



Needham School Committee

March 10, 2020

6:00 p.m.

*Jeremiah Burke High School
60 Washington Street
Dorchester, MA*

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



SCHOOL COMMITTEE MEETING AGENDA

March 10, 2020 6:00 p.m.

**Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

Next School Committee Meeting: March 24, 2020

6:00 p.m. Public Comments

6:05 p.m. School Committee Comments

6:10 p.m. Superintendent's Comments
Student Award: Empowered Learner

6:15 p.m. Consent Items
1. Minutes of the Meeting of January 7, 2020
2. FY20 Grant Approval
3. Authorize Disposal of Surplus Items
4. Waive Enrollment Process
5. FY20 Budget Transfers
6. Accept Donations

Discussion Items

6:15 p.m. Student Presentation: Courageous Conversations on Race

6:55 p.m. Newman School Improvement Plan

7:35 p.m. Student Opportunity Act

8:00 p.m. School Committee Comments

Information Items

Independent Accountants' Report for Year Ending June 30, 2019
Disposal of Surplus Items



**Needham School Committee
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

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
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

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
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

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.

The Superintendent will present a certificate to a student who exemplifies an Empowered Learner, one of the Portrait of a Needham Graduate shared visions.



**Needham School Committee
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

Agenda Item: Consent Agenda

1. Minutes of the Meeting of January 7, 2020
2. FY20 Grant Approval
3. Authorize Disposal of Surplus Items
4. Waive Enrollment Process
5. Approve FY20 Budget Transfers
6. Accept Donations

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
January 7, 2020

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	Heidi Black
Andrea Longo, Vice-Chair	Susan Neckes
Connie Barr	Matthew Spengler

Members of the Central Administration present were:

Dan Gutekanst	Anne Gulati
Terry Duggan	Alexandra McNeil

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

Chairman Greis stated that Aaron Pressman is absent this evening and that he is away at a business meeting. Chairman Greis stated that student member Aidan Michelow is also absent. He is not feeling well and is home resting.

Chairman Greis stated that the School Committee met with the Finance Committee Budget Liaisons this morning. He stated that the group will meet again next week and on January 22nd to review the proposed FY21 School Operating Budget.

Chairman Greis stated that the School Committee welcomes feedback on the proposed FY21 School Operating Budget and encouraged members of the community to communicate with the School Committee via email at schoolcommittee@needham.k12.ma.us.

Superintendent's Comments

Superintendent's
Comments

Superintendent Gutekanst stated that the School Committee will hold a Public Hearing on the FY2020-2021 Budget on Tuesday, January 21, 2020, at the Broadmeadow School at 7:00 pm.

Superintendent Gutekanst wished everyone a Happy New Year. He stated that schools are back in session with lots of great things going on.

Superintendent Gutekanst reported that the Kindergarten Task Force met today. He stated that Terry Duggan, Assistant Superintendent for Student Learning and School Administrators will continue to meet throughout the school year to shepherd and guide the kindergarten planning process. He added that the Task Force is in the process of planning its third unit, which is construction. Superintendent Gutekanst stated that the School Committee will receive an update in May on the first full year of Full-Day Kindergarten. He noted that the Needham Channel is doing a video on Full-Day Kindergarten with the cooperation of teachers, students, and families. Superintendent Gutekanst expressed his appreciation

to Dr. Duggan, as well as the kindergarten teachers and curriculum coordinators who are guiding this process.

Superintendent Gutekanst reported that he had received news on staff members who have been nominated by the Boston Globe and Boston Herald as Coaches of the Year. Superintendent Gutekanst congratulated Rachel Waldstein Varsity, and Junior Varsity Swimming and Diving Coach, James Odierna, Varsity, and Junior Varsity Soccer Coach, and Courtney Chaloff Varsity Girls Volleyball Coach.

Consent Items

Consent Items

1. Approve FY20 Budget Transfers
2. Approve FY20 Grants

Chairman Greis asked if members of the School Committee wanted to remove any item from the Consent Agenda. He stated that because there are no objections, the items are adopted by unanimous consent.

DISCUSSION ITEMS

FY21 Budget Consultation with Town Manager

FY21 Budget Consultation with Town Manager

Dr. Gutekanst introduced this item and welcomed Kate Fitzpatrick, Town Manager, and David Davison, Assistant Town Manager/Director of Finance. Dr. Gutekanst stated that the School Committee works closely with the Town Manager and the Finance Committee to help guide the budget through Town Meeting. He added that this discussion will focus on the greater view of the budget.

Ms. Fitzpatrick stated that this is an annual discussion and an opportunity to consult with the School Committee before her office puts together their final recommendations for the FY21 budget. Ms. Fitzpatrick stated that she wants to hear from the School Committee about its priorities, questions and any information that will help inform the decision-making process.

Ms. Fitzpatrick commented on the successful implementation of Full-Day Kindergarten, the construction of modular classrooms at the Mitchell Elementary School, and the opening of the Sunita L. Williams Elementary School. Ms. Fitzpatrick also highlighted some of the successes that the community doesn't see, ongoing larger maintenance at the Mitchell Elementary School and the Pollard Middle School.

Ms. Fitzpatrick expressed concerns for weakening in the economy. She stated that she is looking to moderate shared expenses, mostly in salary and health insurance. Ms. Fitzpatrick commented on the work of the Needham 2025 Committee. She stated that a consultant has been procured and that it has been interesting to have an outside group look at the Town's longer-term infrastructure needs. She added that a report will be released this quarter.

Dr. Gutekanst stated that the School Committee has heard from him in December on two major components of the budget: salaries, capacity and ensuring equity within the special education program.

Chairman Greis added that capacity building is one of the things the School Committee is thinking about a great deal in terms of staffing and hiring to build the kind of capacity that will address challenges and support teachers with the kind of professional development to truly help them be able to handle a much wider range of situations and really serve the needs of all students. He stated that the School Committee spent several years working on the implementation of curriculum coordinators and were very cautious

about how this was brought forward. Chairman Greis stated that it has been transformative and that Terry Duggan, Assistant Superintendent for Student Learning can speak to what it has meant to bring in these kinds of people to our team to help build capacity.

Dr. Duggan spoke about the value the school department puts in providing instructional capacity and professional development for teachers. She emphasized the importance of their work in making the programs as strong as they can possibly be. She pointed out that curriculum coordinators are at the elementary schools, middle school, and high school. She noted the importance of providing support for people to manage the programming that has been added to the curriculum.

Chairman Greis spoke about the ratio of students to teachers, noting that Needham is behind in this regard compared to its surrounding communities and pointed out that this is not sustainable in the long term. Chairman Greis shared his concerns on the challenges of providing maintenance and upkeep of school facilities. Ms. Fitzpatrick noted that this area is a priority for the Town as well. The discussion continued with a conversation on health care costs and the challenges of medical inflation as well as revenue.

Mr. Davison shared information on revenue from Trip Advisor and NBC Universal Studio, noting that revenue streams have matched investments Needham has made. Mr. Davison also noted that full-day kindergarten will be affordable as a result of this revenue that is coming in FY2021. Mr. Davison reported that Needham has received a grant from the federal government to increase the firefighter/paramedic force by eight individuals. He stated that the Town will need to wean off this funding over a three year period and will need to supplant it with recurring tax revenue, which is well supported with new growth that is coming in FY2021/2022. Mr. Davison stated that Needham has been making increases in the public safety police force over a period of three years and is looking to increase the department by four positions, two have already been funded with the FY2021 budget requested from the police department. Mr. Davison touched base on facility maintenance. He pointed out that the facilities are newer, more modern, have more square footage and is more complex systems requiring maintenance from both staff and contractors which is at a higher cost. He stated that the projected cost will be funded with the current revenue stream in anticipation of that revenue coming from both Trip Advisor and NBC Universal Studio. Mr. Davison provided an update on State Aid. He noted that the revenue forecast for 2021 is anticipated at a slower growth rate than has been planned in the prior two years. He also noted that Needham is anticipating a onetime increase in State Aid for FY2021 as a result of the full-day kindergarten program. Mr. Davison commented on local receipts, which are growing at a much slower pace than they have for the three previous years. Mr. Davison stated that local revenues contribute approximately 7 to 8 percent to the annual budget. The conversation veered to general comments on the Education Reform Bill.

Susan Neckes expressed her appreciation for the partnership that the schools have with town departments. Ms. Neckes stated that she thinks about how much the schools depend upon the services the town provides and how much the community depends on the schools. Ms. Neckes spoke about the pressures within the school budget request as it relates to salaries and the experience of staff as well as the special education needs.

Mr. Davison stated that in the area of capital planning he would like the schools to hold the line in terms of working with their original estimates. Ms. Fitzpatrick stated that in terms of adding

staff remember to add the legacy costs as well.

Dr. Gutekanst added that building maintenance is a priority for the Town Manager, and he supports the Town Managers' maintenance request. He stated that it is a priority that the buildings and support systems in the buildings are attended to and well maintained in the foreseeable future.

FY2021-2035 Enrollment Projection

FY2021-2035
Enrollment
Projection

Dr. Gutekanst introduced this item. He stated that the Future School Needs Committee has met and has engaged McKibben Demographic Research to do some projections. He added that McKibben Demographic Research will be back on January 28, 2020, at 5:00 pm for a meeting with the Future School Needs Committee at the Broadmeadow Elementary School. Dr. Gutekanst stated that the School Committee is encouraged to attend this meeting. Dr. Gutekanst also stated that this presentation is a preview of what will be shared with the Future School Needs Committee and it will be used to help guide the planning for FY2021, Needham 2025 and the facilities study. Dr. Gutekanst stated that Anne Gulati, Assistant Superintendent of Finance and Operations will present the FY2021-2035 Enrollment projection. He stated that this presentation will be available online at www.needham.k12.ma.us.

Ms. Gulati stated that this presentation is an update to the enrollment projection that has been developed in prior years with McKibben Demographic Research. She stated that this is the fifteen-year period beginning in FY2021 and extending through to FY2035. Ms. Gulati stated that as has been done in the past the demographer was asked for Low, Best and High enrollment projections. She stated the Best enrollment projections are those which include existing enrollment and existing infrastructure and include some new development, a new development that is planned construction or significantly in the planning stage. She added that the High enrollment projection is more of a conceptual enrollment projection that incorporates some development that does not yet exist. The entire report is available online in this School Committee Packet at www.needham.k12.ma.us. Discussion followed.

Superintendent's FY21 Budget Discussion

Superintendent's
FY21 Budget
Discussion

Dr. Gutekanst led the discussion on this item. His comments were on the enrollment driven request at the secondary level. He referred to the four Portrait of a Needham Graduate Strategic Priorities. He pointed out that the budget plan is based on not only the enrollment projections but also the district's commitment to equity and providing for all the district's students and the four strategic priorities that guide the plan. He added that within the budget request every item is attached to one of the four priorities to ensure that the school department is identifying the competencies that students will need to be fully realized and to grow and learn within the community.

Dr. Gutekanst stated that secondary enrollment is growing and as a result, there are some proposed increases at the middle school and high school for classroom teachers: 2.4 FTEs, at Pollard Middle School and 1.5 FTEs at Needham High School. Dr. Gutekanst summarized the details of the request. He stated that there is also a request for assistant principals at the elementary schools and High Rock School. He explained that the assistant principal provides vital administrative and leadership capacity at the building level. He outlined the incremental increases for the Elliot Elementary School, the Sunita L. Williams Elementary School, the Mitchell Elementary School, and the High Rock School. He stated

that the goal is to keep within a range of 560 to 660 K-5 students per assistant principal.

Dr. Gutekanst stated that a meeting with the Finance Committee Liaisons is scheduled for Tuesday morning January 14, 2020. He stated that one of the questions from the Finance Committee was if the School Operating Budget Request were to be reduced, what would that look like. Dr. Gutekanst stated that he would preview this conversation with the School Committee at their next meeting. Discussion followed.

ACTION ITEMS

Establish Needham High School Dave DiCicco Golden Heart Scholarship

Establish Needham
High School Dave
DiCicco Golden
Heart Scholarship

Upon the recommendation of the Superintendent, that the Needham School Committee establishes the Needham High School Dave DiCicco Golden Heart Scholarship as submitted.

A motion
was made:

The motion was moved by Connie Barr and seconded by Matthew Spengler.

The motion carried. The vote was 6-0-0

Establish Needham High School Zack Kalish Memorial Scholarship

Establish Needham
High School Zack
Kalish Memorial
Scholarship

Upon the recommendation of the Superintendent, that the Needham School Committee establishes the Needham High School Zack Kalish Memorial Scholarship as submitted.

A motion
was made:

The motion was moved by Connie Barr and seconded by Heidi Black.

The motion carried. The vote was 6-0-0

School Committee Comments

School Committee
Comments

There were no comments.

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 2019-2020](http://www.needham.k12.ma.us/district%20info/school%20committee/packets%202019-2020)

At approximately 9:05 p.m., a motion was made to adjourn the School Committee meeting of January 7, 2020.

Adjournment

A motion
was made:

The motion was moved by Connie Barr and seconded by Sue Neckes. The motion carried. The vote was 6-0-0

Respectfully submitted by Cheryl Gosmon, Note Taker

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____

Date: February 25, 2020

Item Title: **Approve FY 2019/20 Grants**

Item Description: The School Department has received an additional FY 19/20 grant allocation from Beth Israel Deaconess Hospital to support the Life Skills Program at NHS. This additional allocation of \$3,000 (highlighted in yellow below) must be formally accepted by the School Committee. The NEF grants were previously accepted, and are presented below for informational purposes only.

Federal, State & Local Grants:	AWARD FY19	ACCEPT'D FY19	AWARD FY20	\$ INC/(DEC) OVR FY19	REVISED FY19	\$ INC/(DEC) OVR FY19
<u><i>Federal Grants</i></u>						
Title IIA/ Improving Educator Quality/ 140	65,608	65,111	68,286	3,175		
Title I Part A/ 305	98,264	98,197	123,415	25,218		
Title III Part A/ English Language Acquisition/180	23,526	23,526	22,388	(1,138)		
Title III/ English Language Acquisition (Supplemental)/184	-	-	-	-		
Title IVA Part A/ Student Support & Academic Enrichment / 309	7,638	7,638	10,000	2,362		
LEAP Incentive Grant	-	-	-	-		
SPED Program Improvement/ 274	-	-	-	-		
SPED Early Childhood/ 262	35,390	35,254	36,342	1,088		
SPED Early Childhood Program Improvement/298	-	-	-	-		
SPED Entitlement/240 (94-142)	1,304,678	1,304,678	1,325,380	20,702		
<u><i>State Grants:</i></u>						
Academic Support/632 (MCAS Tutoring)	-	-	-	-		
Essential School Health	115,899	115,899	100,000	(15,899)		
METCO/ 317	1,088,335	1,088,335	1,102,685	14,350	1,197,675	109,340
Special Education Circuit Breaker *	1,540,049	1,540,049	1,587,130	47,081		
<u><i>Local Grants:</i></u>						
NEF Fall Grants	67,553	67,553	50,102	(17,451)		
NEF Winter Grants	28,992	28,992	34,296	5,304		
NEF Spring Grants	31,345	31,345	TBD	TBD		
Beth Israel Deaconess Life Skills		-	3,000	3,000		

Circuit Breaker Reimbursement %s: FY19 Final 74.4%, FY20 Budget 72%; FY20 Actual 75%

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

Recommendation/Options: That the School Committee approves the receipt and acceptance of the additional FY20 grant allocation of \$3,000 toward the NHS Life Skills Program.

School Committee: CONSENT

Respectfully Submitted,

Anne Gulati

Assistant Superintendent for Finance & Operations

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____

Date: March 10, 2020

Item Title: **Disposal of Surplus: Hillside Furniture to Brockton Public Schools**

Item Description: This request seeks approval to dispose of old desks, chairs, tables and storage cabinets from the Hillside School to the Brockton Public Schools. Brockton has elementary schools that can use this classroom furniture.

The estimated value of the furniture is less than \$1,000.

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. Transactions between governmental entities also are exempt from Ch30B. 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 authorize the disposal of excess classroom furniture to Brockton Public Schools.

Rationale:

Implementation Implications:

Supporting Data: None.

School Committee (circle one)

Action	Information	Discussion	<u>Consent Calendar</u>
Central Administrator	Town Counsel	Sub-Committee: _____	

Will report back to School Committee (date): _____

Respectfully Submitted,

Anne Gulati

Assistant Superintendent for Finance & Operations

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____

Date: March 10, 2020

Item Title: **Disposal of Surplus: Hillside Furniture to Boston Public Schools**

Item Description: This request seeks approval to dispose of old desks, chairs, tables and storage cabinets from the Hillside School to the Boston Public Schools. Boston has elementary schools that can use this classroom furniture.

The estimated value of the furniture is less than \$1,000.

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. Transactions between governmental entities also are exempt from Ch30B. 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 authorize the disposal of excess classroom furniture to Boston Public Schools.

Rationale:

Implementation Implications:

Supporting Data: None.

School Committee (circle one)

Action	Information	Discussion	<u>Consent Calendar</u>
Central Administrator	Town Counsel	Sub-Committee: _____	


Will report back to School Committee (date): _____

Respectfully Submitted,

Anne Gulati

Assistant Superintendent for Finance & Operations



Date: March 6, 2020
To: School Committee
From: Daniel E. Gutekanst 
Re: Enrollment Waiver

I am requesting your approval for a waiver of existing School Committee Policy JECBC Admission of METCO Students (copy attached) for the 2020-21 school year. A waiver of the policy would allow a student who is not in kindergarten or grades one, six, or nine to attend the Needham Public Schools.

Thank you for your support.

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE

JECBC

Policy for:

ADMISSION OF METCO STUDENTS

2

Date Approved by
School Committee:

September 5, 1995

Signature of Chair:



Page 1 of 2

It is the policy of the School Committee to assure that correct and consistent practices are followed with regard to admission of students to the METCO program in Needham.

Admission and placement of METCO students will be conducted in accordance with the attached METCO Placement Procedure which describes the practices currently conducted by the Needham Public Schools in cooperation with the Metropolitan Council for Educational Opportunity, Inc. (METCO), and in accordance with the following specific rules:

1. Subject to the availability of funding and classroom capacity, a maximum of 143 students may be enrolled in the METCO program.
2. New METCO students should enter the program primarily in kindergarten . Qualified students in grades one, six and nine may also be admitted to the program, upon recommendation to the Superintendent by the METCO Coordinator.
3. Vacancies can be filled through the first term of the school year. Admissions will not take place after this grace period.
4. No METCO students shall be added to a class if it will impact the enrollment in such a way that an aide or a new class must be assigned. Therefore, at least one or two spaces must be left available for new students entering the grade prior to putting new METCO students into any classroom.

Exceptions to this policy may be made only with prior approval of the School Committee.

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE

JECBC

Policy for:

ADMISSION OF METCO STUDENTS

2

Date Approved by
School Committee:

September 5, 1995

Signature of Chair:

K. H. Clancy

Page 2 of 2

METCO PLACEMENT PROCEDURE

The following is a description of the METCO placement procedure:

1. Parents residing in Boston and surrounding areas fill out an application at the METCO office in Boston.
2. The family is placed on the METCO waiting list.
3. Coordinators notify the placement office at the end of the school year as to the number of vacancies in the program.
4. Parents on the waiting list are notified and must attend an orientation as well as submit an immunization and health record, cumulative school records and birth certificate.
5. Placement officers send coordinators applications and data on new parents.
6. Coordinators arrange intakes with new students and families. Students are tested by a psychologist affiliated with METCO to assess reading readiness skills, math, and writing skills and fine and gross motor coordination. Parents are individually interviewed to assess their understanding of and commitment to the METCO program philosophy.
7. This information is used to assist principals and staff in assessing the needs of the new students. It is not a procedure by which students are rejected. The state mandates that it is a violation of a student's rights to be denied a public education.

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____

Date: March 10, 2020

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

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

Salaries	(\$0.00)
Purchase of Service/Expense	\$0.00
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
PURCHASE OF SERVICE & EXPENSE							
0001.3560.005.23.2415.011.99.520.030.5512.300.05	Reading Instruction	Williams	Other Instructional Materials	Educational Supplies - Inst Materials	1013.00		1,013.00
0001.3560.005.24.2415.011.99.520.030.5512.300.05	Reading Instruction	Mitchell	Other Instructional Materials	Educational Supplies - Inst Materials	7530.00		7,530.00
0001.3560.005.21.2358.011.99.520.030.5780.300.06	Reading Instruction	Broadmeadow	Outside PD for Instructional Staff	All Other Expenses	290.00		290.00
0001.3560.005.22.2358.011.99.520.030.5780.300.06	Reading Instruction	Eliot	Outside PD for Instructional Staff	All Other Expenses	290.00		290.00
0001.3560.005.23.2358.011.99.520.030.5780.300.06	Reading Instruction	Williams	Outside PD for Instructional Staff	All Other Expenses	290.00		290.00
0001.3560.005.24.2358.011.99.520.030.5780.300.06	Reading Instruction	Mitchell	Outside PD for Instructional Staff	All Other Expenses	290.00		290.00
0001.3560.005.25.2358.011.99.520.030.5780.300.06	Reading Instruction	Newman	Outside PD for Instructional Staff	All Other Expenses	290.00		290.00
0001.3560.040.22.2455.011.99.520.030.5305.300.04	Reading Instruction	Eliot	Instructional Software and Licenses	P&T Software License Fees	1091.00		1,091.00
0001.3560.040.24.2455.011.99.520.030.5305.300.04	Reading Instruction	Mitchell	Instructional Software and Licenses	P&T Software License Fees	400.00		400.00
0001.3560.005.21.2358.011.99.520.030.5303.300.04	Reading Instruction	Broadmeadow	Outside PD for Instructional Staff	P&T Seminars and Training		15.00	(15.00)
0001.3560.005.22.2358.011.99.520.030.5303.300.04	Reading Instruction	Eliot	Outside PD for Instructional Staff	P&T Seminars and Training		25.00	(25.00)
0001.3560.005.24.2358.011.99.520.030.5303.300.04	Reading Instruction	Mitchell	Outside PD for Instructional Staff	P&T Seminars and Training		1527.00	(1,527.00)
0001.3560.005.25.2358.011.99.520.030.5303.300.04	Reading Instruction	Newman	Outside PD for Instructional Staff	P&T Seminars and Training		25.00	(25.00)
0001.3560.005.26.2358.011.99.520.030.5303.300.04	Reading Instruction	High Rock	Outside PD for Instructional Staff	P&T Seminars and Training		15.00	(15.00)
0001.3560.005.30.2358.011.99.520.030.5303.300.04	Reading Instruction	Pollard	Outside PD for Instructional Staff	P&T Seminars and Training		15.00	(15.00)
0001.3560.005.21.2410.011.99.520.030.5517.300.05	Reading Instruction	Broadmeadow	Textbooks	Educational Supplies - Textbooks		531.00	(531.00)
0001.3560.005.23.2410.011.99.520.030.5517.300.05	Reading Instruction	Williams	Textbooks	Educational Supplies - Textbooks		3358.00	(3,358.00)
0001.3560.005.25.2410.011.99.520.030.5517.300.05	Reading Instruction	Newman	Textbooks	Educational Supplies - Textbooks		194.00	(194.00)
0001.3560.005.26.2415.011.99.520.030.5512.300.05	Reading Instruction	High Rock	Other Instructional Materials	Educational Supplies - Inst Materials		1932.00	(1,932.00)
0001.3560.005.30.2430.011.99.520.030.5510.300.05	Reading Instruction	Pollard	General Supplies	Educational Supplies		863.00	(863.00)
0001.3560.005.21.2440.011.99.520.030.5380.300.04	Reading Instruction	Broadmeadow	Other Instructional Services	Other Purchased Services		500.00	(500.00)
0001.3560.005.22.2440.011.99.520.030.5380.300.04	Reading Instruction	Eliot	Other Instructional Services	Other Purchased Services		500.00	(500.00)
0001.3560.005.23.2440.011.99.520.030.5380.300.04	Reading Instruction	Williams	Other Instructional Services	Other Purchased Services		500.00	(500.00)
0001.3560.005.24.2440.011.99.520.030.5380.300.04	Reading Instruction	Mitchell	Other Instructional Services	Other Purchased Services		500.00	(500.00)
0001.3560.005.25.2440.011.99.520.030.5380.300.04	Reading Instruction	Newman	Other Instructional Services	Other Purchased Services		500.00	(500.00)
0001.3560.005.26.2440.011.99.520.030.5380.300.04	Reading Instruction	High Rock	Other Instructional Services	Other Purchased Services		300.00	(300.00)
0001.3560.005.30.2440.011.99.520.030.5380.300.04	Reading Instruction	Pollard	Other Instructional Services	Other Purchased Services		184.00	(184.00)
0001.3400.005.40.2410.035.99.520.030.5517.300.05	NHS	NHS	Textbooks	Educational Supplies - Textbooks		5000.00	(5,000.00)
0001.3400.005.40.2410.030.99.520.030.5517.300.05	NHS	NHS	Textbooks	Educational Supplies - Textbooks		3000.00	(3,000.00)
0001.3400.005.40.2410.020.99.520.030.5517.300.05	NHS	NHS	Textbooks	Educational Supplies - Textbooks		1000.00	(1,000.00)
0001.3400.040.40.3520.099.99.520.030.5780.300.06	NHS	NHS	Other Student Activities	All Other Expenses	9000.00		9,000.00
SUBTOTAL PURCHASE OF SERVICE & EXPENSE					20484.00	20484.00	0.00
GRAND TOTAL					20484.00	20484.00	0.00

NEEDHAM SCHOOL COMMITTEE

Agenda Item#: _____ Date: March 10, 2020 1 of 1

Item Title: Approve School Department Donations

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

	Value:
• Special Olympics MA, Marlborough MA, donation to support Middle School Unified Arts Basketball Program	\$500.00
• Melick Foundation, Needham MA, donation to support NHS History Day	\$271.00
• Peter and Jill Olive, Needham MA, donation to METCO program for the MLK Scholarship Fund	\$500.00
• Ms. Mira Spiegel of Bravo Boosters, Needham MA, donation to support Pollard 2020 Musical	\$10.00
• Ms. Kathleen Burns of Bravo Boosters, Needham MA, donation to support Pollard 2020 Musical	\$10.00
• Ms. Patricia Wong of Bravo Boosters, Needham MA, donation to support Pollard 2020 Musical	\$10.00
• Ms. Carla Dean of Bravo Boosters, Needham MA, donation to support Pollard 2020 Musical	\$10.00
• Ms. Allyson Kenney, Briarcliff Mano, NY & Ms. Carol Looney, St Helen Island, SC, joint donation to NPS in memory of Catherine Whethan	\$100.00
• Proceeds from a Bake Sale to support NHS People for Paws Club	\$58.73
• Proceeds from a Bake Sale to support NHS French Club	\$75.00
• Proceeds from a Bake Sale to support NHS Even a Rag Like This Club	\$56.00
• Proceeds from a Bake Sale to support NHS EKAL Club	\$45.00
• A general Donation was made in support of NHS People for Paws Club	\$15.00
• Proceeds from a Bake Sale to support NHS Unicef Club	\$72.10
• Proceeds from a Keychain Sale to support NHS Science Team	\$54.00
• Proceeds from a closed box donation at Concert for Cause to support NHS Student Council	\$367.38
• Proceeds from a basketball game held by Jewish and Asian Student Council Unions to support these respective clubs equally	\$275.00
• Proceeds from a Bake Sale to support Pollard School	\$325.00

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
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

Agenda Item: **Discussion**

Student Presentation: Courageous Conversations on Race

Background Information:

- Students from Needham High School are involved in a new course entitled Race Equity; they will discuss their work at the high school leading discussions around race, equity, and inclusion.
- The culmination of the course is the design of Courageous Conversations on Race lesson plans they will execute with freshman students.

Persons Available for Presentation:

Courageous Conversations on Race Coordinators:

Dr. Beth Pinals

Dr. Joanne Allen-Willoughby, METCO Director

Ms. Leslie Smart, Assistant Director of METCO

Mr. Keith Ford, Needham High School Assistant Principal

Needham High School Students: Olu Ajayi, Kai Dixon, Mia Eberstad,
Josh Fleckner, Lauren Lipscomb, Stephanie Ogbedor, Trixie Ogbedor



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: Dr. Dan Gutekanst, Superintendent of Needham Public Schools
From: Aaron Sicotte, Principal of Needham High School
Re: Courageous Conversations on Race
Date: 5 March 2020

In the wake of the district's Equity Audit and the walk out by many students of color, both in the winter of the 2017-18 school year, one area we explored at Needham High School revolved around the student leadership piece of reshaping the culture and climate at NHS. We spent time learning from and working with members of the Newton South community who had upperclass students leading difficult conversations on race with 9th grade students in biology classes. We piloted a similar program in the 2018-19 school year that provided extensive training to a group of upperclass students of mixed races, who then lead conversations on race with first year students in a couple biology classes and 9th Grade Seminars, as well as, with some sophomore students in their studies.

The students who took on leadership roles in the pilot largely came from a student-initiated group called Students Advocating For Equity – S.A.F.E. – who were dedicated to their own learning about race and to positively shaping the environment for all students at NHS.

The pilot was a tremendous success and empowered students to lead true change and have a deep impact, all with thoughtful and careful teaching and supports from a dedicated group of adults. It became clear through the pilot that the biology courses were the best setting, that we wanted every single first year student to take part, and that we wanted to expand the experience to a full course at NHS for the 2019-20 school year: Race Equity:

Race Equity (9897): This full year course open to juniors and seniors through a recommendation process will focus on learning about how race functions as a social construct and how racism operates on a systemic level both in society and here at Needham High. The course will include an exploration of both personal identity, and strategies for increasing knowledge and closeness between ethnic and racial groups. Students will learn about this history of racial inequity through lessons of history, literature, and politics; reflect on their identity and on their own experiences in the equity arena in the current cultural and school climate; practice courageous conversations; and explore personal experiences of racism and inequity. Through experiential activities and a study of selected readings, videos, and other media, students will learn why it is important to talk about race and how to do it. Course topics will include bias, privilege, discrimination, racism, and the cycle of oppression. As the culminating project for the course, students will use their knowledge to design Courageous Conversations on Race lesson plans that they will execute with freshman students. Students will be able to apply the knowledge and skills learned in this course to other areas of social inequity. This course will meet on Friday mornings before school for a full year.

We are excited to have some members of this course – who are also actively involved in S.A.F.E. as well – join the School Committee to talk about their experience in the course and their leadership throughout the community.



**Needham School Committee
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

Agenda Item: **Discussion**

Newman School Improvement Plan

Background Information:

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

Persons Available for Presentation:

Ms. Jessica Peterson, Newman School Principal
Members of the Newman School Council

Newman Elementary School

School Improvement Plan

2020-2023

Daniel Cooper, Parent (Yr.2)

Leah Schwartz, Parent(Yr.1)

Lauren Mednick, Parent (Yr.1)

Vanessa Iorlano, Teacher (Yr.1)

Kerri Vonnegut, Teacher (Yr.1)

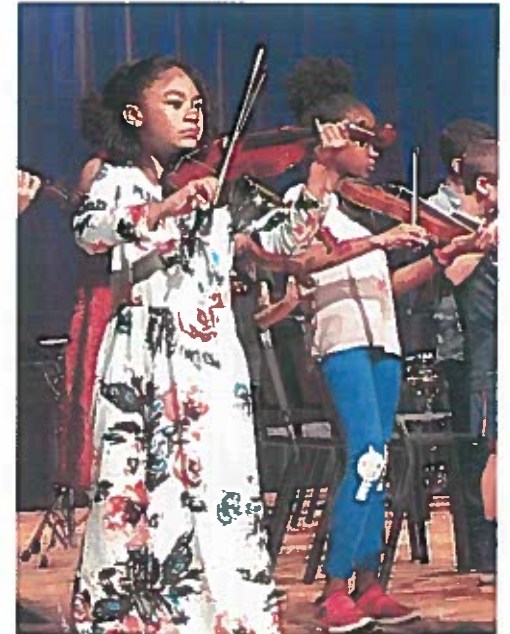
Andrea Vargas, Assistant Principal

Jessica Peterson, Principal



Newman Elementary School Mission

The Newman Elementary School is an inclusive neighborhood school located in Needham, Massachusetts. The building itself opened its doors in 1960 and has since served as a junior high school, state police barracks, and now as Needham's largest elementary school. The physical structure sits on 60 beautiful acres abutting protected wetlands. The grounds are complete with large play structures and newly renovated playing fields. The wetlands provide an amazing site for bringing our curriculum to life and the size of the building and its facilities attract many community programs including community theatre, high school theatre productions, and community youth sports. Newman Elementary School is the largest elementary school in the Needham Public School District. Serving over 700 students in grades Preschool-5, Newman offers an engaging and supportive learning environment for all children. We are an inclusive school, providing a variety of instructional settings that best suit the needs of students' individual learning styles. We are a diverse community serving families from a multitude of cultures and backgrounds. In addition, Newman houses two of the district's special education programs including the Early Childhood Center, an integrated preschool program and Elementary Learning Center, a specialized program for students with complicated learning profiles. Our school follows our Core Values, CARES, in which we provide opportunities for students to continuously grow, as they become increasingly Cooperative, Active, Respectful, Engaged, and Successful community members. Finally, just as we encourage our students to be active learners, we ourselves are a Professional Learning Community, using student work and data to provide targeted and meaningful instruction so that all students can reach their fullest potential. We are proud of the supportive parents, dedicated teachers, and enthusiastic students who make up Newman School.



PORTRAIT OF A NEEDHAM GRADUATE

SHARED VISION OF THE FUTURE FOR OUR PRE-K TO 12 STUDENTS



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;
- Communicators and Collaborators;
- Socially and Culturally Responsive Contributors;
- Responsible and Resilient Individuals;
- Empowered Learners

CORE VALUES:

- Scholarship
- Community
- Citizenship
- Personal Growth

NEEDHAM STRATEGIC PRIORITIES (SP):

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.*

School Goals	SP	Action Steps/ Strategies Employed	Impact on Students	Progress
<p>Through data meetings and analyzing student work, teachers & administrators will monitor the achievement gap for specific subgroups of students and develop intervention plans to eliminate this gap for:</p> <ul style="list-style-type: none"> Economically disadvantaged students English learners (ELs) Students of color Students with disabilities 	<p>1C 3A 3B 4A 4C</p>	<ul style="list-style-type: none"> Engage in teacher professional development on achievement gap trends, the impact of poverty on student achievement, and culturally responsive teaching Increase access for all students to receive additional instructional support (within and outside the school day) Participate in weekly grade level collaboration meetings including special education and instructional coaches Participate in quarterly data meetings to analyze Benchmark Assessment (literacy) progress and AMath/STAR Math progress Develop and implement K-5 student learning goals to address achievement gap issues 	<p>Students identified in subgroups will receive targeted intervention that results in increased student achievement</p> <ul style="list-style-type: none"> Responsible and Resilient Individuals Empowered Learners 	
<p>Students will receive targeted instruction to support math and literacy growth & achievement</p>	<p>1C 2B 3A 3B 4A</p>	<ul style="list-style-type: none"> Engage in professional development to strengthen tier 1 math instruction Engage in student-centered coaching cycles to develop strategic learning goals for students Expand current co-teach practices to K-5 Establish a tiered system of support for students to receive interventions in literacy, math and SEL 	<p>All students will receive consistent, targeted intervention that results in increased student achievement</p> <ul style="list-style-type: none"> Responsible and Resilient Individuals Empowered Learners 	

School Goals	SP	Strategies Employed/ Action Steps	Impact on Students	Progress
<p>Teachers will foster the emotional development and social and emotional skills, attitudes, and behaviors of students so they can be successful across a variety of settings*</p> <p>*© CASEL 2018</p>	<p>1A 1B 1C 2B</p>	<ul style="list-style-type: none"> Implement additional organizational strategies that continue to promote SEL as a schoolwide priority, creating a climate and culture conducive to learning* Expand current meeting/collaboration/PD structures to include opportunities for all teachers (specialists, special educators, etc.) to support students in their SEL development Develop a tiered system of behavioral supports Evaluate effectiveness of current practices to support students with emotional and sensory regulation (use of sensory motor breaks, energizers, quiet/snack time, etc.) Promote student self-reflection on which strategies support their behavioral, emotional, and sensory needs to increase self-awareness and independence Support wellness of all school staff by promoting a culture of self-care, mindfulness, and gratitude 	<p>Students' social and emotional needs will be met by all teachers in the Newman School, allowing students to be successful across all areas of the school</p> <ul style="list-style-type: none"> Socially and Culturally Responsive Contributors; Responsible and Resilient Individuals 	
<p>Students will acknowledge and appreciate the diversity of their world, town, school and classroom and will learn how to foster positive relationships with others from different races, religions, and cultures</p>	<p>1A 1B 2B 3C</p>	<ul style="list-style-type: none"> Engage in job embedded professional development on Culturally Responsive Teaching Explore and implement anti-bias/anti-racist curriculum and teaching approaches for elementary aged students Expand repertoire of curriculum enrichment programs to intentionally include authors, performers, & artists from diverse cultures Develop and implement an annual anti-bias/anti-hate program for students 	<p>Students will understand race, bias, racism, and social justice. In addition, students will learn how to identify racism/bias and proactively work to combat its impact on society</p> <ul style="list-style-type: none"> Socially and Culturally Responsive Contributors; Responsible and Resilient Individuals Empowered Learners 	

School Goals	SP	Strategies Employed/ Action Steps	Impact on Students	Progress
Provide necessary support (guidance, special education, ELL, intervention, and wrap around support) to all students	1B 2B 3C	<ul style="list-style-type: none"> Expand Newman Mentor Program focused on matching adults to students in the Newman Community (over 50 partnerships) Examine and revise current school practices to ensure access to all students regardless of race, income, language proficiency, or town of residence. (Ex. reading intervention, summer academic support, and enrichment opportunities) 	<p>Students will be able to identify at least one Newman adult who is a support to them</p> <p>Students and families will have access to all school/district programs despite economic, special education or English language status</p> <ul style="list-style-type: none"> Socially and Culturally Responsive Contributors Responsible and Resilient Individuals Empowered Learners 	
Foster increased collaboration with families	3C	<ul style="list-style-type: none"> Examine and expand current family engagement practices Develop and implement a comprehensive school communication vision Explore options for supporting enrichment within and outside of the school day that is accessible to all students & families 	<p>School and family will work together to support the needs of students in a collaborative manner</p> <ul style="list-style-type: none"> Creative Thinkers and Problem Solvers Communicators and Collaborators Socially and Culturally Responsive Contributors Responsible and Resilient Individuals Empowered Learners 	

Glossary of Terms

Achievement Gap

The observed, persistent disparity in measures of educational performance among subgroups of U.S. students, especially groups defined by socioeconomic status (SES), race/ethnicity and gender.

CARE Team Meeting

A weekly meeting designed to discuss students who may be displaying challenging or concerning behavior. Teachers receive support and suggestions of interventions to put in place to address the concern.

CASEL

Collaborative for Academic, Social, and Emotional Learning. Their mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

Co-Teaching

Co-teaching involves two or more certified professionals (either a special educator and classroom teacher or an instructional coach and teacher) who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook 2016)

Community Meetings

Monthly school assemblies that follow a Responsive Classroom meeting format, which invite the school community to greet one another, share their accomplishments, participate in an activity and hear about class/school news and announcements.

Culturally Responsive Teaching

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

Economically Disadvantaged (ED)

A term used by government institutions in allocating free school meals to "a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines)" or business grants.

Emotional Regulation

Controlling one's behavior, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional self-regulation refers to the ability to manage disruptive emotions and impulses

English Learner (EL)

English learners, or ELs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

High Needs

DESE defines "high needs" as an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher.

academic courses.

Sensory Motor Breaks

A sensory break or "brain break" is a fancy word for just taking a regular old break from seated learning activities or sedentary activities. It is a time for students to gain the sensory input they need in their bodies to stay alert, on task, and focused.

Multi-Tiered System of Support (MTSS)

A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.

Professional Development (PD)

Education for teachers and other school staff regarding school and district based initiatives. Currently, PD time is provided during staff meetings, early release days, staff meetings and during the school day as needed.

Professional Learning Community (PLC)

Grade level teams that collaborate to develop strategic goals aimed towards increasing student achievement.

SEL

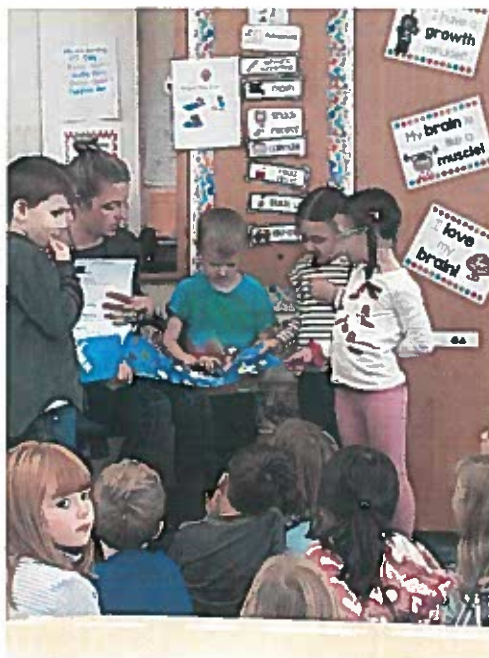
Social and Emotional Learning

Student Centered Coaching Cycle

A teacher in partnership with an instructional coach (literacy, math, technology), engages in a cycle that enhances the opportunity for teachers to coplan, rehearse, co-teach, and then debrief with their coaches so that they can target specific student learning goals.

Student Support Team (SST)

A group of Newman classroom teachers, special educators, guidance counselors, instructional coaches, and administrators that meets weekly to discuss individual and small groups of students and provide strategies and/or targeted interventions that can be implemented to support student growth. Data is collected based on student progress to determine if interventions have been successful.





**Needham School Committee
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

Agenda Item: **Discussion**

Student Opportunity Act

Background Information:

- The Student Opportunity Act implements the recommendations of the 2015 Foundation Budget Review Commission and includes other provisions to benefit public schools.
- Districts, like Needham, expected to receive less than \$1.5 million in incremental Chapter 70 funding, must fill out a short form template to indicate a plan for general use of funds.
- The School Committee must discuss the proposed plan, vote on it, and submit the plan by April 1st to the Commissioner's office for his review and approval.

Persons Available for Presentation:

Dr. Daniel E. Gutekanst, Superintendent of Schools

BLANK SHORT FORM TEMPLATE

This template is for planning purposes only. Districts will receive a link to a web form in March to input this information online.

Needham Public Schools

Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Our district is committed to continuously improve how we provide an enriching, accessible, and equitable education for each child in the Needham Public Schools, including those students who have historically not achieved at levels commensurate with many of their peers. We monitor subgroup achievement gaps in Math and English Language Arts and subgroup vulnerabilities on SEL measures, particularly for students of color, students from low-income backgrounds, EL students, and students with disabilities. Needham Public Schools is working on building capacity to deliver a continuum of programs and services to support student needs, such as: the middle school Launching Scholars program (based on the Calculus Project) to reduce the achievement gap in math; the high school Castle Scholars program to increase representation of under-represented groups in Honors, Accelerated and Advanced Placement courses and improve students' sense of belonging; specialized programs for students with autism and emotional disabilities; and adjustments to caseload based on DESE Guidance for special education liaisons, related service providers, ELL teachers, and counselors.

For the purposes of this Student Opportunity Plan, our district is responding to the Commissioner's Priority Programs which align with priorities in the district's five-year strategic plan. The first evidence-based program is the district's launch of a full-day kindergarten program which recognizes the sustained and long-term gains in achievement and social-emotional development for *all* students. The second is the implementation of a recruitment and retention process for diversifying the staff. Needham has less than 8% staff of color and close to 23% students of color. The research demonstrates the positive academic impacts of increasing the number of staff of color to better reflect the student population.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

1. Expanded access to full-day, high-quality kindergarten.

The district moved from half-day to compulsory full-day kindergarten in FY20 and this evidenced-based program will continue to support all of Needham Public Schools families in FY21 and going forward. Our district followed the Boston Public Schools "Focus on K2" model with an integrated curriculum that promotes developmentally appropriate practice, creativity, collaboration, communication, critical thinking, self-regulation, and child-directed learning. The Needham community recognized that DESE standards were written with the implicit need for full-day kindergarten and that implementation was a matter of equity, inclusion, and access. The increase in Chapter 70 revenues resulting from the launch of full-day kindergarten (which will be received in FY21, the year after implementation) will be used to continue the support for additional staff members hired in FY20 and to purchase new early literacy curriculum materials, as shown in the budget table below. This FY21 budget represents a portion of the costs incurred by the District in FY20 to implement full-day kindergarten which totaled over \$2 million including all benefits, supplies and materials.

FY21 Budget Item	Amount	Foundation Category
Teachers, Specialist Teachers, Literacy Coaches (11.91 FTE)	\$778,091	Classroom and Specialist Teachers
Teaching Assistants (18 FTE)	\$480,823	Other Teaching Services
Literacy Materials for full-day kindergarten	\$31,146	Instructional Materials, Equipment, Technology
Evidence-based program identified by DESE		Expanded access to full-day, high-quality kindergarten
SOA program categories		D (hiring school personnel); F (curriculum materials & equipment); G (expanded early education)

2. Diversifying the educator/administrator workforce through recruitment and retention.

This is a district-wide initiative. The Human Resources team is working with hiring managers to increase the recruitment and retention of teachers and staff of color, as well as the support we offer them. In FY20, participation in an Anti-Bias training program is a requirement for hiring managers. We joined Massachusetts Partnership for Diversity in Education, developed and shared with hiring managers a database of diverse candidates, and established a MALANA working group supporting Multiracial, African American, Latino-Hispanic, Asian-American, and Native American staff. These strategies will be continued for the next three years along with a formal mentoring program and additional methods of creating inclusive school environments as they are identified with support from the MALANA Leadership team.

FY21 Budget Item	Amount	Foundation Category
Mentor Stipends for new hires of color	\$9,040	Professional Development
MALANA group facilitators (Multiracial, African American, Latino-Hispanic, Asian-American, and Native American staff)	\$1,200	Professional Development
Professional learning and recruitment opportunities for staff of color	\$5,000	Professional Development
Evidence-based program identified by DESE		Diversifying the educator/administrator workforce
SOA program categories		D (hiring school personnel); E (PD); H (diversifying the educator and administrator workforce)

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. *(Please note that targets will be added to this section once SY 2020 data is released this fall.)*

1) DESE outcome metrics:

- ✓ ELA Student Growth Percentile
- ✓ Mathematics Student Growth Percentile

2) Custom district metrics:

- ✓ Fountas & Pinnell Benchmark Assessments
- ✓ Children's Hospital Universal Screener
- ✓ STAR Math Assessments
- ✓ MetroWest Adolescent Health Risk Survey
- ✓ District Survey of parents, students, and staff

→ **Commitment 4: Engaging All Families**

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

There are regularly scheduled meetings, in most cases held monthly, with families representing different stakeholder groups including the Special Education Parent Advisory Council, the newly-formed English Learner Parent Advisory Council, METCO parents (with meetings held in Boston), PTC President meetings with the Superintendent, as well as PTC meetings and School Council meetings with principals at each school. The ongoing conversations at these meetings provide an opportunity to engage representatives from the student subgroups most in need of support. To complement these conversations, the district established a 30-member REAL Coalition (Race, Equity, Access, Leadership) with students, parents, educators, and community members who focus on equity in our classrooms. The REAL Coalition also partners with community-based organizations (e.g., Needham Human Rights Committee and Needham Housing Authority) to move forward toward our equity goals. All these groups benefit from the data collected biennially through the District Survey where the Parent response rate historically has been between 34% to 55%. The issues emerging from the District Survey are researched more deeply, as needed, through focus groups with the affected families.

Certifications:

☐ **By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act**

Please summarize your stakeholder engagement process, including specific groups that were engaged:

During a yearlong planning process (2018-2019), Needham Public Schools engaged a broad-based group of 53 people to prepare the district's five-year Strategic Plan. Using multi-pronged approaches, these representative students, educators, parents, business and civic leaders from our community communicated with large numbers of stakeholders by presenting information and soliciting feedback so that everyone's voice could be heard. In the 2019-2020 school year, key staff continued to engage families of students of color, students from low-income backgrounds, EL students, and students with disabilities. During February and March 2020, meetings were held with SEPAC, ELPAC, METCO parents, PTC presidents, and School Councils. We asked for suggestions on ways the district can enhance the support we provide for all our children, what existing programs best support children's needs, and ways the district can partner with families to address unmet needs. We will respond to these suggestions with updates to the School Improvement Plans and Year 2 Actions (FY21) within the District's Strategic Plan.

☐ **By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.**

- **Date of vote:** March 24, 2020
- **Outcome of vote:**



**Needham School Committee
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

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
Jeremiah Burke High School
60 Washington Street
Dorchester, MA**

March 10, 2020

Agenda Item:

Information Items

- Independent Accountants' Report for the Year Ending June 30, 2019
- Disposal of Surplus Items

TOWN OF NEEDHAM, MASSACHUSETTS

**Independent Accountants' Report On Applying
Agreed-Upon Procedures Over Compliance
Applicable To Massachusetts School Districts'
End-Of-Year Financial Report**

For the Year Ended June 30, 2019

Additional Offices:

Nashua, NH
Manchester, NH
Greenfield, MA
Ellsworth, ME

**INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING
AGREED-UPON PROCEDURES OVER COMPLIANCE APPLICABLE
TO MASSACHUSETTS SCHOOL DISTRICTS'
END-OF-YEAR FINANCIAL REPORT**

To the Needham Select Board and School Committee
Needham, Massachusetts

We have performed the procedures enumerated below, which were agreed to by the management of the Town of Needham, Massachusetts, solely to assist the Town and the Massachusetts Department of Elementary and Secondary Education (DESE) evaluate the Town's assertion that it has complied with the DESE requirements applicable to the preparation and filing of a Massachusetts School Districts' End-of-Year Financial Report. The Town's management is responsible for the End-of-Year Financial Report. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below for the purpose for which this report has been requested or for any other purpose.

We performed the procedures specified in the Massachusetts Department of Elementary and Secondary Education's Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements to the End-of-Year Financial Report prepared by the Town of Needham, Massachusetts for the fiscal year ended June 30, 2019. We found no instances of noncompliance in applying these agreed-upon procedures.

We were not engaged to, and did not, conduct an examination, the objective of which would be the expression of an opinion on the End-of-Year Financial Report. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Town and the DESE and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

A handwritten signature in black ink that reads "Melanson Heath". The script is cursive and fluid, with the first letters of each name being capitalized and prominent.

Melanson Heath
February 29, 2020

SUPPLEMENTARY INFORMATION

In accordance with Step 12b in the Department of Elementary and Secondary Education's Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagement, the Town of Needham, Massachusetts charged indirect costs to the following grant:

<u>DESE Project Number and Grant Name</u>	<u>Indirect Cost % Charged to Grant</u>
317-207530-2019-0199 Racial Imbalance (METCO)	1.3%

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____

Date: March 10, 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