GRANTS	Revision 1
Date Approved by School Committee:  Signature of Chair:	Page 2 of 2

appropriate use, recording and reporting of use of grant funds, and f) maintaining required grant documentation and records.

The Superintendent or designee is authorized to sign all grant applications and reports.

The School Committee is responsible for accepting all grants.

Legal References:

M.G.L. c. 44, § 53A

M.G.L. c. 71, § 37A

2 C.F.R. §200



SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAB

Policy for: GIFTS, DONATIONS & FUNDRAISING	Revision 3
Date Approved by School Committee:	Signature of Chair:  Page 1 of 5

I. Acceptance of Gifts and Donations

The Needham School Committee may accept gifts or donations for educational purposes, as proscribed by law. All gifts must be accepted by vote of the School Committee upon the prior recommendation of the Building Principal or Superintendent before they may be spent or used in the Needham Public Schools (“NPS.”)

The School Committee reserves the right to review and reject any gift when it deems acceptance to be inappropriate or unlawful. Reasons for rejection may include, but are not limited to:

1. The gift will require special supplies or maintenance, or entail other significant costs that are not covered by the gift. Such gifts may be subject to acceptance on the condition that sufficient additional funds will accompany the gift to cover such additional costs or maintenance for any period designated by the School Committee.
2. The gift is incompatible with existing or planned curriculum, programs, facilities or equipment, or with School Committee policy;
3. The gift may offer a disproportionate advantage in educational opportunity to a specific classroom, school or segment of the school population;
4. The gift is construed by the School Committee as compromising the educational integrity of the NPS;
5. The gift discriminates on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability or age.
6. The gift would involve unreasonable acknowledgement or advertising by the donor.

The School Committee discourages the practice of soliciting or receiving donations for construction and public works projects, including the construction and installation of playground equipment. The School Committee will not accept a donation for construction or public works projects from any donor unless the parties involved have complied with the Town's design, selection, and construction procedures. (Guidelines outlining this process are available from the Superintendent.)

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAB

Policy for: GIFTS, DONATIONS & FUNDRAISING	Revision 3
Date Approved by School Committee:                      Signature of Chair:	Page 2 of 5

II. Fundraising

Students will not be required to participate in any fundraising activity.

Fundraising activities on behalf of NPS programs or its students require the prior approval of the building principal (or the Superintendent if more than one school is involved), when one or more of the following apply:

1. The fundraising activity occurs at any school sponsored events (i.e., events that are organized and managed by NPS, including but not limited to, athletic contests and dramatic and musical performances), whether or not such events occur on NPS grounds.
2. The fundraising activity is organized and managed by school organizations, i.e., student groups, clubs or athletic teams for which NPS is organizationally responsible, including but not limited to, organizations that receive funds from the school's student activity account.
3. The fundraising activity takes place on NPS property for the benefit of NPS, its programs, or its students.
4. The fundraising activity is a raffle or other game of chance, the purpose of which is to benefit the NPS. Any organization or group conducting a raffle shall be responsible for ensuring that all relevant laws are adhered to, including but not limited to, M.G.L. Ch. 271 s7A. School organizations and NPS students are prohibited from conducting raffles or other games of chance.

The School Committee expects that any fundraising activities conducted for the benefit of NPS be conducted in a lawful manner that is consistent with preserving the good name and reputation of the Needham Public Schools, and which protects the safety and well-being of students. Questions regarding the appropriateness of the activity may be directed to the building principal, or to the Superintendent if more than one school is involved. NPS will not accept donations from individuals or organizations that are generated by inappropriate or unlawful fundraising activities or events.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAB

Policy for: GIFTS, DONATIONS & FUNDRAISING	Revision 3
Date Approved by School Committee:	Signature of Chair:  Page 3 of 5

All proceeds from fundraising activities that benefit NPS must be accepted by vote of the School Committee, upon the prior recommendation of the building principal. The School Committee reserves the right to review and reject any gift when it deems acceptance to be inappropriate.

Staff members may, consistent with the Conflict of Interest Law (M.G.L. Ch. 268A), solicit donations to benefit the NPS, provided that (1) the solicitation is carried out in accordance with M.G.L. c. 44, § 53A; (2) the solicitation is not made in circumstances that are inherently coercive; (3) no overt pressure is exerted in connection with any such solicitation; (4) the Town and its employees apply objective standards in all dealings with persons and entities solicited; and (5) the staff member principally responsible for making such solicitations discloses the names of all those solicited to the Superintendent publicly and in writing.

Non-school groups, such as parent groups or booster clubs, are recognized as separate organizations who may conduct legal fundraising on behalf of NPS using their own taxpayer identification numbers, legal addresses and independent bank accounts. In addition, non-school groups conducting events and activities for the benefit of NPS shall agree that the non-school group shall indemnify and hold harmless NPS from any claim or cause of action related to the event. The building principal and Superintendent, as the case may be, shall be responsible for securing such agreement from the non-school group in advance of providing approval for the event or activity. It is also recommended that such non-school groups purchase insurance for the protection of the group and its members.

If non-school groups wish to use school facilities for their event or activity, the NPS facilities use policy shall be followed.

It is the policy of NPS to prohibit fundraising activities that endorse or sanction certain commercial activities, that disrupt school routine or cause a loss of instructional time, that involve the direct solicitation of students (other than fundraising by approved student groups), or that require the general or class distribution of commercial or fundraising literature. Exceptions to this policy may be made only by vote of the School Committee.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAB

Policy for: <p style="text-align: center;">GIFTS, DONATIONS &amp; FUNDRAISING</p>	Revision <p style="text-align: center;">3</p>
Date Approved by School Committee:	Signature of Chair:  Page 4 of 5

### III. Student/Parent Gift Giving to Staff Members

The School Committee discourages the giving of gifts of appreciation by students or parents to individual staff members (including, but not limited to, administrators, teachers, coaches, support employees). All school employees should be aware that Massachusetts Conflict of Interest Law, M.G.L. Chapter 268A governs the giving and receiving of gifts.

Students and parents may consider contributions in honor of a staff member to a NPS Program, i.e., scholarship, media center, or educational fund, in lieu of gifts to staff members. Such contributions are always appreciated.

### IV. Student Gift Exchange

The NPS discourages the school-organized exchange of gifts between students.

### V. Gifting Public Funds

School funds (including grants, contributions and donations) may not be given to or in aid of any individual, association or corporation embarking on a private enterprise, or to any charitable or religious undertaking that is not publicly owned and under the exclusive control of Commonwealth public officers or agents. It is the opinion of NPS that agency funds, including student activity funds, do not constitute public funds.

This policy does not preclude the School Department from making awards to students, or spending reasonable amounts on retirement gifts, plaques, or other similar awards to employees and public officials in recognition of public services rendered to enhance employee loyalty or productivity.

Funeral flowers, sympathy cards or other expressions of sentiment that are incidental to the social relationships that employees develop during work are not expenses made for public purposes and are therefore, prohibited.

The giving of gifts and gratuities to persons whose situations may appeal to public sympathy also is prohibited, since public money can only be expended for public purposes.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAB

Policy for: GIFTS, DONATIONS & FUNDRAISING	Revision 3
Date Approved by School Committee:	Signature of Chair:  Page 5 of 5

This policy does not preclude tips paid on meals, or in the course of travel, so long as the expense is reasonable, incurred as a condition of employment, and is approved by a supervising administrator.

VI. Solicitations by Students on School Grounds

While the School Committee recognizes that student participation in school-sponsored fundraising or fundraising for local, national, or international programs, including those for charity and relief, can be most commendable, student groups must seek the prior approval of the building principal for all fundraising on school grounds or at school-sponsored events. School officials may prohibit any fundraising that is considered disruptive to the school environment.

VII. Crowdfunding

The School Committee prohibits the use of crowdfunding or third-party fundraising platforms or services by students or staff members. These tools are inherently incompatible with statutes, which require that all monies received by the NPS to be deposited into the Town treasury and accepted by vote of the School Committee before they may be used or expended.

Legal References:

M.G.L. c. 44, § 53

M.G.L. c. 44, § 53A

M.G.L. c. 71, § 37A

M.G.L. c. 268A

M.G.L. c. 271, § 7A

EC-COI-12-1, Massachusetts State Ethics Commission, 7/20/12

603 CMR 26.07

Anti-Aid Amendment, Section 2 of Article 46 of the Amendments to the Massachusetts Constitution (as amended in 1974 by Art. 103 of the Amendments)

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAC

Policy for: STUDENT AWARDS, HONORS AND SCHOLARSHIPS	Revision 1
Date Approved by School Committee: Signature of Chair:	Page 1 of 4

The School Committee supports the establishment of student awards, honors and scholarships to recognize student achievement.

The School Committee gratefully acknowledges the generosity of those persons who wish to establish or contribute to scholarships and awards for the benefit of Needham Public School students. All gifts and contributions to support a scholarship fund or student award must be accepted by vote of the School Committee, before they may be used or expended.

To ensure that scholarship and award funds are distributed in a way that is both meaningful to the recipient and respectful of the donor(s), the School Committee has established the following rules for the acceptance, administration, investment and distribution of said funds.

## 1. Types of Scholarships and Awards:

### a. Perpetual Scholarship or Award

Definition - A Perpetual Scholarship or Award (or nonexpendable scholarship) results from a gift of funds that may not be expended, i.e., the principal is to be invested in perpetuity. The income and growth can be distributed. The donor may specify certain aspects of the award, including, but not limited to, the name of the award, the award amount, the purpose of the award, or the qualifications of the award recipient.

Gift Minimum - \$5,000 The minimum dollar amount that may be accepted as a Perpetual Scholarship or Award is \$5,000. Additions of not less than \$1,000 may be accepted.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAC

Policy for: STUDENT AWARDS, HONORS AND SCHOLARSHIPS	Revision 1
Date Approved by School Committee:	Signature of Chair:  Page 2 of 4

b. Expendable Scholarship or Award

Definition - An Expendable Scholarship or Award (or expendable scholarship) results from a gift of funds that may be expended, i.e., the funds may be distributed as well as any income and growth the funds produce. The donor may specify certain aspects of the scholarship or award, including, but not limited to, the name, the amount, the purpose and the qualifications of the recipient.

Gift Minimum - \$5,000. The minimum dollar amount that may be accepted as an Expendable Scholarship or Award is \$5,000, provided that all of the funds, including principal, may be expended.

c. One-Time Scholarship or Award

Definition - A One-Time Scholarship or Award results from a gift of funds that is to be distributed within one year. The donor may specify certain aspects of the scholarship or award, including, but not limited to, the name, the amount, the purpose and the qualifications of the recipient.

Gift Minimum - \$250

d. Privately-Held Scholarship or Award

Definition - An award that is managed and disbursed directly to a student by a family or third-party donor. These funds are not held by the Town of Needham.

Gift Minimum – \$250

**II. Acceptance of Scholarship and Award Funds:**

All scholarships and awards distributed in association with Needham High School or the Needham Public Schools will first be authorized by vote of the Needham School Committee, including those scholarships and awards that will be held and disbursed by third-party entities. Additionally, all monetary gifts and contributions to support a scholarship fund or student award must be accepted by vote of the School Committee, before they may be used or expended. Following the acceptance of such monetary gifts by the Committee, funds

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAC

Policy for: STUDENT AWARDS, HONORS AND SCHOLARSHIPS	Revision 1
Date Approved by School Committee: Signature of Chair:	Page 3 of 4

become the property of the Town of Needham, and will be held and invested by the Town Treasurer, as directed by the Town of Needham Trust Fund Commissioners and as provided by law.

The High School must receive all funds intended for distribution during an academic year by April 1st of that year. Funds received after April 1 will be expended for the following academic year, except with the approval of the School Committee.

All fundraising on behalf of Needham Public Schools must conform to School Committee Policy #DDAB on fundraising.

### III. Selection of Recipients and Distribution:

a. A Scholarship Selection Committee, annually appointed by the High School Principal to include representation from Guidance, Athletics and academic departments, or other designee(s), will conduct the selection of recipients in Grades 9-12. In the event that a scholarship or award benefits students at a different school or grade level, a similar committee will convene at the applicable school or level.

b. Awards

Scholarships and awards will conform to applicable law and regulation, including 603 CMB 26.07, which prohibits discrimination on the basis of sex, race, color, religion, national origin, or sexual orientation.

The School Committee encourages prospective donors of new scholarship or trust funds to make the proposed scholarship or award available to all Needham High School students, including non-resident students.



SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DDAC

Policy for: STUDENT AWARDS, HONORS AND SCHOLARSHIPS	Revision 1
Date Approved by School Committee: Signature of Chair:	Page 4 of 4

#### IV. Administration

- a. The School Principal will be responsible for:
  - i. Recommending the creation of new scholarships or awards, upon initial proposal.
  - ii. Serving as the point of contact with donors and recipients for selection and award.
  - iii. Overseeing the selection of award recipients and the presentation of awards.
  - iv. Annually publishing a list of scholarship and award recipients.
- b. The Assistant Superintendent for Finance & Operations will be responsible for:
  - i. Verifying the availability of funds disbursement commitment from third-party donors.
  - ii. Maintaining records of all scholarships and awards including correspondence, required forms and other pertinent documents.
  - iii. Soliciting School Committee approval of new scholarships and awards, or monetary gifts and contributions.
  - iii. Providing acknowledgement of the receipt of each gift.
  - iv. Providing the Town Treasurer with a disbursement register.
  - v. Processing receipts and disbursements through the Town's warrant process.
- c. The Town Treasurer will:
  - i. Hold and invest the funds.
  - ii. Provide the School Committee with investment performance results for all Town-held scholarship and award funds, in the Fall of each year, for use in determining annual distributions.
- c. The Town Trust Fund Commissioners will:
  - i. Oversee and authorize the investment and disbursement of Town-held scholarship and award funds.

#### Legal References:

M.G.L. c. 40 § 3  
 M.G.L. c. 41 § 45 - 47  
 M.G.L. c. 44 § 53A  
 M.G.L. c. 71 § 37A  
 M.G.L. c. 60 § 3C  
 2 C.F.R. §200

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

IGA

Policy for:  INSTRUCTIONAL PROGRAM OF THE NEEDHAM PUBLIC SCHOOLS	Revision 1
Date Approved by School Committee:	Signature of Chair:  Page 1 of 1

The primary responsibility of the Needham Public Schools is to equip all children with the knowledge, skills, and attributes that will prepare them to be:

- Creative Thinkers and Problem Solvers
- Communicators and Collaborators
- Socially and Culturally Responsive Contributors
- Responsible and Resilient Individuals
- Empowered Learners

The curriculum, which is designed to fulfill this obligation, is aligned to current state standards and employs effective instructional practices. It is reviewed periodically, documented in a standard format, and published online in appropriate curriculum/program guides.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

IGAC

Policy for:	Revision 1
TEACHING ABOUT RELIGION	
Date Approved by School Committee:	Signature of Chair: Page 1 of 1

Religion is an important part of the historical, cultural, literary, artistic, and social development of nations throughout the world. For this reason, it is appropriate to include the role of religion and its influence on human institutions as part of a secular educational program.

When presented in a classroom as part of a well-articulated curriculum, instruction should promote understanding, tolerance, and respect for religion within the context of a pluralistic society. In the Needham Public Schools, religion will be discussed from a cultural and historical perspective in a neutral, objective, and factual manner.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

JQ

Policy for: STUDENT FEES, FINES AND CHARGES	Revision 0
Date Approved by School Committee:	Signature of Chair: Page 1 of 2

The School Committee recognizes that it may be necessary to charge student fees to fund certain school activities. It also recognizes that some students may be unable to afford these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

### I. Fees, Fines and Charges

A school program may exact a fee, fine or charge (hereinafter 'fee') only upon School Committee approval and subject to applicable statutory authority. Increases or decreases in existing fees require School Committee approval. The Superintendent will provide a written rationale for the fee, for the School Committee's consideration. In addition, the amount of the proposed fee will be set to compensate the School Department for its expenses in providing the program, service or activity and not to raise revenue generally.

Student fees are generally set to:

- Charge students for their participation in voluntary, extra-curricular programs, activities or privileges that benefit the students paying the fee. These fees are paid by choice, in that the student has the option of not engaging in the activity or using the service and thereby avoiding the fee.
- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge students for lost and damaged books, materials, supplies, and equipment.

The School Department may waive a student's fee, under Section II of this policy. However, exempt students are still responsible for charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges will be posted and made accessible to students and families. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the denial of participation in extra-curricular class activities.

# **RESCIND SCHOOL COMMITTEE POLICIES**

**February 25, 2020**

DBAC Scholarship Funds

DDA Grants

DFC Grants, Gifts and Solicitations

IIAA Textbook Selection and Adoption

JN Student Athletic Fee

JNA Student Fees

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: DBAC

Policy for:  SCHOLARSHIP FUNDS	Revision  0
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Date Approved by  
School Committee: 3/28/89

Signature of Chairman:  
*Mary Ellen Reid*

Page 1 of 1

The Needham School Committee may accept donations for the establishment of scholarship funds which are to be used to finance (in whole or in part) the post-secondary education of Needham High School graduates.

Such funds shall be deposited in an interest-bearing account in an appropriate bank.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: DDA

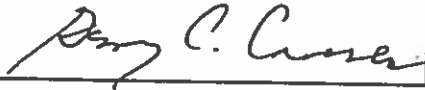
Policy for:  GRANTS	Revision  0
Date Approved by School Committee: 3/28/89	Signature of Chairman: <i>Mary Ellen Herd</i>
Page 1 of 1	

The Superintendent will designate a central office administrator to oversee grant operations in Needham Public Schools. This individual will have general responsibility for a) appropriate transmission of funds from grant agency to grant recipient; b) accurate and appropriate recording and reporting of use of grant funds; c) informing the School Committee of grants in operation in Needham Public Schools.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DFC

Policy for:		Revision
Grants, Gifts and Solicitations		2
Date Approved by School Committee:	Signature of Chair:	Page 1 of 4
September 21, 2004		

I. Acceptance of Gifts and Grants

The Needham School Committee may accept gifts or grants for educational purposes, as prescribed by law. All gifts or grants must be accepted by vote of the School Committee, upon the prior recommendation of the Building Principal or Superintendent, before they may be spent or used by the Needham Public Schools ("NPS").

The School Committee reserves the right to review and reject any gift or grant when it deems acceptance to be inappropriate. Reasons for rejection may include but are not limited to:

1. The gift or grant will require special supplies or maintenance, or entail other significant costs that are not covered by the gift or grant. Such gifts or grants may be subject to acceptance on the condition that sufficient additional funds will accompany the gift or grant to cover such additional costs or maintenance for any period designated by the School Committee;
2. The gift or grant is incompatible with existing or planned curriculum, programs, facilities, or equipment, or with School Committee policy;
3. The gift or grant may offer a disproportionate advantage in educational opportunity to a specific classroom, school or segment of the school population;
4. The gift or grant is construed by the School Committee as compromising the educational integrity of the NPS;
5. The gift or grant would involve unreasonable acknowledgment of or advertising by the donor.



SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DFC

Policy for:

Grants, Gifts and Solicitations

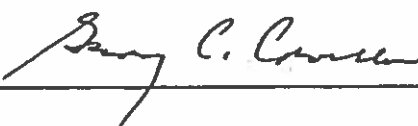
Revision

2

Date Approved by  
School Committee:

September 21, 2004

Signature of Chair:



Page 2 of 4

The School Committee will not accept a gift of a playground or playground equipment, or the installation of the same from any donor unless the parties involved have complied with a design, selection, and construction procedure jointly developed by the Department of Public Works, and Park and Recreation Department. (Guidelines outlining this process are available from the Superintendent.)

## II. Fundraising

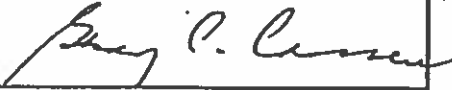
Fundraising activities on behalf of NPS require the prior approval of the building principal (or the Superintendent if more than one school is involved), when one or more of the following apply:

1. The fundraising activity occurs at any school-sponsored events (i.e. events that are organized and managed by NPS, including but not limited to, athletic contests and dramatic and musical performances), whether or not such events occur on NPS grounds.
2. The fundraising activity is organized and managed by school organizations, i.e. student groups, clubs or athletic teams for which NPS is organizationally responsible, including, but not limited to, organizations that receive funds from the school's student activity account.
3. The fundraising activity takes place on NPS property for the benefit of NPS or its programs.
4. The fundraising activity is a raffle or other game of chance, the purpose of which is to benefit the Needham Public Schools. Any organization or group conducting a raffle shall be responsible for ensuring that all relevant laws are adhered to, including but not limited to, M.G.L. Ch. 271, §7A. School organizations and NPS students are prohibited from conducting raffles or other games of chance.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DFC

Policy for:  Grants, Gifts and Solicitations	Revision  2
Date Approved by School Committee:  September 21, 2004	Signature of Chair:   Page 3 of 4

The School Committee expects that any fundraising activities conducted for the benefit of NPS be conducted in a lawful manner consistent with preserving the good name and reputation of the Needham Public Schools. Questions regarding the appropriateness of the activity may be directed to the building principal, or to the Superintendent if more than one school is involved. NPS will not accept donations from individuals or organizations that are generated by inappropriate or unlawful fundraising activities or events.

All proceeds from fundraising activities that benefit Needham Public Schools must follow the "Acceptance of Gifts and Grants" policy (i.e. be accepted through vote of the School Committee, upon the prior recommendation of the building principal.) The School Committee reserves the right to review and reject any gift or grant when it deems acceptance to be inappropriate.


Non-school groups, such as parent groups or booster clubs, conducting events and activities for the benefit of NPS shall agree that the non-school group shall indemnify and hold harmless NPS from any claim or cause of action related to the event. The building principal and superintendent, as the case may be, shall be responsible for securing such agreement from the non-school group in advance of providing approval for the event or activity. It is also recommended that such non-school groups purchase insurance for the protection of the group and its members.

If non-school groups wish to use school facilities for their event or activity, the NPS facilities use policy shall be followed.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

DFC

Policy for:	Revision
Grants, Gifts and Solicitations	2
Date Approved by School Committee:	Signature of Chair:
September 21, 2004	 Page 4 of 4

III. Student/Parent Gift Giving to Staff Members

The School Committee discourages the giving of gifts by students or parents to individual staff members (including, but not limited to, administrators, teachers, coaches, support employees). All school employees should be aware that Massachusetts Conflict of Interest Law, M.G.L. Chapter 268A governs the giving and receiving of gifts. The State Ethics Commission has advised that employees may not accept gifts that are valued at \$50 or more under M.G.L. Chapter 268A.

Students and parents may consider contributions in honor of a staff member to a Needham Public School program i.e. scholarship, media center, library or educational fund, in lieu of gifts to staff members. Such contributions are always appreciated.

IV. Solicitations by Students on School Grounds

While the School Committee recognizes that student participation in school-sponsored fundraising or fundraising for local, national, or international programs, including those for charity and relief, can be most commendable, student groups must seek the prior approval of the building principal for all fundraising on school grounds or at school-sponsored events. School officials may prohibit any fundraising that is considered disruptive to the school environment.

Legal references:

M.G.L. ch. 44, §53A

M.G.L. ch. 71, §37A

M.G.L. ch. 268A

M.G.L. ch. 271, §7A

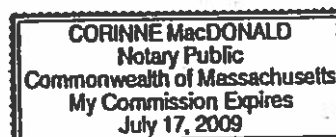
Commonwealth of Massachusetts  
County of Norfolk

On this 28 day of September, 2004, before me, Corinne MacDonald,  
the undersigned Notary Public, personally appeared Gary Crossin,  
proven to me through satisfactory evidence of identity which was  
personal knowledge.

Crinne MacDuff  
Signature of Notary Public

Corinne MacDonald  
Printed Name of Notary

**My commission expires July 17, 2009**



**Reference:**

**School Committee Policies:** GBI: Staff Gifts and Solicitations  
KI/IGDF: Public Solicitations for the Schools  
IGDF/KI: Public Solicitations for the Schools  
JL: Student Gifts and Solicitations  
JLA: Student/Parent Gift Giving to Staff Members  
KH: Public Gifts to the Schools

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE **IIAA**

Policy for: TEXTBOOK SELECTION AND ADOPTION	Revision 1
Date Approved by School Committee: 6/10/86	Signature of Chairman: William J. Miles
Page 1 of 1	

Any change in the textbooks used in the Needham Public Schools must be approved by a two-thirds majority of the entire School Committee. Notice of such intended vote must have been given at a previous Committee meeting.

Legal reference: General Laws: Chapter 71, Section 50

GUIDELINES


In selecting textbooks for use in the Needham Public Schools, careful consideration will be given to the rights, freedoms, and responsibilities of students, teachers, and parents. Every effort will be made to:

- Preserve the students' right to learn in an atmosphere of academic freedom, and
- Support the teachers' right to exercise professional judgment in their work; but, at the same time, require teachers to balance this right with their responsibility to meet the educational goals and objectives of the school system.

The Superintendent may establish textbook and/or curriculum committees, which will include representation for teachers who will use the texts, administrators, and others as deemed appropriate.

The final decision regarding recommendations for textbooks to be made to the School Committee will rest with the Superintendent.

**SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS**

		FILE	JN
Policy for:  STUDENT ATHLETIC FEE		Revision  2	
Date Approved by School Committee:  September 5, 1995	Signature of Chair:  		Page 1 of 1

Payment of an athletic fee established by the School Committee is required of all students participating on any interscholastic team (except for team managers). A student will be declared eligible for participation on an interscholastic team only if the student has presented written proof of having passed a physical examination within one year prior to application for team membership, has met the scholastic eligibility requirements, and has paid the fee.

Procedures for the collection of the fee will be established by the High School Principal in conjunction with the Director of Athletics. All funds collected will be deposited in the Student Athletic Account and will be used to defray the cost of the interscholastic athletic program.

Students who are not financially able to pay the established fee may qualify for a hardship grant. A student's eligibility for a hardship grant will be based on qualification for free or reduced price lunch or other extenuating circumstances. Written application should be sent to the High School Principal. If a student requests a waiver of the fee and is denied the waiver by the High School Principal, he/she may appeal the decision to the Superintendent of Schools.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

JNA

Policy for:  STUDENT FEES	Revision  0
Date Approved by School Committee: January 26, 1993	Signature of Chair: <i>Caroline D. Murray</i>
Page 1 of 1	

Because the Needham Public Schools has been forced to charge more and higher fees, we want to make sure that no child is prevented from participation in any activity for financial reasons. All children who are eligible for free or reduced lunch should be exempted from fees.

However, there are some parents/guardians who are reluctant to make such requests for reasons of privacy. If a principal or guidance counselor suspects that someone is unable to pay for a fee, he/she should pursue the matter and use the best judgment about the child's ability to pay. Also, when a fee is charged, it is important to make sure that parents/guardians are aware of the possibility of fee waiver if there is a hardship.

The Needham Public Schools does not have, nor does it want, rigid guidelines. The school system wants all children to participate in any school activity regardless of their ability to pay.



## Needham School Committee

February 25, 2020

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### Agenda Item:     **School Committee Comments**

#### Background Information:

- Members of the School Committee will have an opportunity to report on events, information, and matters of interest not on the agenda.

#### Members of the School Committee available for comment:

Michael Greis, Chair  
Andrea Longo Carter, Vice-Chair  
Connie Barr  
Heidi Black  
Susan Neckes  
Aaron Pressman  
Matthew Spengler  
Aidan Michelow, Student Representative member of School Committee





## Needham School Committee

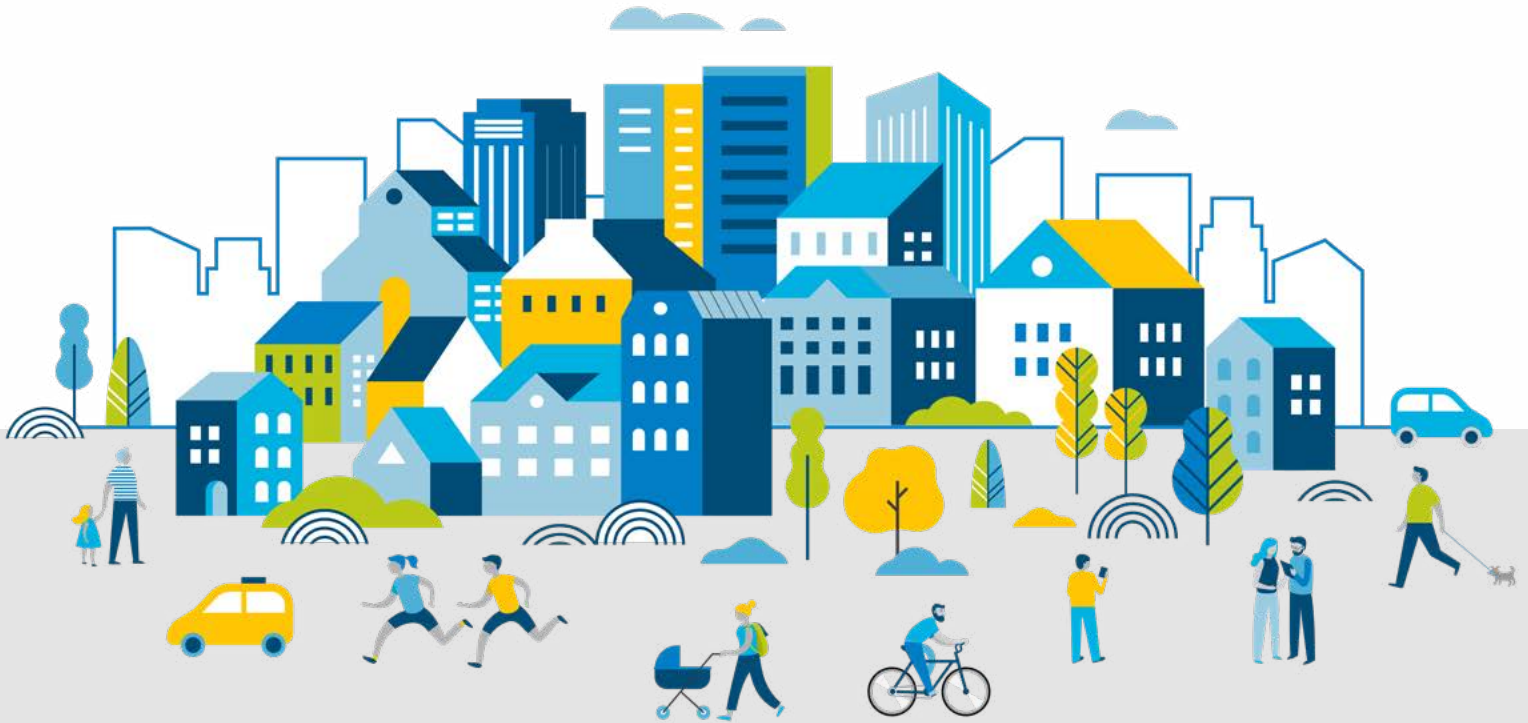
February 25, 2020

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Agenda Item:

**Information Items**

- Needham Housing Authority Report: January 2020
- FY20 School Attending Children Report
- Disposal of Surplus Items



# **AN ASSESSMENT OF NEEDHAM HOUSING AUTHORITY RESIDENTS: ASSETS AND OPPORTUNITIES**

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**JANUARY 2020**

# Executive Summary

The Needham Housing Authority (NHA) is home to 455 Needham residents and is a valuable local resource. In an effort to understand the needs of residents and to increase access to a range of Town services, the Needham Department of Health and Human Services conducted an assessment of NHA residents. The assessment sought to better understand NHA residents' sense of the strengths and challenges regarding needs, resources, and opportunities within the community. The results will be used to inform community planning to improve NHA residents' quality of life.

Through interviews, focus groups, and a survey, assets and challenges were identified and grouped into major themes. The themes are listed below, along with the related key findings.

NHA is an important part of the town's community. It provides homes for a number of families, older adults, and people with disabilities in Needham. The challenges faced by residents can be addressed, but only through the strong partnership of Needham's government, community organizations, and residents.



## The Built Environment

The built environment is physical surroundings, such as buildings and open spaces. Respondents:

- » Greatly valued the plant and vegetable garden at the Linden-Chambers complex, noting its beauty and functionality
- » Perceived that maintenance of housing and landscaping was inadequate
- » Were concerned about accessibility for those with disabilities and said the homes were not fully accommodating to those with limited mobility

*“Even though we don’t own property, we still consider this our home”.*

– Needham Housing Authority Resident



## Community Engagement

Community engagement includes community events, neighbor relations, tenant organization, interactions between cultures, and connection to greater Needham.

- » Respondents appreciated events offered on-site and also said that more and higher quality activities could be offered more consistently

- » Some respondents noted a sense of community among residents while others felt that there were excessive neighborhood conflict and social bullying
- » Respondents said they appreciated living at the Housing Authority, as it provided them with an affordable home
- » Respondents were concerned that some residents experienced isolation, based on the number who live alone and those who do not often engage with others
- » The Housing Authority is home to individuals from several cultures, including those who do not speak English as their primary language. Respondents reported a lack of services, translation, and interpretation



## Food Access

- » Respondents were grateful for and utilized local food resources, such as the Community Council's food pantry. Some respondents were unaware of local resources.
- » Access to food was a major concern of respondents due to difficulty paying for food and finding transportation to food markets. The high expense at local grocery stores was frequently noted as a barrier



## Mental Health

- » Social workers and case managers were viewed as beneficial to the community
- » Respondents noted that some residents experience depression and stress, among other mental health issues

- » Several respondents expressed concerns about stigma related to mental health issues, and noted that it may mean fewer people discuss mental health issues or seek services for them



## Substance Use

- » Respondents noted that residents were concerned about the use of tobacco, alcohol, and marijuana by other Housing Authority residents
- » The Housing Authority's no-smoking policy was largely viewed positively, however, many stated the policy was not adequately enforced and, at times, secondhand smoke exacerbated health issues
- » Alcohol and marijuana use at the complexes has led to noise disturbances and concerns of substance misuse



## Transportation

- » Many respondents appreciated the Center at the Heights van and the Community Council transportation options, although some were not familiar with such services
- » Respondents were less familiar with other local services, such as those provided by Springwell, Inc.
- » Respondents stated that transportation options were lacking, expensive, or did not meet their needs, especially for social contact and access to community resources such as visiting a nursing home or attending a religious service

**The following recommendations are based on the findings of the assessment:**



## **The Built Environment**

- » Provide regular and timely maintenance services, including leaf, grass, and snow removal
- » NHA should consider reviewing its maintenance and repair protocols to ensure they are responsive to residents' needs



## **Community Engagement**

- » Provide more services for those whose first language is not English, including English classes at different levels of proficiency, translated materials, and interpreter services
- » Increase on-site activities. Residents have suggested workshops from the public health nurses, assistance with paperwork for benefits such as Medicare, workshops to address bullying, and programs for children and middle-aged adults
- » Find other ways in addition to the tenants' association to provide residents with an opportunity to voice their concerns. Offer mediation services to address neighbor conflicts



## **Food Access**

- » Provide options for food purchases at the complexes
- » Organize more frequent transportation directly from the NHA to affordable grocery stores

- » Provide information to residents about the various food resource programs available in Needham



## **Mental Health**

- » Institute a program to provide wellness checks on elderly and people with disabilities
- » Employ an on-site social worker who rotates among Housing Authority properties



## **Substance Use**

- » Offer smoking cessation classes on-site
- » Add shelters or canopies to the smoking areas to encourage smoking outdoors, even in poor weather
- » Assess interest in marijuana and alcohol cessation programs, including AA and counseling



## **Transportation**

- » Increase regular, accessible, and affordable transportation options to locations throughout Needham
- » Compile and distribute a comprehensive and descriptive list of transportation options
- » Promote existing community programs through multiple communication channels, such as newsletters, Needham Cable, and on-site events

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# Introduction

The Needham Housing Authority (NHA) is home to 455 Needham residents and is a valuable part of the community. In an effort to understand the needs of residents and to increase access to a range of Town services, the Needham Department of Health and Human Services conducted an assessment of NHA residents. The assessment sought to better understand NHA residents' sense of the strengths and challenges regarding needs, resources, and opportunities within the community. The results will be used to help inform community planning across Town departments.

The Needham Department of Health and Human Services ("the Department") conducted the study, which included key informant interviews, focus groups, and a survey. A research and evaluation consultant designed and analyzed the survey in collaboration with the Department.

## About the Needham Housing Authority

The Needham Housing Authority manages 296 housing units across several properties in Needham.<sup>1</sup> This includes properties on Seabeds Way, Linden Street and Chambers Street (often referred to as Linden-Chambers), High Rock Estates, and Captain Robert Cooke Drive. The Needham Housing Authority "strives to create the best living environment and the highest quality housing opportunities for the families and individuals we serve".

## About the Needham Department of Health and Human Services

The Town of Needham's Department of Health and Human Services includes four divisions: Public Health, Aging Services, Youth and Family Services, and Veteran's Services. The Department works across its divisions, with other Town departments, and with external partners to serve Needham residents.

## Acknowledgements

The assessment was conducted by several staff members at the Department, including Catherine Delano, Angela Giordano, and Rachael Cain. Lynn Schoeff provided editorial support. Maureen Doherty, Kerrie Cusack, Kristen Lindley, and Jessica Moss provided support for data collection.

The support of the Department's leadership, including Director Timothy Muir McDonald along with the Board of Health and Council on Aging, was instrumental in the report's development.

The Department is grateful for continued collaboration with the NHA, especially that of Hien Tran, NHA's prior Resident Coordinator.

<sup>1</sup> Needham Housing Authority. Available from: <http://www.needhamhousing.org/home.html>

# Methods

Several methods were used to conduct the assessment, including a survey of residents, resident focus groups, and key informant interviews. Participation in all methods was voluntary. Table 1 outlines the data collection methods.

**Table 1: Data Collection Methods**

METHOD	TIMEFRAME	QUANTITY
Key Informant Interviews	Summer and Fall 2017	12
Focus Groups	Fall 2017 and Spring 2018	8
Survey	Winter 2018-2019	115 (out of 296 households <sup>2</sup> )

## Survey

A survey was designed by Scott Formica, a research and evaluation consultant, in collaboration with the Department. The survey included 58 questions in four categories: demographics; attitudes and perceptions; issues and stressors; and resources and opportunities. Survey questions were determined, in part, by the findings in focus groups and interviews.

The survey was distributed in November 2018 via door-to-door delivery and in January 2019 by mail. One hundred and fifteen households (out of 296) responded to the survey. The response rate was 39%, which was a large enough sample to conduct a meaningful analysis. Surveys were available in English, Mandarin, and Russian.

Detailed information about the methods and respondents can be found in the technical report (Appendix A).

<sup>2</sup>American Fact Finder. 2019. Available from: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>



## Characteristics of Needham Housing Authority Survey Respondents



<sup>2</sup>American Fact Finder. 2019. Available from: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

## Focus Groups

Focus groups began in the summer of 2017, followed by additional focus groups in spring of 2018. Five English-speaking focus groups with 11 participants total were conducted in Summer 2017 followed by six focus groups in Spring 2018. Of the six focus groups in 2018, two were for English-speakers (14 attendees), and two were for those who speak Mandarin (4 attendees). There were also two focus groups offered for Russian-speakers, but no one attended. Focus groups were scheduled at various times for 30-60 minutes.

Focus groups were promoted via flyers distributed by the NHA Resident Coordinator and during a tenant association meeting. Flyers were in English, Russian, and Mandarin. One focus group was held in conjunction with a weekly resident coffee hour to promote attendance. Focus groups were held in the community rooms at Seabeds Way complex and the Linden-Chambers complex. Transportation was offered between complexes. All participants received a \$5 gift card to Dunkin Donuts. Staff from the Department facilitated the focus groups and took notes.

## Interviews

A total of 12 key informant interviews were conducted with staff from organizations and Town departments in Needham. In addition to flyer distribution, recruitment included individual outreach. Interviews sought to understand the most pressing health and wellbeing challenges, NHA community strengths, and barriers to accessing community resources. Interviews were either recorded electronically or notes were taken.

Qualitative data was coded and analyzed for themes and connections across the different perspectives.

## Limitations

The methods have several limitations. First, due to Department capacity, the data were collected over approximately 18 months – a long time span which may introduce biases. For this reason, additional focus groups were conducted in 2018 and all data was triangulated. Second, Russian and Mandarin speakers did not participate as fully as English-speaking residents. Multiple attempts were made to reach all populations, which resulted in some participation in Mandarin-speaking focus groups and in the Mandarin version of the survey. No Russian-speaking individuals participated in focus groups. Several attempts were made to connect with Russian-speaking residents for key informant interviews but were unsuccessful. Additionally, respondents were recruited based on convenience, which may introduce biases, such as only hearing from individuals who chose to participate and not the wider group of residents.

# Major Findings

Six quality of life themes related to health and wellness were identified, based on the patterns and frequencies of each during the assessment.

The themes are discussed in detail below and are:



**The Built Environment**



**Mental Health**



**Community Engagement**



**Substance Use**



**Food Access**



**Transportation**

Respondents defined their perception of positive health and wellbeing as:

- » Good mental and physical health
  - » Respondents spoke of “being happy”, going to the doctor, and exercising as important to good health
- » Purpose and productivity
  - » Respondents believe having a “reason to get up in the morning”, such as a hobby or job is critical to wellbeing
- » Positive living environment
  - » Respondents spoke of the importance of accessible housing and transportation
- » Interpersonal relationships
  - » Respondents noted the importance of being connected to others to avoid isolation
- » Independence
  - » Respondents reported that a sense of independence is important to well-being

Residents clearly stated that they believe these elements contribute to positive health and wellbeing. In the following sections, each of the themes is discussed in detail.



# The Built Environment

The built environment is physical surroundings, such as buildings and open spaces. Respondents spoke about the built environment in two ways: maintenance of Housing Authority complexes and accessibility for those with limited mobility.

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## Assets

One asset of the physical surroundings discussed during focus groups is the garden at the Linden-Chambers complex. Mandarin-speaking residents were particularly enthusiastic about the garden. Focus group participants spoke of how it added beauty to the area and was a welcome improvement to the complex. Being able to grow vegetables and plants was valued by the participants. There was a desire to see more gardens throughout the complexes.

## Issues

Respondents spoke of several ways the built environment of the Housing Authority could be improved. Maintenance of homes and outdoor spaces was frequently noted as a concern. Focus group participants discussed slow responses to service requests and described feeling disrespected by having their personal items removed without their consent.

There was also discussion of how maintenance was not done frequently enough. One survey respondent wrote: “There is no regular upkeep to the inside of buildings and no maintenance to clean the grounds and parking lots. No effort to maintain landscaping in a proper way.” Focus group participants and survey respondents spoke of a need for better snow removal, especially as it is a challenge for older adults and those with disabilities.

Survey respondents noted several ways the NHA could reduce risk of injury and increase feelings of safety. One respondent wrote: “Railing from sidewalk up to unit has moved and leans too far from sidewalk to be of any use. In addition, water comes off the roof and freezes just outside front door making first step outside dangerous.” Another stated: “More outside lighting is needed. Don’t always feel safe coming home at night.”

Adequate accessibility of apartments and outdoor spaces was noted as a concern in interviews, focus groups, and the survey. One resident commented that if this is a complex for the elderly and people with disabilities then the complex and units should “truly meet the needs of those populations.” One key informant noted that there is no elevator at the Seabeds Way complex.

They said,

“My other potential concern is the inaccessibility of the apartments. People with severe mobility problems live downstairs and those [residents] with minimal problems live upstairs. [There is] no elevator, so using the stairs can either be good exercise or a pain in the hip, back, knees and feet! Especially carrying bags.”

The above quote illustrates some of the mobility challenges in the complexes: older people or those with limited mobility may find apartments are not well-designed for them. Additionally, laundry facilities located in separate buildings make it difficult for people get to, and the facilities are shared among residents, which causes problems for those with fragrance sensitivities.



# Community Engagement

Community engagement, which includes community events, neighborhood relations, tenant organization, and connection to greater Needham, was a significant theme throughout the assessment.

The survey found 48% of respondents feel mostly (24%) or very (24%) connected to Needham and 71% feel mostly (36%) or very (35%) safe in their unit or home. Some respondents stated they felt the surrounding community had a lot to offer, as one respondent stated: “Needham is the greatest community ever in terms of things to do”.

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## Assets

Respondents appreciated several aspects that connected them to one another and the greater community. Among them were activities that are available to residents of the Linden-Chambers complex. For example, Mandarin-speaking residents organized a daily Tai Chi practice, open to all residents, in the community room. Outside organizations have brought in various workshops, such as wellness workshops from public health nurses.

Additionally, several individuals said that the Housing Authority had a sense of community. For example, some residents helped others get rides or borrow goods. Engaging with others and making friends was considered a key benefit.

Respondents identified the Housing Authority itself as a major asset. Having subsidized housing provided “peace of mind” and helped some residents connect to other resources. Residents were grateful for the opportunity to live there, especially to maintain their independence. One focus group participant said, “Even though we don’t own property, we still consider this our home”.

Another strength consistently noted by key informants and a sentiment voiced in the focus group discussions was a desire to foster community among the neighbors within the complexes. One of the residents from the Linden-Chambers focus group mentioned how tight-knit a community the Mandarin-speaking population is. One key informant described how many residents’ care for one another and how they take notice of the wellbeing of their neighbors:

“There are a lot of people that really look out for each other there for sure. It’s a lot of people who’ve lived there for a very long time. That will say ‘I haven’t seen my neighbor for a week’.”

The existence of a tenants’ association at Linden-Chambers was recognized as a strength. One key informant said,

“I really think that it’s a resource for some of the residents, excluding the social, like cliques or bullying or whatever. They feel comfortable like ‘Oh we have this resident representing our voice, or representing our needs.’ Or, ‘I can go tell her and not have to put my name out there that I contacted the Executive Director of housing because I’m mad’.”

The existence and operation of the tenants’ association appears to provide some residents with an outlet to voice their concerns. Though it is important to also consider who feels able to access this venue and if there may be other ways to help the residents’ voices be heard from all complexes.

## Issues

Community engagement was also identified as an area that could be improved. While some respondents’ statements were quite positive, other individuals said that there was not enough interaction among residents and that this contributed to loneliness and isolation.

In particular, the older adult residents were noted as lacking quality social relationships. One key informant described it saying: “In fact, probably a majority of our seniors don’t really have any quality family relationships. Which definitely leads to isolationism.” Another key informant mentioned that some individuals are not on the radar of the Resident Services Coordinator or the Town social workers and may end up without any one to reach out to connect with them. In addition, some of those who are connected to resources in the town, such as the social workers, have also been noted as lacking family support.

While some respondents appreciated the activities offered at the complexes, others felt the activities were lacking and inconsistent. Further, many more activities were felt to be held in the Linden-Chambers community room but not in the Seabeds Way community room.

Conflict among neighbors was also mentioned as an issue. While some had positive relationships with neighbors, others felt that there was social exclusion and bullying between Linden-Chambers residents. As one key informant described it,

“We have like this big thing here between like Linden and Chambers and there’s a lot of social bullying between these [two]. It reminds me of high school to be honest. Like, one building is against the other building.”

This social bullying atmosphere was illustrated with examples such as residents choosing to sit only with their Linden-Chambers cohort at community meetings and social cliques where residents have reported being targeted because of who they associate with.

Neighbor-to-neighbor conflicts were also characterized by a difference in age and reason for living in public housing. In the interviews it appeared that there is a divide between the younger people with disabilities and the older adult residents. These differences in needs and age seem to create a rift for some residents and feelings that the mixing of these populations within the complexes may be unsafe. One key informant described their concern that older residents may

be uncomfortable and fearful living in proximity with people with mental health disabilities. The Department recognizes that this is a challenging issue with many viewpoints, and that all residents, staff, and community members will need to work together to address this disconnect at NHA.

Neighbor-to-neighbor conflicts were highlighted as an issue that may need additional resources to address. One key informant mentioned the need for mediation services to address neighbor conflicts.

Residents have organized a tenants' association at the Linden-Chambers complex to voice their concerns. There had been a similar organization at Seabeds Way, but it was disbanded and there has been no recent interest to revive it. Respondents identified issues with the Linden-Chambers tenant's association, including social bullying and residents' discomfort expressing concerns about the complex. More broadly, interviewees indicated that NHA residents are a population that may not be heard by others in the community.

Respondents also reported that a homicide in 2017 impacted their community and the feeling of safety. One survey respondent stated, "Two years ago, a well-cultured 80-year-old Russian woman was murdered. Therefore, I do not feel safe." Another said, "Since murder occurred, we were promised outside cameras, and nothing has been done."

Cultural and linguistic barriers also exist at the Housing Authority. Residents speak several languages, with sizeable components of the population speaking primarily Russian or Mandarin. Most programming and written materials are not offered in multiple languages, which presents an issue for building community with the entire resident population. The tenant association meetings have a volunteer Mandarin translator, but it is unclear if this is a consistent presence. Focus group respondents specifically requested more services for those whose first language is not English, including various levels of courses to learn English.

Further, cultural sensitivity beyond language can be an issue. One key informant stated:

"I think every month they have a community breakfast [at Linden-Chambers] and I was sitting with the interpreter and a couple of Chinese residents and [a resident]...[we] were talking about the breakfast and...with the interpreter, she [the resident] was saying 'you know we really want you guys to come and X,Y,Z.' And we said, 'you know we really haven't been coming because we don't enjoy this type of breakfast food'. So, there were just little nuances, if that was just communicated more, or a way to communicate what would be beneficial for everybody, I think that it would lead to more community building."





## Food Access

Access to affordable and healthy food was discussed often by key informants, focus group participants, and survey respondents. While there are food sources in Needham, many felt that there was inadequate access for NHA residents.

### Assets

There are several organizations in Needham that provide free or affordable food, including:

- » Needham Community Council food pantry
- » Springwell free lunch program at Linden-Chambers
- » Needham Community Farm (mobile market that visits three Housing Authority sites)
- » Springwell community dining at the Center at the Heights
- » Needham Public Health Division's Traveling Meals program

Many identified these resources, especially the Community Council food pantry and the Needham Community Farm mobile market, as important in the community. However, about one-third of residents were unfamiliar with the Traveling Meals Program or the Community Dining Program at the Center at the Heights. See Figure 1.

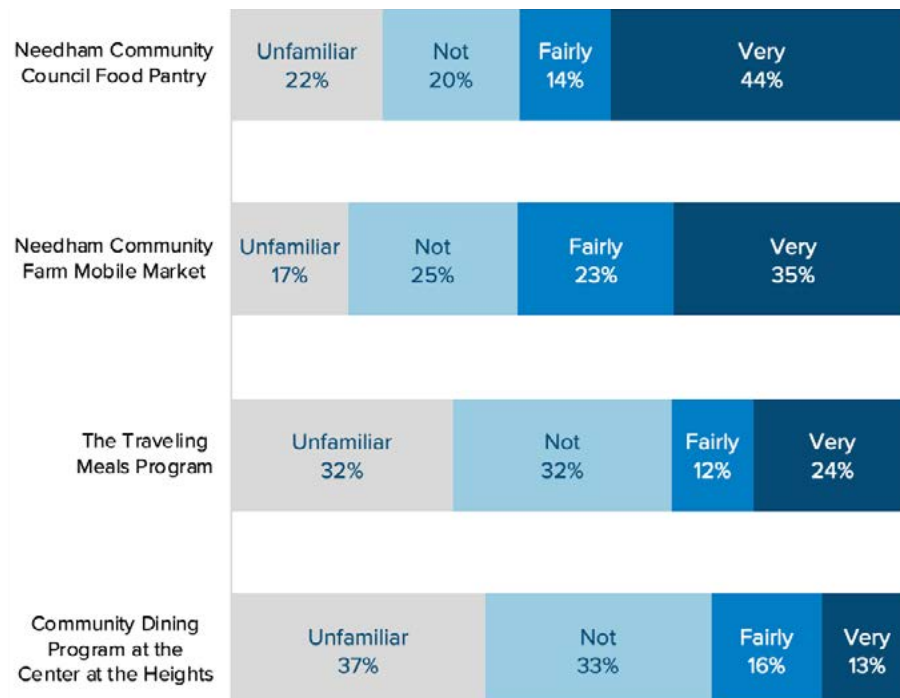


Figure 1: Importance of Food Resources

## Issues

A barrier to food accessibility is the cost of food. The Needham Community Council offers a food pantry that some residents of NHA patronize. Some resistance or non-use of the food pantry was noted, but there was not a clear understanding as to why. One key informant hypothesized that residents don't fully understand how the food pantry operates:

“Getting people to come [to the food pantry], for their food, for some people it's not a problem at all, for other people it's a problem. There are people that 1. don't understand it [how to use the food pantry], or 2. don't want to take advantage of that.”

Understanding the value of programs, such as the food pantry, and how to access Supplemental Nutrition Assistance Program (or SNAP) benefits was identified as a challenge. In addition, residents feel that the local grocery stores in town are too expensive. One survey respondent said,

“I think we do not have enough choices when it comes to grocery stores. Needham is a great town. Nice community where everyone would love to live in. So, we need more options and affordable grocery stores [...] on top of what we have.”

Another respondent stated, “I feel that even though our grocery stores do a lot for Needham, their prices are way too high.” Several respondents echoed this sentiment.

The Springwell free lunch program was also highlighted as a resource which residents do not always use. In the focus group discussion, the lunches were described as limited to being eaten on-site at the senior center within a 30-minute time frame. They also mentioned that leftover food must be thrown away and that having to sign up in advance with Springwell is a barrier to participating. While the lunch is offered for free, donations are requested. One key informant explained that the request for donations can hinder resident participation.



## Mental Health

Mental health issues and the related support were discussed, although to a lesser extent than other themes. This may indicate a smaller perceived problem or a stigma regarding mental health leading individuals to avoid open discussions on the topic.

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### Assets

Key informants, focus group participants, and survey respondents stated that the Springwell Case Manager at the Linden-Chambers complex (position has been vacant for periods of time in the past) and the social workers at the Center at the Heights are valuable resources to improving mental health among residents. Sixty four percent of survey respondents rated the availability of case managers and social workers as the most important resource in the community. Based on this input, having trained, accessible professionals is important to addressing mental health challenges. Such professionals can provide access to mental health services, coping strategies, and connections to other community supports.

### Issues

Respondents spoke of mental health issues, such as depression and stress, impacting residents. The challenges to seeking mental health support included insurance; limited transportation; stigma and resistance to accessing mental health support; and the range and diversity of mental health needs. Generally, respondents requested “more free resources for physical and mental health.”

Social and individual stigma related to seeking support for mental health was indicated by some key informants. One key informant described it, “I think sometimes when you talk about counseling, the first thing they go to think about— ‘oh am I crazy?’” Other interviewees also spoke of residents’ resistance to seeking mental health help.

Hoarding was another mental health issue that came up during interviews. This issue has been identified during routine apartment inspections and was described as having a negative impact on the neighbors of those who hoard.



## Substance Use

Substance use, specifically cigarettes, marijuana, and alcohol, were identified as a concern among residents.

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### Assets

Residents who participated in the focus groups generally spoke of appreciating the no-smoking policy throughout the Housing Authority. While residents saw value in the policy, there were concerns with enforcement. Participants also stated that smoking cessation counseling was beneficial, but it appears that such counseling was offered inconsistently. Participants were not able to identify any positive developments regarding preventing or reducing alcohol or marijuana use.

### Issues

Cigarette smoking was identified as a major issue. The complexes are smoke-free but have designated tobacco smoking areas. A number of individuals said that the smoking rule is not enforced and smoking takes place throughout the complexes. This upsets residents who prefer to live in an area without second-hand smoke. For example, one survey respondent said, “Regarding neighbors smoking. I was a smoker and after quitting if I go outside and someone is smoking it really bothers me and I start coughing.” Secondhand smoke is a particularly difficult issue for residents with respiratory conditions.

In addition, residents who do smoke said that the smoking area has no shelter or canopy to protect from the rain or elements, and they would like to see this added.

Focus group participants also spoke about other substances, such as alcohol and marijuana use, as an issue of concern for their neighbors. One resident from a focus group remarked that there is a lot of substance use and described smelling marijuana frequently from her neighbor’s deck area.

One key informant characterized substance use issues in the population as “lots of alcoholism, a lot of marijuana use.” A survey respondent noted, “Substance abuse (i.e., alcohol abuse) is spilling out of the apartments. We are experiencing people acting inappropriately in the corridors. Ambulances for rehab for alcohol arrive often. It’s destabilizing and raises safety issues.”

Another key informant linked substance use with anxiety and depression and said that residents may choose to self-medicate with alcohol and other drugs. They said, “I think it’s easy to get access to anything over there...alcohol...different substances.”

Residents may choose not to report parties or substance use by their neighbors out of fear of retaliation. One key informant gave an example of a woman in her 80s who lives near a younger person who “like[s] to party with all their buddies.” They said, “it’s noisy for this woman, but she’s afraid to say anything because she’s afraid of retribution [from the neighbor].”



## Transportation

Transportation was a frequent topic of discussion during focus groups and interviews, and was mentioned widely on the survey. While residents appreciate that there are several transportation services available to them, most note that enhanced transportation options could significantly improve their quality of life.

The survey found that 63% of respondents had access to a vehicle for personal use, making this the most common means of transportation for residents. Residents without vehicles use a variety of transportation methods, including walking, driving with others, public transit, special transportation services and ride sharing services (see Figure 2 below).

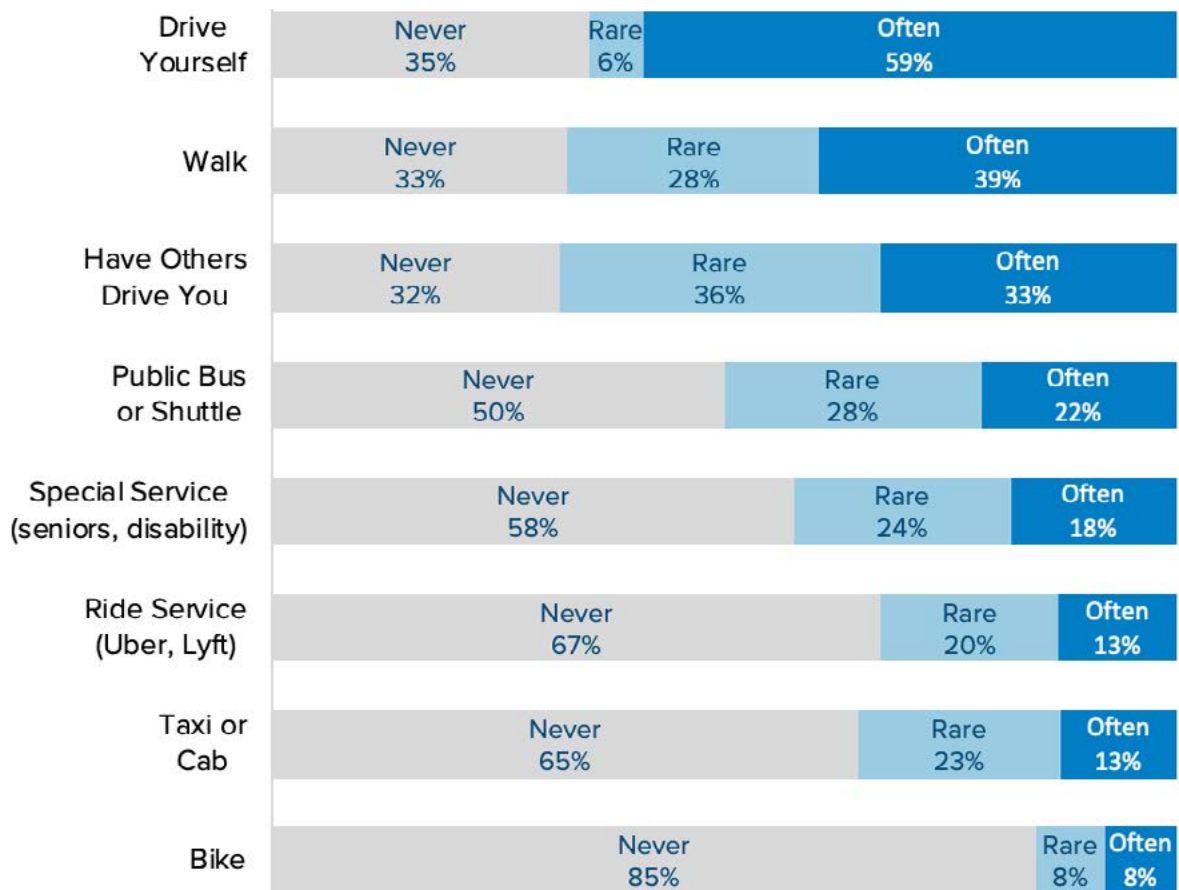


Figure 2: Current Transportation Methods

## Assets

Needham has several transportation options available to residents (see Figure 3). Focus group participants and survey respondents stated that the Center at the Heights van and Community Council transportation options were very important to them. Needham's Medical Ride Program and transportation options from Springwell, Inc. were noted as well, although rated as important by fewer individuals.

Strikingly, large percentages of survey respondents were not familiar with several transportation options (see Figure 3).

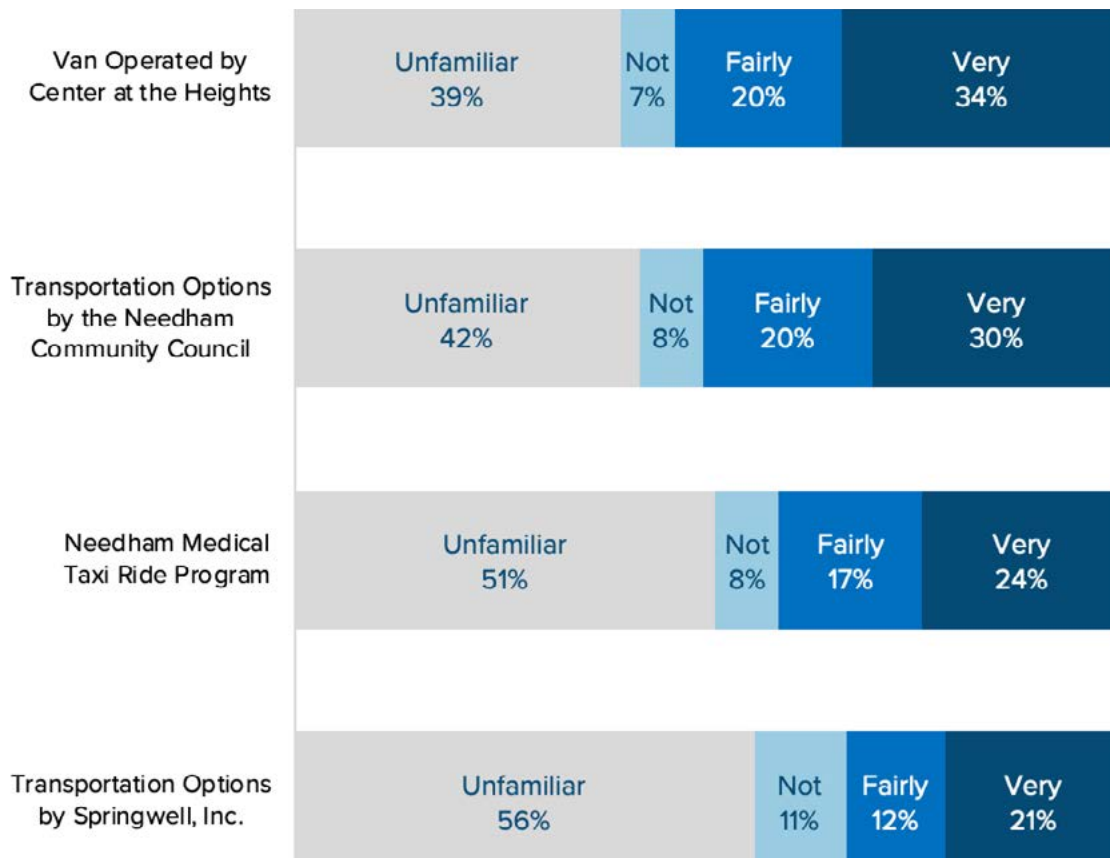


Figure 3: Importance of Transportation Methods

## Issues

Throughout interviews, focus groups, and the survey, residents stated that there were few transportation options and those that existed did not meet their needs. Limited transportation options were discussed along with how that made it difficult to get to doctor appointments and community resources such as Riverside, Community Council, and Springwell. While residents may be interested in using public transportation, it is difficult to access and has a limited range within Needham. As one key informant explained:

“Many of them don’t drive, so they’re over reliant upon either public transportation, which in the Linden and Chambers apartments, public transportation doesn’t go by there. If they want to take the bus they would have to walk up to Highland Avenue, which is, if you’re elderly, that’s a long walk.”

A survey respondent stated:

“If there is public transportation, it is not explained to residents. Most have stopped driving due to age or physical restrictions. It would allow residents to attend religious services if they desired or just going to the community.”

Other options, such as taxis and shared ride services, are expensive for residents.

As one key informant put it, “if they don’t have transportation [for an Uber or taxi service], they say, ‘Well, I’m not doing that because that money that I could put towards the Uber, I need to put towards food, or pay a bill this month.’”

Another key informant commented: “[In] my experience here thus far, that the seniors, that if they don’t have a car then that’s it. Because [the] Housing Authority here is not built in the middle of the community.”

Residents, especially those without cars, may have needs that require special transportation. For example, one survey respondent noted that they need a ride alone or with minimal additional passengers, due to a “low immune system”.

The ability to move about the community to get food, mental health and medical services, social interactions, and for day-to-day errands was clearly indicated as an ongoing issue. As one survey respondent stated, “Without better local transportation, one becomes a recluse.”



# Opportunities and Next Steps

This assessment gathered information from key stakeholders – including residents – regarding assets and issues of concern within the Needham Housing Authority. Based on the findings, several recommendations are outlined below.

To identify high priority issues, the survey asked respondents to rate stressors in their community. When rating 14 stressors, all were rated in the middle of the scale between “not an issue” and “a big issue”, indicating that all were moderate stressors (see Appendix A).

The survey also asked the respondents to identify issues they would most want to see changed. They were:

- » Home and building maintenance
- » Public transportation
- » Food and groceries

Organizations should consider what was most important to respondents when deciding which improvements to pursue first. (See Appendix A, Page 27)

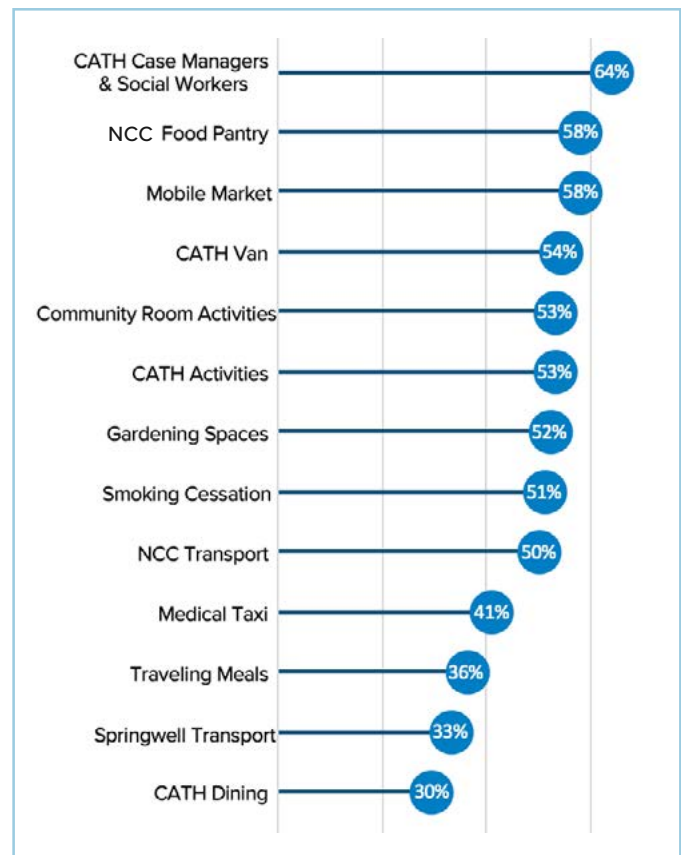
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## Building on Existing Resources

Respondents spoke often of existing positive resources in the community. For example, one key informant said, “I hear from people, particularly people who know how to reach out and access services, I hear that they are just sort of blown away from all that’s available.” Another interviewee noted, “here in Needham you have such a [...] solid infrastructure in the town that it’s [...] a wonderful thing.” And another person interviewed spoke about the senior center and the social workers that work for Aging Services and said, “This is a real model for Massachusetts.” It was clear that the network and range of available resources is an asset to the residents of Needham. (See Figure 4)

## Assets in the community include:

- » Case managers and social workers at the Center at the Heights
- » Library
- » YMCA van
- » Community Council
- » Recycling and Transfer Station
- » Fitness facilities at the YMCA, the Center at the Heights, and the Rosemary Recreation Complex
- » Needham Concert Society
- » Activities and amenities in the community rooms at the Needham Housing Authority (including weekly coffees)
- » Programming at the Center at the Heights
- » Gardening at the Needham Housing Authority
- » Smoking Cessation Counseling services



**Figure 4: Percent Rating Different Community Resources as Important**

Responses in this study indicate that organizations should communicate more effectively about their programs to encourage maximum resident use of these resources. Suggestions include:

- » Provide more organized and direct ways of getting information, beyond using bulletin boards, such as a resource manual
- » Ensure all materials are easy to read for people with lower literacy and visual acuity
- » Use the Needham Housing Authority newsletter as a vehicle for promoting local resources, at least twice a month

Below is a list of recommendations gleaned from residents and specific to each of the themes described above.



## **The Built Environment**

- » Provide regular and timely maintenance services, including leaf, grass, and snow removal
- » NHA should consider reviewing its maintenance and repair protocols to ensure they are responsive to residents' needs



## **Community Engagement**

- » Provide more services for those whose first language is not English, including English classes at different levels of proficiency, translated materials, and interpreter services
- » Increase on-site activities. Residents have suggested workshops from the public health nurses, assistance with paperwork for benefits such as Medicare, workshops to address bullying, and programs for children and middle-aged adults
- » Find other ways, in addition to the tenants' association, to provide residents with an opportunity to voice their concerns
- » Offer mediation services to address neighbor conflicts



## **Food Access**

- » Provide options for food purchases at the complexes
- » Organize more frequent transportation directly from the NHA to affordable grocery stores
- » Provide information to residents about the various food resource programs available in Needham



## **Mental Health**

- » Institute a program to provide wellness checks on elderly and people with disabilities
- » Employ an on-site social worker who rotates among Housing Authority properties



## Substance Use

- » Offer smoking cessation classes on-site
- » Add shelters or canopies to the smoking areas to encourage smoking outdoors, even in poor weather
- » Assess interest in marijuana and alcohol cessation programs, including AA and counseling



## Transportation

- » Increase regular, accessible, and affordable transportation options to locations throughout Needham
- » Compile and distribute a comprehensive and descriptive list of transportation options
- » Promote existing transportation programs through multiple communication channels, such as newsletters, Needham Cable, and on-site events

# Conclusion

The Needham Housing Authority is a valued resource in Needham, providing affordable housing to many town residents. This assessment provides an overview of the residents' sense of the strengths and challenges they face living in the community. The information gathered here can be used to improve the quality of life for residents by building on these strengths and focusing resources on addressing the challenges.

While not all resident comments were included in the body of this report, there is an opportunity to address these and other concerns raised in the course of this study (see Appendix A, Page 27). Residents provided many practical, feasible, and reasonable suggestions that can be pursued. The Town of Needham, the Needham Housing Authority, and community partners should make concerted effort to address the recommendations of residents.

The Needham Housing Authority is an important part of the town's community. It provides homes for a number of families, older adults, and people with disabilities in Needham. The challenges faced by residents can be addressed, but only through the strong partnership of Needham's government, community organizations, and residents.

## Appendix A: Survey Technical Report

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# **SURVEY OF NEEDHAM HOUSING RESIDENTS**

Technical Report  
June 2019

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## SUMMARY OF FINDINGS

The Needham Public Health Department and Needham Housing Authority, in collaboration with an external research and evaluation consultant, conducted a survey of Needham Housing Authority residents to learn more about their perceptions of needs, resources, and opportunities within the community. This report presents findings from 115 heads of household who took part in the survey at the beginning of calendar year 2019.

### **Respondent Characteristics (page 4)**

Survey respondents were predominantly female and over 60 years of age. Most respondents self-identified as White, non-Hispanic and reported speaking English in their home. Few respondents reported being married at the time of the survey – the majority were separated or divorced or had never been married. Approximately one-third of respondents were currently in the labor force either part-time or full-time. Almost half the sample reported that they were retired and not working at all.

Most respondents reported that they lived in Needham for five or more years – with half reporting that they have lived in Needham for 15 or more years. Over half of respondents reported that they have lived in their current residence for more than five years. Most respondents currently live on Chambers Street, Linden Street, or Seabeds Way. Three-quarters of respondents indicated that they live alone and only one in ten reported living with someone under 18 years of age. Almost two-thirds reported having access to a vehicle for personal use.

Respondents were more likely to report their health as *poor*, *fair*, or *good* versus being *very good* or *excellent* in comparison to others their age. Over half of the respondents reported difficulty doing errands alone or reported difficulty walking or climbing stairs.

### **Attitudes and Perceptions (page 10)**

Most respondents reported being satisfied with their unit/home and reported that they feel safe in their unit/home. Less than half of the respondents reported feeling mostly or very connected to the Needham community.

### **Issues and Stressors (page 11)**

Respondents were most likely to report daily stressors and issues related to lack of affordable food and grocery options; people smoking in their units or too close to building entrances; outside property maintenance such as snow removal, landscaping, ramps, porches, steps; and lack of easy access to establishments or places where they can purchase food or groceries.

When asked to identify the single biggest issue affecting their quality of life that they would like to see changed, the largest proportion of respondents identified home/building maintenance, public transportation, and food and groceries. Clarifying open-ended comments revealed perceived issues with the upkeep of properties both inside and outside (including snow removal), lack of convenient public transportation options (especially on weekends), and high prices of groceries at local stores as the biggest issues. Although not a top issue, a sizeable subset of respondents also commented on lack of enforcement of non-smoking policies.

**Resources and Opportunities (page 19)**

Respondents rated the availability of case managers and social workers at the Center at the Heights as the most important community resource, followed by the Needham Community Council Food Pantry, and the Needham Community Farm mobile market. A sizeable subset of respondents also reported that they use the Needham Public Library and other educational services. When asked what services or resources they need that aren't currently offered (or are perceived as being inadequate) in the community, many identified some type of transportation-related need, the need for more community support services, and more on-site social activities.

### BACKGROUND AND PURPOSE

The Needham Public Health Department and Needham Housing Authority, in collaboration with an external research and evaluation consultant, conducted a survey of Needham Housing Authority residents at the beginning of calendar year 2019 to learn more about their perceptions of needs, resources, and opportunities within the community. The results of this survey are intended to help inform community planning efforts across multiple departments within the municipality.

### SURVEY CONTENT

The survey instrument consisted of 58 discrete questions across four broad thematic areas.

#### Respondent Characteristics

- Background and Personal Characteristics: gender, age, race and ethnicity, languages spoken at home, marital status, employment status.
- Housing and Transportation: years living in Needham, years in current residence, location of current residence, number of people in household, individuals under 18 years of age in household, access to vehicle for personal use.
- Health and Physical Mobility: perceived health status, physical mobility.

#### Attitudes and Perceptions

- Feelings of connection to the community
- Satisfaction with unit/home
- Feelings of safety in unit/home

#### Issues and Stressors

- Perceived issues and stressors related to public transportation, food and groceries, maintenance, sense of community, and health and wellness
- Biggest issues affecting quality of life

#### Resources and Opportunities

- Current transportation methods
- Importance of community resources (transportation, food, community activities)
- Other community resources currently being utilized
- Needed services or resources not currently provided in Needham

A complete copy of the survey instrument is provided in Appendix A.

## METHODS

The survey was administered anonymously as both a paper-based and online questionnaire between November 2018 and February 2019. Potential respondents were given the option to complete the survey online, return the survey to one of three convenient locations (Seabeds Community Room, Linden-Chambers Community Room, Center at the Heights), or by mail in a stamped envelope that was provided with the survey. The survey was available in English, Russian, and Mandarin. All Needham Housing Authority residents received a small incentive (\$5 gift card) to a local coffee store with the survey, and everyone who completed and returned a survey was entered in a drawing to win one of four \$25 gift cards for an online retailer. The drawing entry form was completed separate from the survey to ensure anonymity of responses.

## SAMPLE AND ESTIMATED RESPONSE RATE

The sample for the survey consisted of the head of household (single respondent) for each unit/home under the purview of the Needham Housing Authority (NHA). According to the NHA website, there are 288 units/homes spread across Captain Robert Cook Drive, Chambers Street, Linden Street, Seabeds Way, and High Rock Estates. The head of household in 115 units returned a completed survey – 40% response rate. This ranged from a low of 8% from High Rock Estates residents to a high of 57% from Seabeds Way residents.

Overall, it is estimated that roughly 2 of every 5 heads of household completed the survey. It is important to note that the results are generalizable only to those Needham Housing residents who took part in the survey and may not reflect the attitudes, opinions, and needs of other Needham Housing residents in the community.

Estimated Response Rate			
	NHA Units	Completed Surveys	Percentage
Captain Robert Cook Drive	30	8	27%
Chambers Street	80	38	48%
Linden Street	72	30	42%
Seabeds Way	46	26	57%
High Rock Estates	60	5	8%
Unknown	-	5	-
<b>Total</b>	<b>288</b>	<b>115</b>	<b>40%</b>

NHA data retrieved from Needham Housing Authority: <http://www.needhamhousing.org/nhahousingportfolio.html>

Of the 115 completed surveys, 99 were completed in English, 8 in Russian, and 8 in Mandarin. Most surveys were completed on paper: 103 on paper, and 12 online.

Survey Method and Language				
	English	Russian	Mandarin	Total
Paper	89	8	6	<b>103</b>
Online	10	-	2	<b>12</b>
<b>Total</b>	<b>99</b>	<b>8</b>	<b>8</b>	<b>115</b>

## **ANALYSIS**

Data were analyzed using the Statistical Program for Social Sciences (SPSS) Version 25. Descriptive statistics are presented for each item in the survey (i.e., the number and percentage of all respondents that answered each response option for each item in the questionnaire). Some of the questions in the survey allowed respondents to write-in (or type-in) a response. These items were thematically coded to extract the major theme(s) present in the data.

## **VALIDITY AND RELIABILITY**

One of the challenges associated with survey research is the potential for error in the data. This can stem from multiple sources such as the same respondent submitting multiple surveys, poor question wording, lack of appropriate response options that accurately reflect the experiences of all potential respondents, frivolity, and misinterpretation of the underlying meaning of a question. Several steps were taken to increase confidence in the results from this project.

1. Use of clear and unambiguous language in the instructions – prominently indicating who the intended target audience was (i.e., Needham Housing Authority residents) and indicating what the questions were about (i.e., perception of needs, opportunities, and resources).
2. Anonymity of results – ensuring respondents that their answers were anonymous and that they would not face any personal, social, or financial penalties or retribution for providing candid and honest responses to the questions.
3. Interpretability and accessibility – the survey was written at an eighth-grade reading level, available in three languages, used large serif type font for the visually-impaired, and was made available in multiple formats (i.e., paper and online).
4. Use of existing questions – when available, questions were taken from existing instruments and standardized scales (e.g., questions about perceived personal health, demographics, etc.).
5. Key stakeholder review – the survey instrument was reviewed by representatives from multiple town departments to identify potential areas of confusion or ambiguity.
6. Data screening – visual and statistical screening methods were enlisted to identify and remove cases in which the respondent provided obviously frivolous responses (i.e., always choosing the same or extreme response options for every item).
7. Identical case analysis – statistical sub-routines were programmed to identify any duplicate records to minimize the chances that the same person intentionally or accidentally submitted multiple surveys.

While these are not failsafe methods, they do help to ensure a clean dataset that minimizes the chances that there are gross errors present in the final set of data. Each of these steps was taken during the administration and analysis of the Survey of Needham Housing Residents.

## FINDINGS – RESPONDENT CHARACTERISTICS

Sixteen of the questions in the survey asked about different respondent characteristics. Seven questions assessed respondents' background and personal characteristics, six examined housing and transportation, and three covered health and physical mobility.

### BACKGROUND AND PERSONAL CHARACTERISTICS

**Gender.** Approximately two-thirds of respondents (65%) indicated that they were female and 34% reported that they were male.

Which of the following best describes you?		
	Frequency	Percentage
Female	71	65.1%
Male	37	33.9%
Other	1	0.9%
Missing	6	-
Total Valid	109	94.8%

The Total Valid percent row is the percentage of all respondents (n=115) that answered each question.

**Age.** Almost all respondents (96%) were over 40 years of age – with over two-thirds (69%) reporting that they were over 60 years of age.

How old are you?		
	Frequency	Percentage
20 or younger	-	0.0%
21-30 years	2	1.8%
31-40 years	2	1.8%
41-50 years	12	10.5%
51-60 years	19	16.7%
61-70 years	33	28.9%
71-80 years	34	29.8%
81 years or older	12	10.5%
Missing	1	-
Total Valid	114	99.1%

**Race and Ethnicity.** Respondents were asked to self-identify their race and ethnicity according to the categories in the U.S. Census. Overall, 98% of respondents selected one race and 2% selected more than one race. Most respondents (82%) identified as White, followed by Asian (8%), and Black or African American (7%). A total of 5% reported Hispanic or Latino ethnicity.

What is your race? / Are you Hispanic or Latino?		
	Frequency	Percentage
<b>Not Hispanic or Latino</b>	106	95.5%
White alone	88	79.3%
Black or African American alone	7	6.3%
American Indian or Alaska Native alone	3	2.7%
Asian alone	9	8.1%
Some other race alone	1	0.9%
Two or more races	2	1.8%
	Frequency	Percentage
<b>Hispanic or Latino</b>	5	4.5%
White alone	3	2.7%
Black or African American alone	1	0.9%
Some other race alone	1	0.9%
Missing	5	-
Total Valid	111	96.5%

The two multiracial individuals both reported that they were White and American Indian or Alaskan Native. Percentages do not sum to 100% in this table because respondents were able to select multiple race categories.

**Languages Spoken at Home.** Overall, 87% of respondents reported speaking one language at home and 13% reported speaking multiple languages. Most respondents reported speaking English at home (87%), followed by Russian (9%), Mandarin (7%), and Spanish (5%).

Which of the following languages are spoken in your home?		
	Frequency	Percentage
English	96	86.5%
Russian	10	9.0%
Mandarin	8	7.2%
Spanish	5	4.5%
Other	6	5.4%
Missing	4	-
Total Valid	111	96.5%

The six individuals who reported speaking other languages at home reported speaking: Albanian, Creole Haitian, Greek, Ukrainian, and Vietnamese. Percentages do not sum to 100% because respondents were able to select multiple languages.



**Marital Status.** The largest proportion of respondents reported they were separated or divorced (34%) or never married (32%), 16% were married, and 16% were widowed.

<b>What is your current marital status?</b>		
	<b>Frequency</b>	<b>Percentage</b>
Married	17	15.5%
Not married, living with a partner	3	2.7%
Separated or divorced	37	33.6%
Widowed	18	16.4%
Never married	35	31.8%
Missing	5	-
Total Valid	110	95.7%

**Employment Status.** Roughly half of the respondents indicated that they are currently retired (48%) and 16% are not in the labor force for other reasons (64% combined). Twenty-nine percent (29%) are currently employed either part-time (18%) or full-time (11%). An additional 7% of respondents reported that they are currently unemployed and looking for work.

<b>Which of the following best describes your current employment status?</b>		
	<b>Frequency</b>	<b>Percentage</b>
Employed or self-employed, part-time	20	18.0%
Employed or self-employed, full-time	12	10.8%
Unemployed, but looking for work	8	7.2%
Retired, not working at all	53	47.7%
Not in labor force for other reasons	18	16.2%
Missing	4	-
Total Valid	111	96.5%

## HOUSING AND TRANSPORTATION

**Years Living in Needham.** Roughly half the respondents (51%) reported they lived in Needham for less than 15 years and 49% reported that they have lived in Needham for 15 years or more.

How long have you lived in Needham?		
	Frequency	Percentage
Less than 5 years	21	18.4%
5-14 years	37	32.5%
15-24 years	20	17.5%
25-34 years	14	12.3%
35-44 years	6	5.3%
45 years or more	16	14.0%
Missing	1	-
Total Valid	114	99.1%

**Years in Current Residence.** Most respondents (84%) reported that they have lived in their current unit/home for at least three years. Over a third of all respondents (34%) reported that they have lived in their current home/unit for 11 years or more.

How many years have you lived in your current unit/home?		
	Frequency	Percentage
Less than 1 year	6	5.4%
1-2 years	12	10.7%
3-5 years	27	24.1%
6-10 years	29	25.9%
11-15 years	15	13.4%
16 years or more	23	20.5%
Missing	3	-
Total Valid	112	97.4%

**Location of Current Residence.** The largest proportion of respondents reported they currently live on Chambers Street (34%), followed by Linden Street (27%), and Seabeds Way (23%), and Captain Robert Cook Drive (7%).

Where are you currently living?		
	Frequency	Percentage
Chambers Street	38	33.9%
Linden Street	30	26.8%
Seabeds Way	26	23.2%
Captain Robert Cook Drive	8	7.1%
High Rock Estates	5	4.5%
Other	5	4.5%
Missing	3	-
Total Valid	112	97.4%

**Number of People in Household.** Three-quarters of respondents (75%) reported that they are in a single person household.

Including yourself, how many people are currently living in your household?		
	Frequency	Percentage
One	85	75.2%
Two	19	16.8%
Three	6	5.3%
Four	-	0.0%
Five	3	2.7%
More than Five	-	0.0%
Missing	2	-
Total Valid	113	98.3%

**Individuals Under 18 Years of Age in Household.** Most respondents (90%) reported that there are not currently any individuals under 18 years of age living in their household.

Are there any individuals under 18 years of age currently living in your household?		
	Frequency	Percentage
No	101	90.2%
Yes	11	9.8%
Missing	3	-
Total Valid	112	97.4%

**Access to Vehicle for Personal Use.** Nearly two-thirds of respondents (63%) reported that they have access to a car or vehicle for personal use.

Do you currently have access to a car or other vehicle for personal use?		
	Frequency	Percentage
No	41	37.3%
Yes	69	62.7%
Missing	5	-
Total Valid	110	95.7%

## HEALTH AND PHYSICAL MOBILITY

**Perceived Health Status.** Half the respondents (49%) reported their health was *poor* or *fair* in comparison to others their age.

In general, when compared to most people your age, how would you rate your health?		
	Frequency	Percentage
Poor	15	13.3%
Fair	40	35.4%
Good	37	32.7%
Very Good	17	15.0%
Excellent	4	3.5%
Missing	2	-
Total Valid	113	98.3%

**Physical Mobility.** One-third of respondents (34%) reported difficulty doing errands alone and 50% reported difficulty walking or climbing stairs. Over half the respondents (57%) reported difficulty in at least one of these areas.

Do you have difficulty doing errands alone such as visiting your doctor's office or shopping?		
	Frequency	Percentage
No	71	65.7%
Yes	37	34.3%
Missing	7	-
Total Valid	108	93.9%

Do you have difficulty walking or climbing stairs?		
	Frequency	Percentage
No	54	50.5%
Yes	53	49.5%
Missing	8	-
Total Valid	107	93.0%

## FINDINGS – ATTITUDES AND PERCEPTIONS

Three questions in the survey asked about respondents' attitudes and perception of feeling connected to Needham, feeling satisfied with their unit/home, and feeling safe in their unit/home.

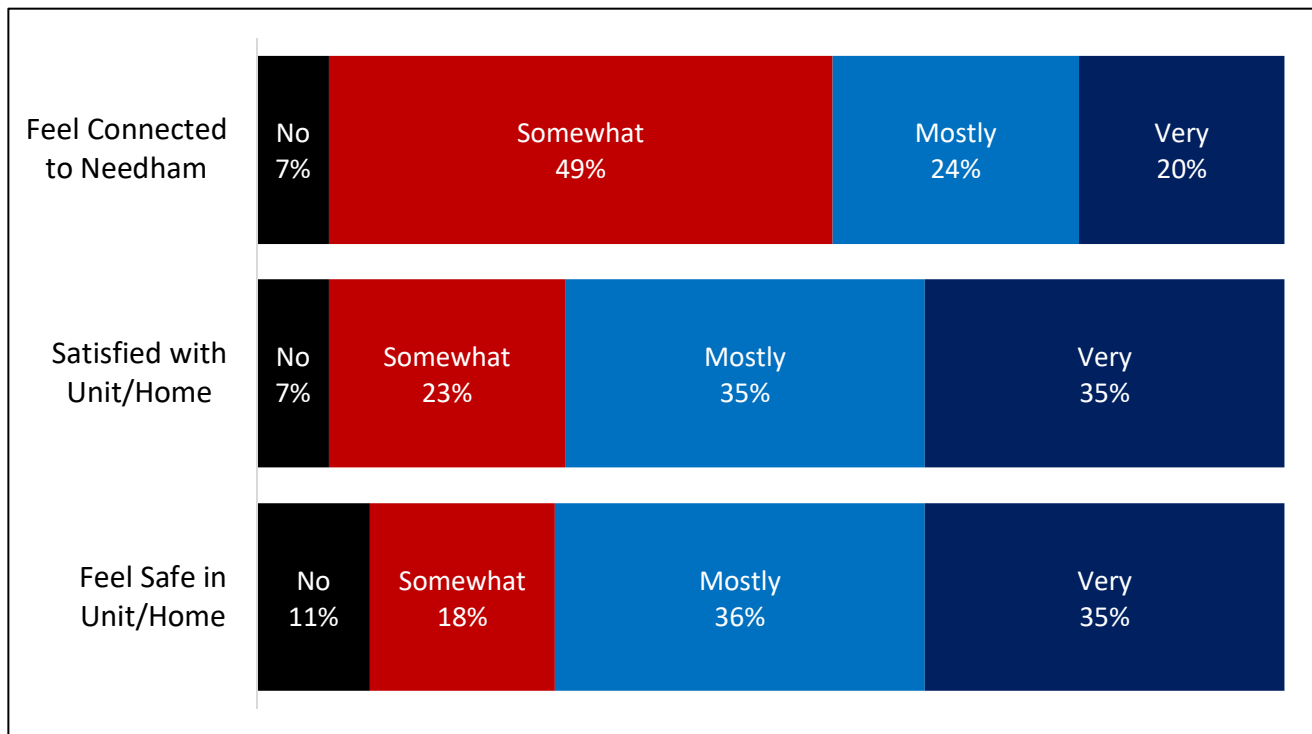
### ATTITUDES AND PERCEPTIONS

#### Feelings of Connection, Satisfaction, and Safety

Respondents were asked: (1) how connected do you feel to Needham, (2) how satisfied are you with your unit/home, and (3) how safe do you feel in your unit/home? Each question was asked using a four-point scale with the same basic structure [Not at All, Somewhat, Mostly, Very].

Forty-four percent of respondents feel *mostly* (24%) or *very* (24%) connected to Needham, seventy percent are *mostly* (35%) or *very* (35%) satisfied with their unit or home, and seventy-one percent feel *mostly* (36%) or *very* (35%) safe in their unit or home.

Figure 1: Attitudes and Perceptions



## FINDINGS – ISSUES AND STRESSORS

A multi-part question on the survey asked respondents to indicate how much of an issue fourteen different things were that might be affecting their quality of life (i.e., stressors). Respondents were asked to rate each item on a scale from 1 (not an issue) to 5 (a big issue).

The question was divided into five conceptual areas: (1) public transportation, (2) food and groceries, (3) maintenance, (4) sense of community, and (5) health and wellness.

### Public Transportation

- Affordable Public Transport – Affordable public transportation options.
- Easy Access to Public Transport – Easy access to public transportation close to home.
- Public Transport Routes – Public transportation options that go where you need.
- Public Transport Schedules – Public transportation options on the times or days that you need.

### Food and Groceries

- Affordable Food and Grocery – Affordable food and grocery options.
- Easy Access to Food and Grocery – Easy access to establishments or places where you can purchase food or groceries.

### Maintenance

- Outside Property Maintenance – Outside property maintenance such as snow removal, landscaping, ramps, porches, steps.
- Inside Property Maintenance – Home maintenance such as heat, plumbing, electrical.

### Sense of Community

- Feeling Sense of Community – Feeling like a part of the community (feeling welcome, having friends and neighbors to talk to).
- Relations Between Neighbors – Relationships between neighbors and people treating neighbors respectfully.
- Neighborhood Activities – Availability of neighborhood activities (interesting activities, ways to meet and interact with neighbors).

### Health and Wellness

- Health and Wellness Services – Having services and resources available for positive physical and mental health (exercise, yoga, stress reduction, addiction services, mental health services).
- Access to Health and Wellness Services – Easy access to services and resources for maintaining positive physical and mental health.
- Smoking Inside or Too Close to Entry – People smoking in their units/homes or too close to building entrances.

## ISSUES AND STRESSORS

The 14 different issues/stressors were rated similarly. All fell within a narrow range around the mid-point of the five-point scale [range: 2.61 to 3.32] – indicating that all 14 areas were viewed as being moderate issues/stressors. Figure 2 displays these data according to the five thematic areas and mimics the order in which they were asked in the survey.

The items at the high end of the range were: affordable food and grocery options (mean = 3.32 out of 5.00), people smoking in their units or too close to building entrances (mean = 3.04), outside property maintenance such as snow removal, landscaping, ramps, porches, steps (mean = 3.03), and easy access to establishments or places where you can purchase food or groceries (mean = 3.01).

**Figure 2: Issues and Stressors [Grouped by Area]**



Figure 3 presents the same set of data that were presented in Figure 2, but rank orders the 14 items rather than grouping them thematically.

**Figure 3: Issues and Stressors [Grouped by High to Low]**



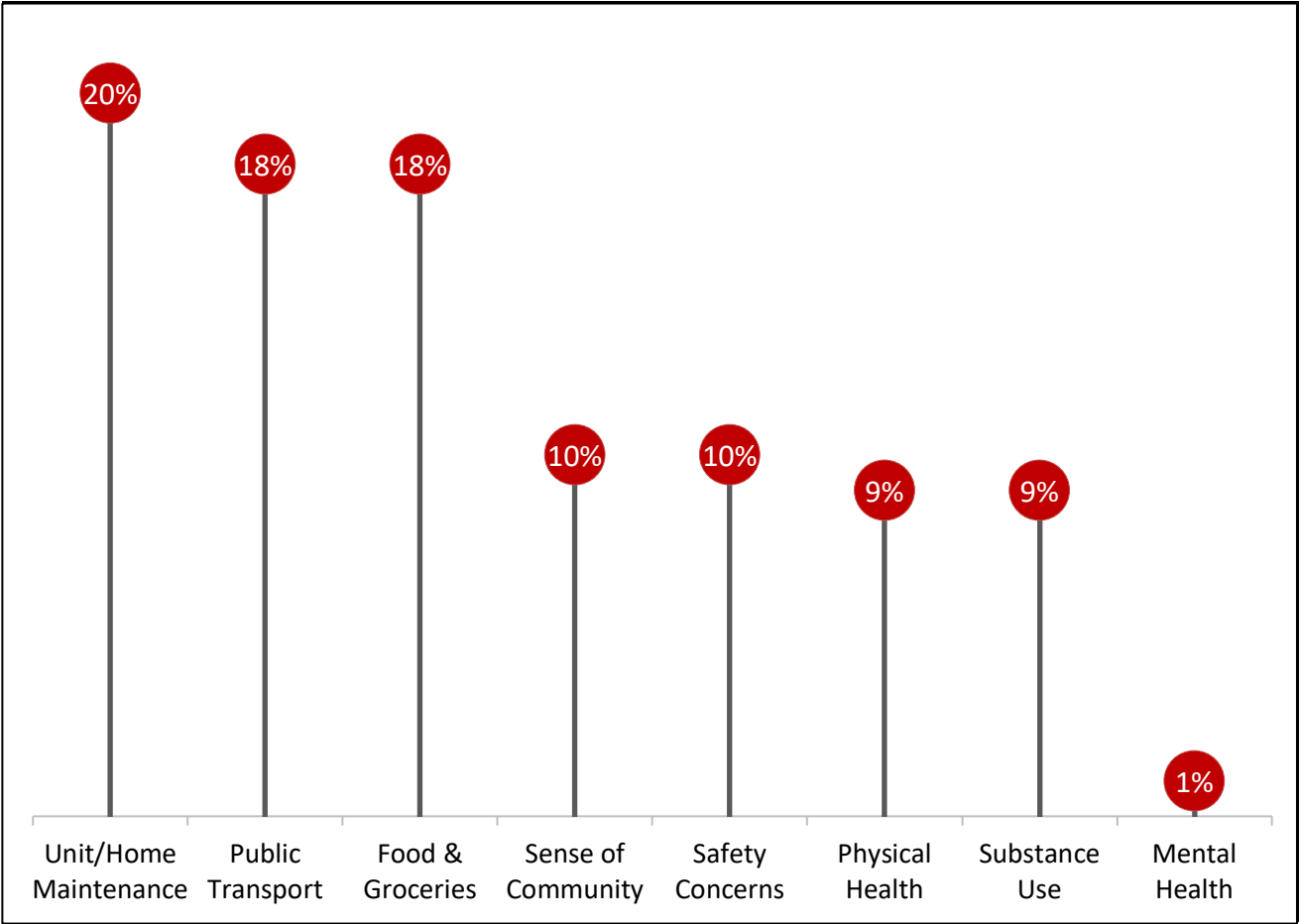


**BIGGEST ISSUE RESPONDENTS WANT TO SEE CHANGED**

Respondents were asked to identify the biggest issue currently affecting their quality of life that they would like to see changed based on a list of eight areas: public transportation, food and groceries, home/building maintenance, sense of community, physical health, mental health, substance use, and safety concerns.

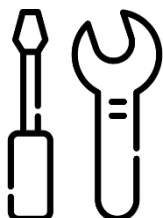
The largest proportion of respondents (20%) identified home/building maintenance as the biggest issue currently affecting their quality of life that they would like to see changed, followed by public transportation (18%), and food and groceries (18%).

**Figure 4: Biggest Issue Respondents Want to See Changed**



Three percent of respondents (n=3) indicated that the biggest issue affecting their quality of life that they would like to see changed wasn't listed.

**Home/Building Maintenance – Issues.** Thirteen of the 20 respondents who identified home/building maintenance as the biggest issue affecting their quality of life provided a clarifying comment.



"NHA refuses to replace broken refrigerator and worn out rugs and comes into the unit when I am not here even when asking them to plan visits."

"Noise. Squeaky floors (loud)."

"There is no regular upkeep to the inside of buildings and no maintenance to clean the grounds and parking lots. No effort to maintain landscaping in a proper way."

"The maintenance guy just sits in his truck half the day. There was no fall clean up this year."

"Please keep in-check residents and visitors driving vehicles on landscape around housing units. They wreck and dig up nice lawn areas."

"It would be helpful to have the whole parking lot resurfaced due to potholes and uneven areas in the parking lot. Also, uneven sidewalks that can throw you off balance when walking."

"Railing from sidewalk up to unit has moved and leans too far from sidewalk to be of any use. In addition, water comes off the roof and freezes just outside front door making first step outside dangerous."

"More washers and dryers needed."

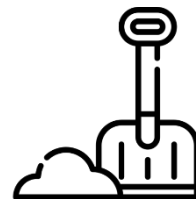
"More handicap accessories in the units."

"More outside lighting is needed. Don't always feel safe coming home at night."

"Clearing of parking spots after snow could use improvement!"

"It's hard to remove snow in the winter. I get back and hand pain from shoveling when the snow is heavy."

"Snow removal. Please do not plow parked cars in. Do not pile snow behind or in front of parked cars. Please shovel sidewalks as well."



**Public Transportation – Issues.** Seven of the 18 respondents who identified public transportation as the biggest issue affecting their quality of life provided a clarifying comment.



"Bus to supermarket, drugstore, bank, on certain times and days."

"If there is public transportation, it is not explained to residents. Most have stopped driving due to age or physical restrictions. It would allow residents to attend religious services if they desired or just going to the community."

"It is quite challenging for me since I don't have a car. Makes getting around Needham and to the YMCA hard. I need a ride with not too many passengers since I have a low immune system."

"Public transportation is not easily accessed. Walking up St. Mary's Street is difficult, limited bus route, and the RIDE is a joke. Uber and Lyft may be financially stressing, and you need a smart phone. The NCC transportation is limited to specific hours and destination. Plus, a reservation is needed."

"Reliable transit is cut on weekends when we can shop. More frequent access to Needham on weekends would be great."

"The RIDE is great, but not always available when needed or has such lousy scheduling that it is honestly painful to use. Need practical options for food shopping."

"Without better local transportation, one becomes a recluse."

**Food and Groceries – Issues.** Thirteen of the 18 respondents who identified food and groceries as the biggest issue affecting their quality of life provided a clarifying comment.



"As a senior citizen, Roche Brothers is extremely expensive. I don't drive; therefore, I am limited."

"Roche Brothers is too expensive. I can only get half of the groceries, then eat cereal until next social security check. I called several Roche Brothers to ask about having a morning, once a week, that could be senior morning. Nobody answered my request. Let's see if you can help."

"We should have a Market Basket. Cheap and good quality. We're all being forced into shopping at Roche Brothers/Sudbury Farms and spend a fortune!"

"Only two grocery stores in town. Both are expensive."

"I think we do not have enough choices when it comes to grocery stores. Needham is a great town. Nice community where everyone would love to live in. So, we need more options and affordable grocery stores like Stop and Shop on top of what we have."

"I feel that even though our grocery stores do a lot for Needham, their prices are way too high."

"I am disabled with a rollator to walk. I have nobody to go food shopping for me. Would like help with shopping and not have to spend a lot on expensive products when there are stores that are cheaper."

"Have to travel too far for affordable groceries and too expensive if delivered."

"Poor cost of living increases from social security as costs for many things increase. Have to get help from the Food Pantry."

"The only store close to me is very expensive. I'm on a fixed income, so this poses a real concern."

"Food and groceries are too costly at the local markets."

"Food prices in town are very expensive."

"The food is not affordable."



**Safety Concerns – Issues.** Six of the 9 respondents who identified safety concerns as the biggest issue affecting their quality of life provided a clarifying comment.



"Abusive neighbor."

"There are too many permanent 'house guests' residing here. Those 'guests' are not on any lease and they have not had to pass background checks."

"Two years ago, a well-cultured 80-year-old Russian woman was murdered. Therefore, I do not feel safe."

"No more murders."

"Since murder occurred, we were promised outside cameras and nothing has been done."



**Sense of Community – Issues.** Seven of the 10 respondents who identified sense of community as the biggest issue affecting their quality of life provided a clarifying comment.



"I feel isolated."

"Elderly should not have to live with loud music, fire alarms going off all the time, mentally ill that can't live alone successfully. People look down in low income and elderly. Pretty mean sometimes to Captain Cook children. I feel bad for them."

"Noisy neighbors."

"Hope to have friends who I can trust so we can take care of each other, communicate with each other, and learn from each other. Friends who make me feel confident that I am part of the community and someone useful."

"I want to be a neighbor and be loved and liked. Times have changed here. People pass away and are no more. The old days."

"In the four years that I have lived here I have seen a tremendous decline in our community. People do not get along. People don't respect one another. Our current tenant association president is a bully. Something needs to change."

"There needs to be a new election of the tenant's association – the current president is the biggest problem – violent, vulgar."

**Substance Use – Issues.** All 10 respondents who identified substance use as the biggest issue affecting their quality of life provided a clarifying comment.



"Make sure no smoking rules are enforced. No smoking in apartments."

"Regarding neighbors smoking. I was a smoker and after quitting if I go outside and someone is smoking it really bothers me and I start coughing."

"I have asthma, so I wear a mask when downstairs because of smokers."

"People smoking is a problem."

"People still smoking in their units."

"Tenants still smoke inside units and they need to be more mindful of their neighbors."

"The NHA is too limited by regulations to deal effectively with residents who violate their housing contract by smoking, by causing fire, or by most anything that endangers or blights the community. The NHA has terrible relations with its residents."

"There are many alcoholics here whose behavior affects quality of life and security for others."

"Substance abuse (i.e., alcohol abuse) is spilling out of the apartments. We are experiencing people acting inappropriately in the corridors. Ambulances for rehab for alcohol arrive often. It's destabilizing and raises safety issues."

"There are a group of neighbors that drink a lot, they make noise late at night."



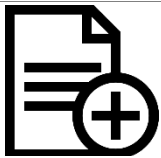
**Physical and Mental Health.** Three of the 9 respondents who identified physical health or mental health as the biggest issue affecting their quality of life provided a clarifying comment.



"More free resources for physical and mental health."  
"Poor physical and mental health are problems."  
"I have problems with balance, depth perception, and endurance."



**Other Issues.** All 3 respondents who identified an issue not listed in the survey as the biggest issue affecting their quality of life provided a clarifying comment.



"Many of my neighbors have pets. The laundry room has cat hair and bird feathers in and on the machines. I have severe allergies and asthma and can't use the machines. I'm forced to go to laundromats and pay more. My stove is old and rusty. My kitchen is outdated.

"There are no programs for kids or for middle-aged parents in the Linden/High Rock neighborhood. Also, no yard, no snow removal, no grocery store, no transportation, no physical or mental health programs or assistance in times of sickness, loss, injury, crisis, etc. Middle-aged moms and the elderly have no help/support at home with kids when they are sick. I feel scared to ask for help, maintenance, or updates to the unit. NHA charges \$100 for yard help. NHA refused to help with snow removal when I was injured/sick.

"There are myriad issues – lack of respect from staff, lack of concern and/or follow-through when residents violate their lease or cause problems for other residents, sub-standard living conditions in units, fear among residents of speaking out due to backlash, not feeling safe in the building and/or the community, maintenance of common areas is lacking... all this makes living in NHA traumatizing, at worst, and makes us feel unimportant and disrespected, at best. It's a stressful place to live."

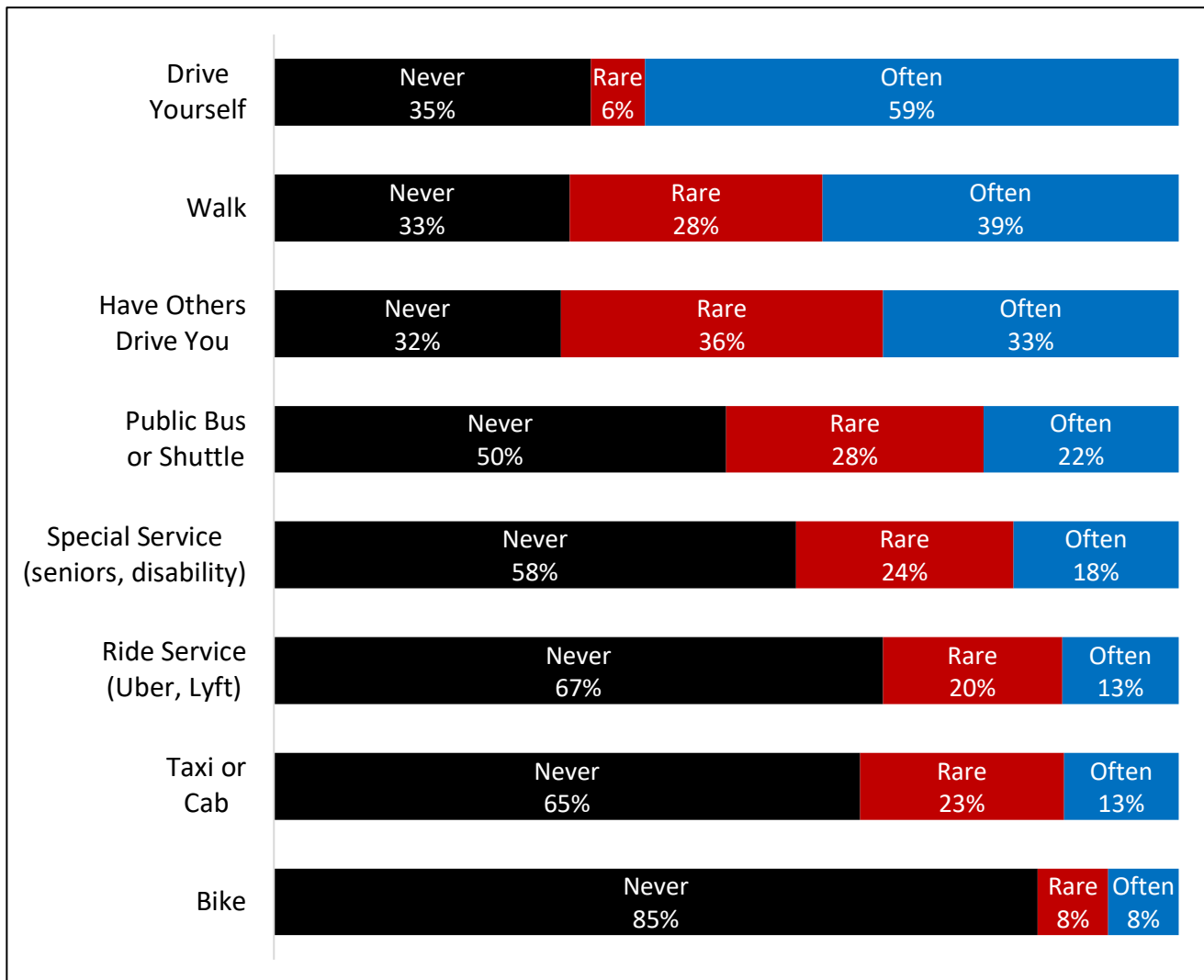
## FINDINGS – RESOURCES AND OPPORTUNITIES

The second part of the survey asked respondents about resources and opportunities. The first question in this section asked about transportation resources. Specifically, respondents were asked how often they currently use eight different modes/methods of transportation to get around Needham for trips like shopping, visiting the doctor, visiting friends, and running errands.

### CURRENT TRANSPORTATION METHODS

Respondents were most likely to report that they often drive themselves (59%) – which corresponds to the earlier finding that 63% of respondents have access to a vehicle for personal use. An additional 39% reported that they often walk, 33% often have others drive them, 22% often use the public bus or shuttle, 18% often use a special transportation service for seniors or persons with disabilities, 13% often use a ride sharing service such as Uber or Lyft, 13% often take a taxi or cab, and 8% often bike.

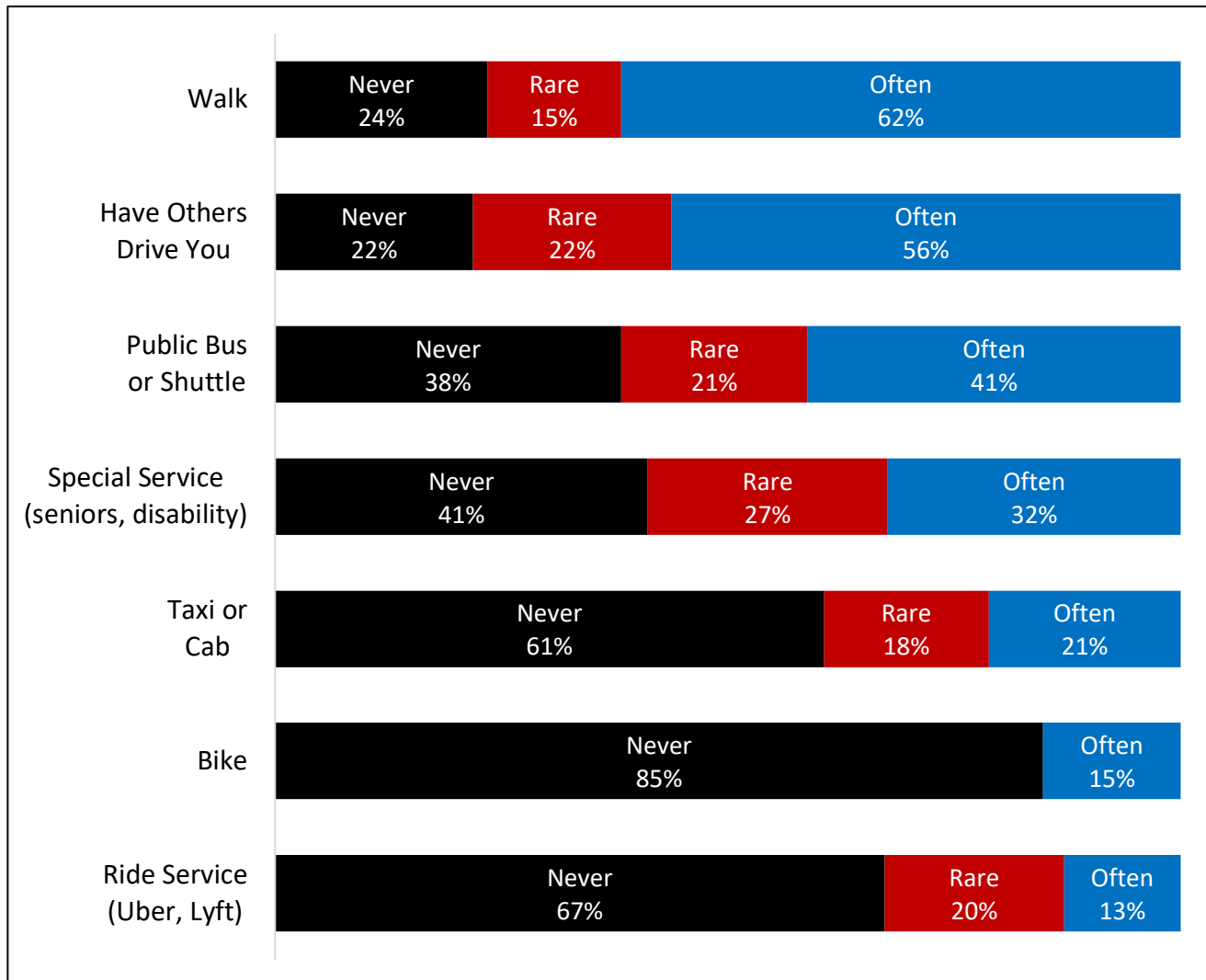
Figure 5: Current Transportation Methods



### CURRENT TRANSPORTATION METHODS AMONG THOSE WITHOUT ACCESS TO A VEHICLE

Among the 41 respondents who reported that they do not have access to a vehicle for personal use, 62% reported that they often walk to their destination, 56% often have others drive them, 41% often use the public bus or shuttle, 32% often use a special transportation service for seniors or persons with disabilities, 21% often take a taxi or cab, 15% often bike, and 13% often use a ride sharing service such as Uber or Lyft.

**Figure 6: Current Transportation Methods Among Those Without Access to a Vehicle**



## IMPORTANCE OF DIFFERENT COMMUNITY RESOURCES

Respondents were asked to rate the importance of 13 different resources in the community, even if they aren't currently using them. Four items asked about transportation resources, four ask about food resources, and five asked about other community activities, services, and resources. The response options for each of these questions were: I don't know about this, not important, somewhat important, and very important.

### Transportation Resources

- The van operated by the Center at the Heights.
- Needham's Medical Taxi Ride Program.
- Transportation options by Springwell, Inc.
- Transportation options by the Needham Community Council.

### Food Resources

- Needham Community Council food pantry.
- Community Dining Program at the Center at the Heights.
- The Traveling Meals program.
- Needham Community Farm mobile market.

### Community Activities, Services, and Resources

- Community programming and activities at the Center at the Heights.
- Activities and amenities in the community room at your housing development.
- Spaces for gardening or growing at your housing development.
- Smoking cessation counseling services by Needham Housing Authority.
- The availability of case managers and social workers at the Center at the Heights.

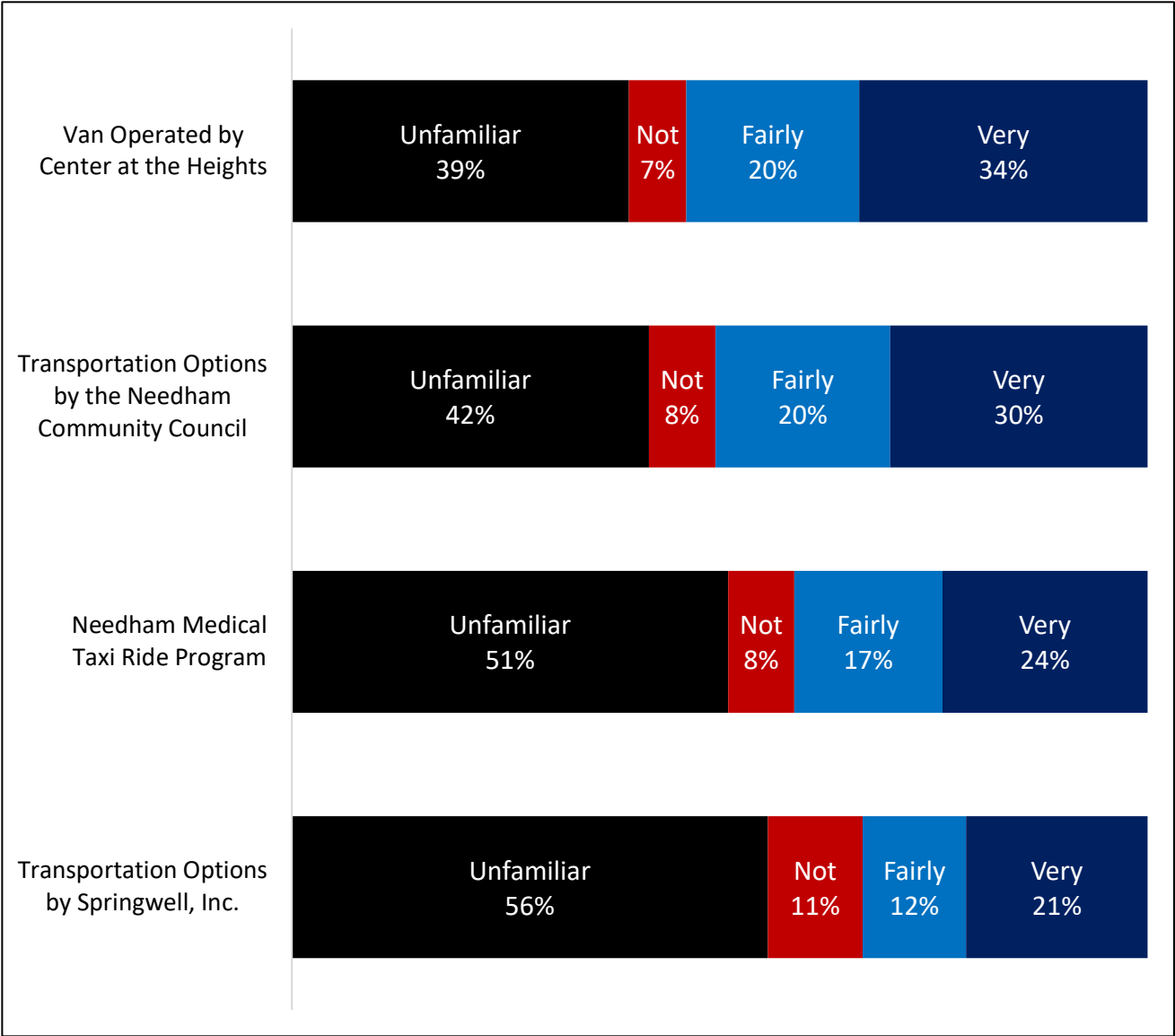


**Importance of Community Transportation Resources**

Among the four community transportation resources asked about in the survey, respondents provided the highest importance ratings to the van operated by the Center at the Heights (54% rated this as important), followed by transportation options by the Needham Community Council (50% rated this as important), Needham’s Medical Taxi Ride Program (41% rated this as important), and transportation options by Springwell, Inc. (33% rated this as important).

Less than half of the respondents were familiar with the Needham Medical Taxi Ride Program and with transportation options by Springwell, Inc.

**Figure 7: Importance of Community Transportation Resources**

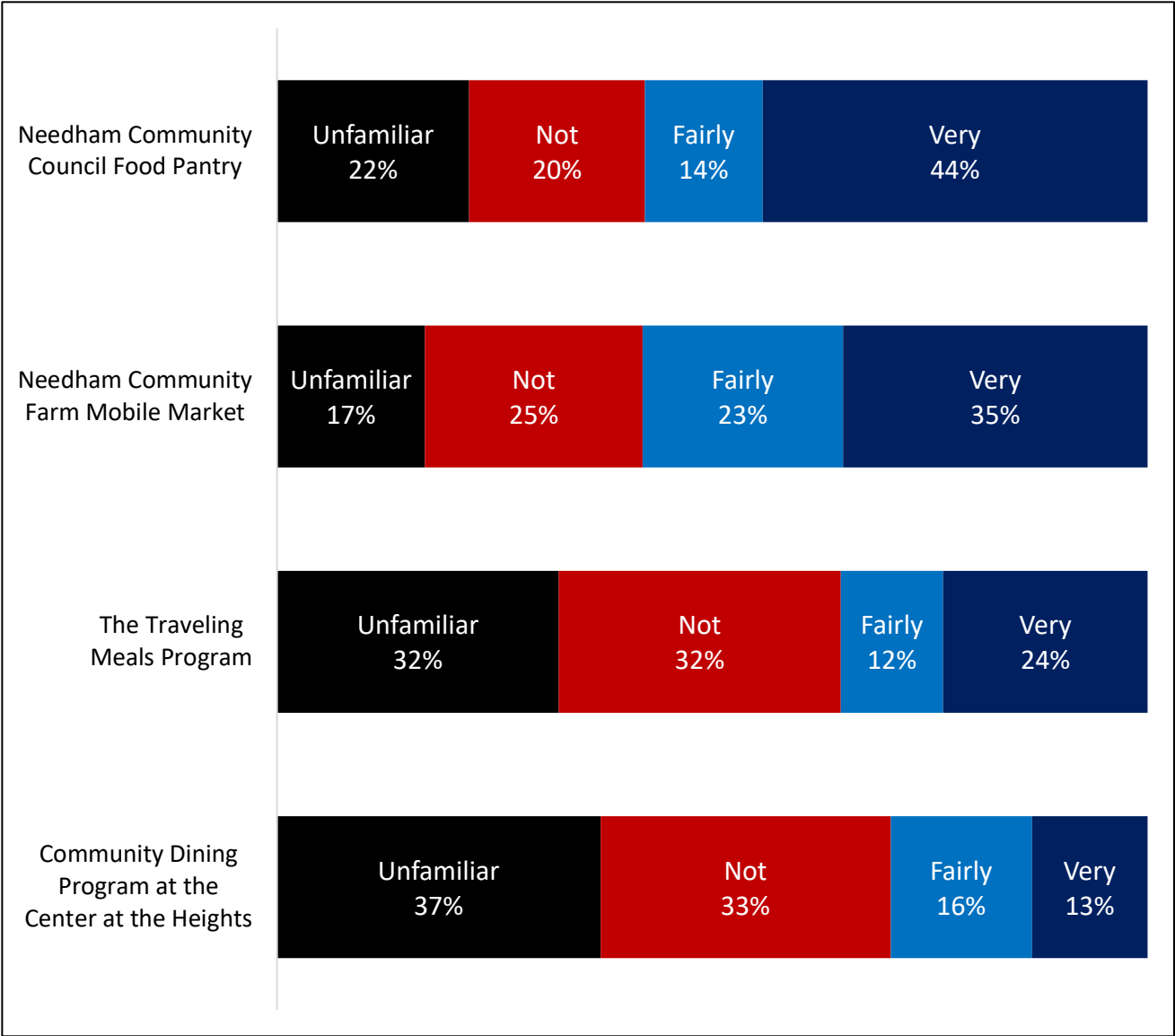


**Importance of Food Resources**

Among the four food resources asked about in the survey, respondents provided the highest importance ratings to the Needham Community Council Food Pantry (58% rated this as important), followed by the Needham Community Farm mobile market (58% rated this as important), the Traveling Meals program (36% rated this as important), and the Community Dining Program at the Center at the Heights (29% rated this as important).

Approximately one-third of respondents indicated that they were not familiar with the Traveling Meals Program or familiar with the Community Dining Program at the Center at the Heights.

**Figure 8: Importance of Food Resources**



## Importance of Other Community Activities, Services, and Resources

Among the five other community activities, services, and resources asked about in the survey, respondents provided the highest importance ratings to the availability of case managers and social workers at the Center at the Heights (64% rated this as important), followed by activities and amenities in the community room at housing developments (53% rated this as important), community programming and activities at the Center at the Heights (53% rated this as important), spaces for gardening or growing at housing developments (52% rated this as important), and smoking cessation counseling services by Needham Housing Authority (51% rated this as important).

**Figure 9: Importance of Community Activities, Services, and Resources**

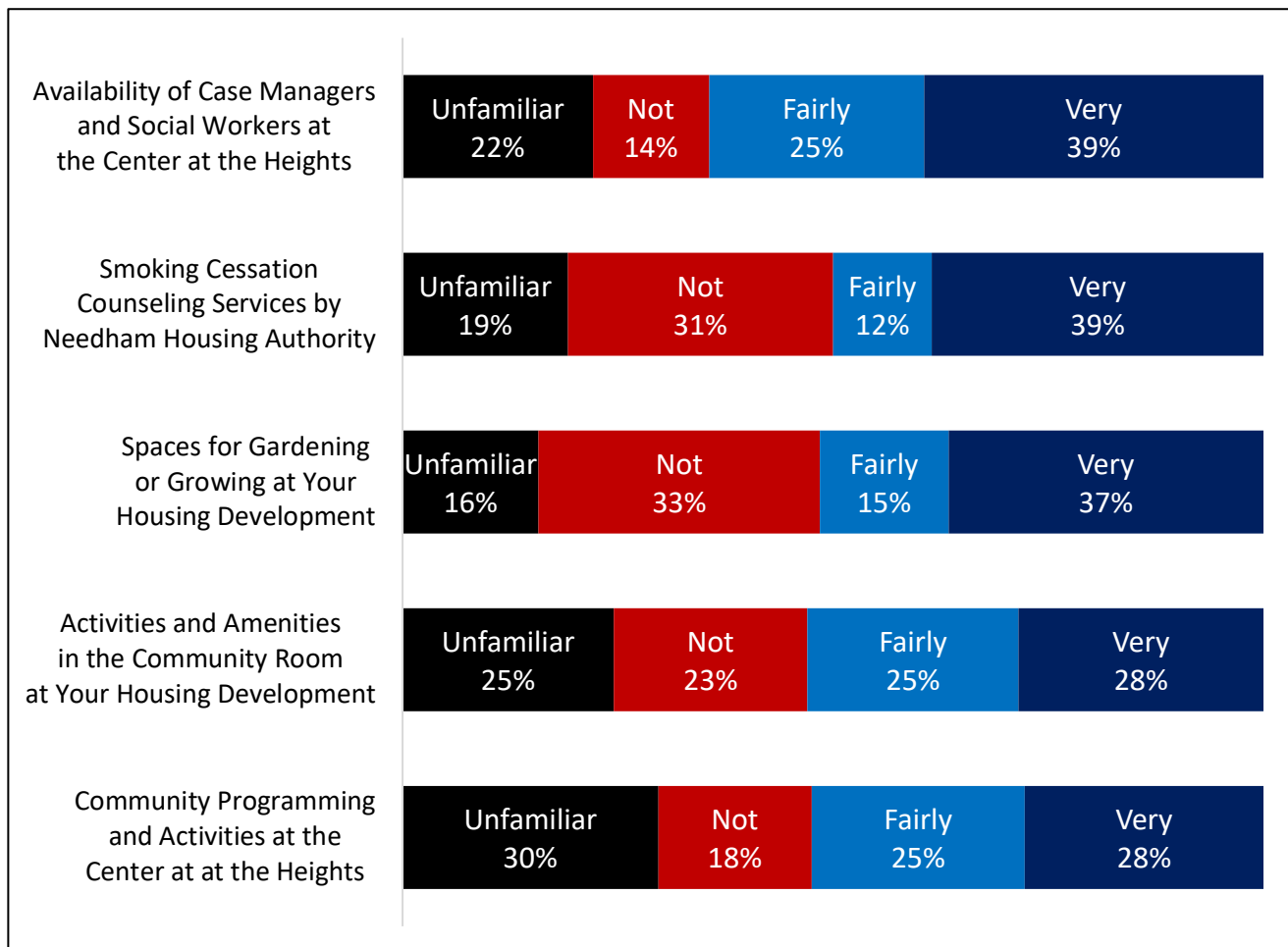
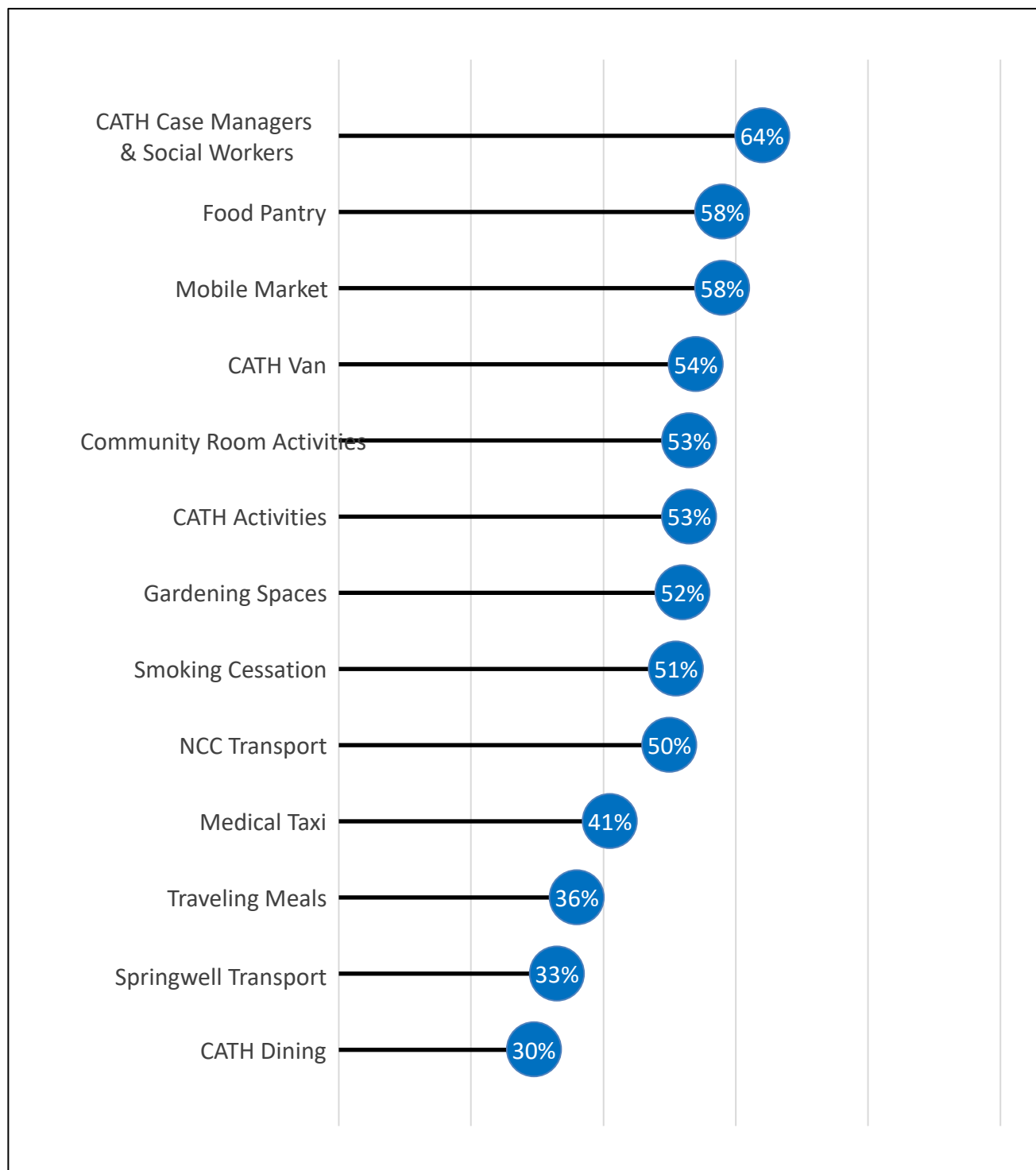








Figure 8 presents the same data as Figure 7 but collapses those who reported that each service was *fairly* or *very important* into a single value. Respondents rated the availability of case managers and social workers at the Center at the Heights as the most important community resource, followed by the Needham Community Council Food Pantry, and the Needham Community Farm mobile market.

**Figure 10: % Rating Different Community Resources as Important**










## OTHER SERVICES OR RESOURCES CURRENTLY USING

Respondents were asked to indicate what other services they currently use in the community. Seven respondents mentioned the Needham Public Library or educational services, six identified transportation services, six mentioned various agencies and services in the community, four identified exercise facilities and pools, two mentioned cleaning services, and two mentioned social activities.

 (7)	<p>"Needham Public Library" (5 mentions)</p> <p>"Going to the library to use the computer for informational reasons."</p> <p>"Needham Community Education, but their programs are too expensive and they don't allow scholarships unless your family receives free lunch."</p>
 (6)	<p>"The RIDE." (2 mentions)</p> <p>"Bus."</p> <p>"Lyft provided by Needham Council on Aging for medical appointments with Commonwealth Care Alliance."</p> <p>"MBTA."</p> <p>"I use the YMCA van, etc. available on M, W, F."</p>
 (6)	<p>"Love the Needham Community Council. Especially good bank and thrift shop, holiday program."</p> <p>"Needham Community Council."</p> <p>"Springwell."</p> <p>"Tax preparation at Center at the Heights."</p> <p>"The dump (Needham's recycling and transfer station) – Very well managed."</p> <p>"Thrift shop."</p>
 (4)	<p>"Exercise gyms."</p> <p>"Pool."</p> <p>"Rosemary pool."</p> <p>"YMCA."</p>
 (2)	<p>"Homemaker laundry service."</p> <p>"Springwell Homemaker Services."</p>
 (2)	<p>"Needham concert society. Great hall performances."</p> <p>"Weekly coffee. It's a good communication opportunity between housing residents. It has been a real morale booster. It facilitates care. Book groups were great. It reinforces tenant capability."</p>

## NEEDED RESOURCES NOT CURRENTLY OFFERED

Respondents were asked to identify what services or resources they need that aren't currently offered in the community. Nineteen identified some type of transportation-related need, five mentioned various community services and activities, four mentioned on-site social activities, two mentioned assistance with yardwork and snow removal, two mentioned cleaning services, two identified the need for vending machines, and two commented on relations with NHA.

	(19)	<p>"Rides to different shopping stores. Walmart. Kohls. Home Depot." (6 mentions)</p> <p>"Rides to and from doctor's appointments." (5 mentions)</p> <p>"Daily local transportation to pharmacies." (2 mentions)</p> <p>"A local bus that has regular 7-day schedule (route)."</p> <p>"Bring back the YMCA ride. Clean, courteous, on-time."</p> <p>"Chambers Street transportation to Needham Center."</p> <p>"More shuttle services."</p> <p>"Occasional direct transportation to either Dedham or Wellesley. MBTA green line extension to Needham Heights via Newton Highlands station."</p> <p>"List of available transportation options and destinations."</p>
	(5)	<p>"Programs for High Rocks kids/teens."</p> <p>"Regular wellness checks on elderly and disabled. A real social worker at NHA to assist elderly and disabled – not a social director."</p> <p>"Some kind of religious services for all faiths."</p> <p>"It would be nice to have a drop-in center in Needham – a place to socialize."</p> <p>"YMCA membership."</p>
	(4)	<p>"A more active Needham Housing Authority social services coordinator. Something better than Springwell,</p> <p>"More social activities at the Chambers Community Center."</p> <p>"More on-site activities."</p> <p>"Health and wellness programs for middle ages."</p>
	(2)	<p>"Free help with snow removal and car cleaning for those who are physically limited and personal yard help for raking trapped leaves and trimming small shrubs not planted by NHA."</p> <p>"There is a huge need for help with leaves, grass, and snow removal."</p>
	(2)	<p>"Change machine in the laundry room."</p> <p>"Get a Busy Bee type service back so there is flexibility – great service."</p>
	(2)	<p>"Two stores in the area close on Sundays. We can't go anywhere nearby for a coke, sandwich, or quart of milk. Vending machines or a beverage machine might help."</p> <p>"Vending machine for soft drinks because the neighborhood shuts down on Sunday. We are in no man's land. Everything is closed."</p>
	(2)	<p>"A more involved NHA Board of Commissioners."</p> <p>"Ombudsman/advocate for NHA-related issues."</p>

# Appendix B: Focus Group Discussion Guide

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## Background:

The Needham Department of Public Health is gathering information to inform future programs and activities that aim to improve the health and quality of life for the residents of the Needham public housing locations.

A piece of this process is speaking directly with you, the residents, to gain your thoughts about the needs that you experience so that the activities, programs, and resources developed help to meet the needs you feel are most important.

Participation is completely voluntary. The Town will summarize this information into a brief memo to be shared with the public; however, individual responses and information will be kept strictly confidential.

## Questions:

1. How do you define health and wellbeing?
2. What about living in the residences is beneficial to your physical health and social wellbeing?
  - a. Please describe or give examples.
3. Could you describe any challenges you face day to day when it comes to maintaining your health and wellbeing?
  - a. Could you provide examples from your life or stories you've heard from others?
4. Could you list the 6 major problems you see in your community?
  - a. Rank these problems in order of importance to you
  - b. Where does health/wellbeing rank?
5. What kinds of programs or activities that are not currently offered do you think would help enhance your health and wellbeing as a resident?
  - a. Could you describe or give examples? How might these influence your health and wellbeing or that of your neighbors?
  - b. What specific actions could the town take? What resources do you think would help address these issues?

6. In your opinion, what already exists that helps you feel healthy and well? (physically, mentally, emotionally?)

a. How do these aspects help? Do you feel like all residents are able to participate?

b. Do neighbors help each other? Look out for one another?

7. What are the important resources in your community? Where are they located?

a. How do you learn about these resources?

b. What if any are the challenges for residents to access programs in the town?

8. Is there anything else you would like to add?

Thank you again for your time. If you find you have anything additional to add or any questions, you can reach out to ---.



# Appendix C: Interview Guide

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## Background:

The Needham Department of Public Health is gathering data as a part of a plan to assess both the strengths and needs of the communities residing in the Needham Housing Authority residences to inform plans and programs that aim to improve the health and quality of life of the residents.

We have asked you to participate as a key informant because of your knowledge, insight, and familiarity working in the community. Through the interview, I hope to learn about your work, thoughts, and perspectives about the health and resource needs and strengths of the communities and individuals who live in the Needham Housing Authority locations.

I will be recording this interview along with the others that I will conduct in order to have an accurate record of our conversation to refer back to. I may reach out to you again following the completion of all interviews to verify my interpretation with you. The themes that emerge from this interview and others will be summarized and compiled into a brief memo to be shared with the public; however, individual interviews will be kept confidential.

Do you have any questions for me before we get started?

## Questions:

1. Could you describe your role in the community and how long you have been working in this role?
  - a. In what capacity have you worked with the housing authority or its residents?
2. In general, how would you rate the health and quality of life for the residents of the Needham Housing Authority locations?
  - a. Is this different depending on which location?
  - b. Why do you feel the health and quality of life is \_\_\_\_\_?
3. What do you think are the most important health issues and needs present among the housing authority resident population?
  - a. Could you describe examples of what you've seen and/or provide stories or anecdotes that illustrate why you believe these needs are present?

4. What do you think needs to be done to address these issues?
  - a. What specific actions could the town take? What resources do you think would help address these issues?
  - b. Who should be involved in providing these resources?
5. What do you think will improve the health and quality of life of the residents?
  - a. Any particular strategies, programs, or activities?
6. What do you think helps to facilitate good health and well-being among the residents?
  - a. How do these aspects help? In your opinion, are these facilitators accessible by all individuals and at all locations?
  - b. In your opinion are there ways to build on these strengths to promote good health and quality of life among the residents?
7. What barriers, if any, exist to improve the health and quality of life of the NHA residents?
  - a. Could you describe or provide examples of the social, physical, or other aspects that hinder good mental, social, and physical well-being of the residents. Provide examples wherever possible.

**Mental Health:**

8. In your opinion, what are the most important needs or resources related to mental health for the residents living in the NHA locations?

**Social Wellbeing:**

9. Could you describe the opportunities for the NHA residents to participate in social, leisure, and cultural activities with others in Needham?
10. How could the social wellbeing of NHA residents be improved?

**Closing:**

11. Is there anything else you would like to add before we wrap up for today?

Thank you again for your time today speaking with me about this topic. As I mentioned at the beginning, I may be in touch in the future to verify interpretation of our conversation, or to clarify particular points.

If you find you have anything additional to add to this conversation or any questions for me beyond today, you can reach me at ---.

Thank you again!



## School Attending Children

as of January 1, 2020

[Return to Organization List](#)
**City/Town:** Needham (01990000) **Organization Code:** 01990000

**Status:** SUBMITTED **Last Updated Date:** 2/3/2020 10:08:25 AM

[Instructions](#) for filling out the SAC form can be found on [the reporting schedule webpage](#).

Grade Level	Local Public Schools	Academic Regional Schools	Vocational Technical Regional Schools	Collaboratives	Charter Schools	Out-of- District Public Schools	Home Schooled	In State Private and Parochial Schools	Out-of-State Private and Parochial Schools	Total
Kindergarten	379	0	0	0	1	2	0	85	0	467
Grade 1	412	0	0	0	0	0	1	65	0	478
Grade 2	423	0	0	0	0	0	2	62	0	487
Grade 3	413	0	0	3	1	0	1	72	0	490
Grade 4	439	0	0	2	1	0	3	81	0	526
Grade 5	399	0	0	0	0	1	2	68	0	470
Grade 6	472	0	0	2	0	1	0	88	0	563
Grade 7	450	0	0	3	0	0	1	95	0	549
Grade 8	411	0	0	1	0	1	3	112	0	528
Grade 9	374	0	10	2	0	3	0	97	1	487
Grade 10	445	0	3	4	1	1	0	102	1	557
Grade 11	412	0	7	3	0	2	0	96	1	521
Grade 12	381	0	3	1	0	2	0	125	0	512
Total	5410	0	23	21	4	13	13	1148	3	6635

**This form has been submitted by dgutekanst**

Release: 2.4.3.0

## ***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** February 25, 2020

**Item Title:** **Disposal of Surplus: Mtichell Elementary School, IT Department**

**Item Description:** This request is to dispose of the following equipment which are either obsolete, non-functioning, or the repair cost exceeds the value of the equipment.

**From Mitchell School**

- 1 Table Poor Condition
- 2 Old Scales
- 1 Old Shelf
- 2 Old Book Holders
- 2 Poor Condition Chairs

**From IT Department**

- 23 Obsolete Computers
- 5 Obsolete Security Cameras
- 1 Broken TV
- 116 Obsolete Pieces of Network Equipment
- 22 Obsolete Projectors
- 2 Obsolete Printers
- 1 Obsolete iPad

**Issues:** Chapter 30B Section 16 of the Massachusetts General Laws permits a governmental body to dispose of a tangible supply no longer useful to the governmental body, but having a resale or salvage value, at less than the fair market value to a charitable organization that has received a tax exemption from the United States by reason of its charitable nature. Chapter 30B Section 15 and Needham School Policy #DN, further authorize the disposal of surplus school property, other than real estate, having a net value of less than \$10,000 through the exercise of sound business practices by the Procurement Officer.

**Recommendation/Options:** That the Needham School Committee be informed of the disposal to the Town Transfer Station of the aforementioned surplus equipment in accordance with MGL 30B Section 15 & 16 by the Procurement Officer.

**Rationale:**

**Implementation Implications:**

**Supporting Data:** None.

**School Committee (circle one)**

Action      Information      Discussion      Consent Calendar

Central Administrator      Town Counsel      Sub-Committee: \_\_\_\_\_

Will report back to School Committee (date): \_\_\_\_\_

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance and Operations