



Needham School Committee

March 2, 2021

6:30 p.m.

Broadcast on the Needham Channel municipal and HD channels, live stream at: <https://needhamchannel.org>

Meeting accessible for Public Comments on Zoom:

<https://us02web.zoom.us/j/84428626482?pwd=M0VRN2w3ams5SEZoblF4OTBF4RVpOZz09>

Webinar ID: 844 2862 6482 Passcode: 946950 Or iPhone one-tap : US: +13017158592

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



Needham School Committee

Tuesday, March 2, 2021 6:30 p.m.

Next School Committee Meeting: Tuesday, March 16, 2021

Broadcast on the Needham Channel municipal and HD channels, live stream at: <https://needhamchannel.org>

Meeting accessible for **Public Comments** via Zoom Webinar:

<https://us02web.zoom.us/j/84428626482?pwd=M0VRN2w3ams5SEZoblF4OTBFbFRVpOZz09>

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6:30 p.m. Public Comments

6:40 p.m. School Committee Chair and Subcommittee Updates

6:45 p.m. Superintendent's Comments

6:50 p.m. Consent Items

1. Approve Minutes of the Meeting of December 15, 2020
2. Approve FY21 Budget Transfers

Discussion Items

6:50 p.m. Needham High School Student Advisory to the School Committee Report

7:20 p.m. Newman School Improvement Plan

8:00 p.m. Update on Student Learning

8:40 p.m. School Committee Comments

Information Items

- Needham Public Schools Environmental Project
- Accountants' Report on Student Activity Funds Procedures: June 30, 2020



Needham School Committee

March 2, 2021

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

March 2, 2021

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

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:

Andrea Longo Carter, Chair

Connie Barr, Vice-Chair

Heidi Black

Michael Greis

Susan Neckes

Aaron Pressman

Matthew Spengler

Aidan Michelow, Student Representative member of School Committee



Needham School Committee

March 2, 2021

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

March 2, 2021

Agenda Item: **Consent Agenda**

1. Approve Minutes of the Meeting of December 15, 2020
2. Approve FY21 Budget Transfers

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 15, 2020

Andrea Longo Carter, Chairman of the Needham School Committee called the meeting to order at 6:30 p.m.

Members of the School Committee present were:

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

Aidan Michelow (non-voting student member)

Members of the Central Administration present were:

Dan Gutekanst	Mary Lammi
Terry Duggan	Alexandra McNeil
Anne Gulati	

Also present were:

Julie Muse-Fisher, Executive Director of Special Education
Tom Denton, Director of Guidance, PreK -12
Timothy McDonald, Town of Needham Director of Public Health
Alan Stern, M.D., School Physician

Public Comments

Public Comments

Chairman Longo Carter offered the opportunity for members of the public who are watching the meeting via Zoom 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

Chairman Longo Carter read a statement to the community reflecting the events of the last nine months.

Subcommittee Updates

Superintendent's Comments

Superintendent's
Comments

Superintendent Gutekanst stated that he sent an email to families regarding travel and weather. He stated that he is encouraging staff and students to minimize, to the degree it is possible, travel during the upcoming holiday season. He stated that if families travel there are certain protocols in place that families must follow if they travel out of state. Superintendent Gutekanst stated that families must follow the protocols if they are planning to return to school on January 4, 2021. Superintendent Gutekanst encouraged families to look his email regarding travel and to pay attention to the protocols in place to protect the entire school community.

Superintendent Gutekanst stated there is a weather event bearing down on the east coast. He added that he will consult with the DPW and NOAA to get a better sense of what will happen in Needham. He stated that if it is not safe to have in-person learning there would be a day of learning through the Remote Learning program for all students and staff.

Consent Items

Consent Items

1. FY21 Budget Transfers
2. Accept Donations

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

DISCUSSION ITEM

FY22 Budget Discussion: Student Support Services

FY22 Budget Discussion: Student Support Services

Chairman Longo Carter introduced this item. She stated that the School Committee will spend the next several weeks exploring and learning more about different aspects of the Superintendent's FY22 School Operating Budget Request. She added that there will be a Public Hearing on the budget as well as a vote in January.

Dr. Gutekanst stated that the proposed FY22 School Operating Budget is available online at www.needham.k12.ma.us. He stated that Mary Lammi, Assistant Superintendent for Student Support Services, and Julie Muse-Fisher, Executive Director of Special Education will present an overview on Student Support Services FY22 Budget Request.

Mary Lammi stated that she and Julie Muse-Fisher want to acknowledge and recognize the amazing leaders and educators, support staff, and the families for showing up every day these last ten months in service for our children and our young adults in the Needham Public Schools. Ms. Lammi expressed an appreciation and gratitude for newly formed partnerships and the collaboration of all who have come together in support of students.

Ms. Lammi's presentation included an overview of the district's efforts to build an understanding of the critical role student support services play in providing equitable access to high-quality inclusive educational experiences. She stated that all students are general education students first. She stated that all students regardless of their ability, language, income status, or cultural background deserve access to high-quality instruction, core curricula evidence-based intervention, and strategies geared towards engaging all students within the general education program, pre-K through grade 12. Ms. Lammi stated that the District Curriculum Accommodation Plan (DCAP) ensures all efforts have been made to meet student's needs in general education through supports that address learner variability. Ms. Lammi spoke about the multi-tiered system of support. She stated that it is a framework endorsed by the "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 stated that Student Support Services plays an important role in ensuring equity, access, and inclusion of all students by providing comprehensive programs and services.

Julie Muse-Fisher presented an overview on special education specific to enrollment, programs, and needs. Ms. Muse-Fisher presented data points on the rate of special education in the Needham Public Schools. She shared data on special education enrollment, and special education by type, i.e., full inclusion, partial inclusion, substantially separate, and out-of-district. Ms. Muse-Fisher shared student data of primary disability categories.

Ms. Muse-Fisher stated that the FY22 budget request focuses on building capacity and ensuring equity for all students in an inclusive learning environment. She described the FY22 budget drivers. Ms. Muse-Fisher described non-COVID-related staffing requests as well as COVID-related staffing requests. The entire Student Support Services FY22 Budget Request is available online at www.needham.k12.ma.us. Discussion followed.

Update on Student
Learning:

Update on Student Learning: Health & Safety and Exploratory Team

Dr. Gutekanst led the discussion on this item. He stated that Tom Denton, Director of Guidance, PreK -12, Timothy McDonald, Town of Needham Director of Public Health, and Alan Stern, M.D., School Physician will join the discussion on health, safety, and wellness in the Needham Public Schools.

Dr. Gutekanst stated that Joint Committee on Health and Safety has met about seventeen times since the beginning of the school year. He stated that this committee meets weekly to discuss the health and safety of students and staff. He stated that the Health and Safety Committee would advise him on the health metrics that determine if the school is to be closed or if the school is to be reopened.

Tim McDonald shared an update on the rise of COVID-19 cases in Massachusetts referring to data from the Mayor of Boston and Governor. He stated that numbers in Needham have gone up and Needham is at its highest point to date during the epidemic at just under 24 average daily cases per 100,000. He added that Needham's positive testing rate is 2.15%. He stated that Needham's transmissions are from households and small gatherings and that there has not been a cluster of cases in the schools. He attributes this to the safety measures and protocols that are in place. Mr. McDonald noted that in Needham there continues to be socialization outside of the household bubble and these actions present a challenge to school-age children. He stated that there have been several students in the Needham Public Schools that have COVID-19 but and have gotten COVID-19 from engaging in riskier activities outside of school. Mr. McDonald stated that the safest place for students right now in terms of not catching COVID is to be in school. Mr. McDonald referred to the risk criteria established by the Governor and noted that Needham has more than 10 daily cases of less than 5% of the positive testing rate. Mr. McDonald shared risk data from comparable communities as well as data on age breakdown of persons between 19 to 34 years old. He also shared data on Needham's COVID clusters and corresponding cases.

Dr. Alan Stern spoke about the importance of wearing masks and the risk involved when masks are not worn. Tom Denton shared a PowerPoint presentation on student social-emotional wellbeing during COVID-19. Discussion followed.

Update on Student Learning: Exploratory Team

Update on Student
Learning:
Exploratory Team

Dr. Gutekanst led the discussion on this item. He stated that the Needham Public Schools Exploratory Team is a working group of elementary school community stakeholders which includes teachers, School Committee members, principals, administrators, and parents. He stated that with health and safety as a priority, the Team was tasked with the following: 1) reviewing the November district survey results; 2) sharing the perspectives and experiences of all stakeholders; and 3) generating insights, questions, and ideas about potential improvements to the experience.

Dr. Gutekanst described plans for possible improvements to the Needham Public Schools K-5 hybrid learning model necessitated by the pandemic. Dr. Gutekanst stated that the Exploratory Team met on December 8 and 14. He summarized insights and findings generated by the Team. He described next steps. Discussion followed.

School Committee Comments

School Committee
Comments

Connie Barr stated that the Needham Science Center is looking for donations in the form of matchbox cars. Dr. Barr stated that the Science Center is putting together science kits for elementary

students. Dr. Barr stated that families could contact her at connie_barr@needham.k12.ma.us and she will come by and pick them up and bring them to the Needham Science Center.

Michael Greis took a moment to acknowledge members of the Needham Finance Committee and express his appreciation for the traditional budget workshop with Finance Committee Liaisons. He added that members were respective, thoughtful, and understanding.

Matthew Spengler took a moment to acknowledge and congratulate Joshua Yankell, Needham High School Media, and Digital Learning teacher. Mr. Spengler stated that Joshua Yankell has completed a fellowship that involved work with teachers from many communities to bring ideas to the high school about blending technology with instruction.

Mr. Spengler expressed his appreciation to the many families who are doing everything they can to balance letting their kids be kids but also trying to reduce risk and trying to be safe. He added that although they are primarily protecting their families and love ones, they are protecting the rest of us as well. He stated that this is a gift that we all deserve this season.

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/packages2020-2021

At approximately 8:30 p.m., a motion was made to adjourn the School Committee meeting of December 15, 2020.

Adjournment

A motion
was made:

The motion was moved by Michael Greis and seconded by Connie Barr.

The motion carried; the vote was 7-0-0.

Respectfully submitted by Cheryl Gosmon, Note Taker

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____

Date: March 4, 2021

Item Title: **FY 2020/21 Budget Transfers**

Item Description: Transfer of FY21 budget allocations between line items in the following amounts:

Salaries	\$2,758.26
Purchase of Service/Expense	(\$2,758.26)
Capital	<u>\$0</u>
Net Change:	\$0

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 FY21 Operating Budget.

School Committee (circle one)

Action	Information	Discussion	<u>Consent Calendar</u>
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Central Administrator	Town Counsel	Sub-Committee: _____
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Will report back to School Committee (date): _____

Respectfully Submitted,

Anne Gulati

Anne Gulati
Assistant Superintendent for Finance & Operations

G/L ACCOUNT #	DEPARTMENT	DEBIT	CREDIT	NET
<u>SALARIES</u>				
0001.3122.005.10.2305.099.99.520.010.5110.300.01	SALARY RESERVE SALARIES PERMANENT	358.58	-	358.58
0001.3122.005.10.2305.099.99.520.010.5110.300.01	SALARY RESERVE SALARIES PERMANENT	2,399.68		2,399.68
N/A	N/A	-	-	-
	SUBTOTAL SALARIES	2,758.26	-	2,758.26
<u>PURCHASE OF SERVICE & EXPENSE</u>				
0001.3631.005.21.2430.045.99.520.030.5590.300.05	MEDIA - BRM - ED SUPP - OTHR SUP - SCH COVID	-	299.96	(299.96)
0001.3631.005.22.2430.045.99.520.030.5590.300.05	MEDIA - ELI - ED SUPP - OTHR SUP - SCH COVID	-	299.96	(299.96)
0001.3631.005.23.2430.045.99.520.030.5590.300.05	MEDIA - WIL - ED SUPP - OTHR SUP - SCH COVID	-	299.96	(299.96)
0001.3631.005.24.2430.045.99.520.030.5590.300.05	MEDIA - MIT - ED SUPP - OTHR SUP - SCH COVID	-	299.96	(299.96)
0001.3631.005.25.2430.045.99.520.030.5590.300.05	MEDIA - NEW - ED SUPP - OTHR SUP - SCH COVID	-	299.96	(299.96)
0001.3631.005.26.2430.045.99.520.030.5590.300.05	MEDIA - HR - ED SUPP - OTHR SUP - SCH COVID	-	299.96	(299.96)
0001.3631.005.30.2430.045.99.520.030.5590.300.05	MEDIA - POL - ED SUPP - OTHR SUP - SCH COVID	-	299.96	(299.96)
0001.3631.005.40.2430.045.99.520.030.5590.300.05	MEDIA - NHS - ED SUPP - OTHR SUP - SCH COVID	-	299.96	(299.96)
0001.3531.010.99.9300.099.99.520.030.5320.300.99	SPEC ED OUT-OF-DIST TUITION		346,701.33	(346,701.33)
0001.3010.040.99.1435.099.99.520.030.5300.300.04	SCHOOL COMMITTEE PROF & TECH	346,701.33		346,701.33
0001.3630.005.26.2430.040.99.520.030.5590.300.05	ED TECH - HR - ED SUPP - OTHR SUP - SCH COVID	-	312.00	(312.00)
0001.3630.005.21.2430.040.99.520.030.5510.300.05	ED TECH EDUCATIONAL SUPPLIES	-	46.58	(46.58)
N/A	N/A	-	-	-
	SUBTOTAL PURCHASE OF SERVICE & EXPENSE	346,701.33	349,459.59	(2,758.26)
<u>CAPTIAL</u>				
N/A	N/A	-	-	-
	SUBTOTAL CAPITAL	-	-	-
	GRAND TOTAL	349,459.59	349,459.59	0.00



Needham School Committee

March 2, 2021

Agenda Item: **Discussion**

Needham High School Student Advisory to the School Committee (SASC) Report

Background Information:

- This is the third of several reports the SASC will provide the School Committee this year.
- The SASC meets regularly with the principal to discuss school issues, concerns, and ideas with the high school administration.
- The students are excited and prepared to discuss these issues with the School Committee and welcome your questions and comments.

Person(s) Available for Presentation:

Lea Gruen
Hannah Keselman
Dilin Meloni
Aidan Michelow
Danielle Sockol
Evan Tsingos

MEMORANDUM

To: Needham School Committee

From: Student Advisory to the School Committee

Date: March 02, 2021

The Needham High School Student Council would like to thank the School Committee once again for the opportunity to present the current events of Needham High School.

Class Updates:

9th grade: The 9th grade class is working on finalizing the designs and ordering class specific apparel. We have decided on getting sweatshirts, water bottles, and either t-shirts or hats. To raise class spirit and create community building, we are thinking of possibly holding a grade wide contest to come up with a logo or design to put on the water bottles. We are also continuing to brainstorm fun and safe fundraising ideas for this spring.

10th grade: The sophomore class is working on selling apparel as a way to raise both money and class spirit. We are collaborating with a local business that has already worked with several Needham High sports teams, and we are planning on selling joggers. We are trying to finalize the design and are preparing to take orders soon. Also, we are still planning the drive-in movie night for later this spring and potentially a charitable fundraiser.

11th grade: The junior class is working on launching the pre-order for our driver starter packs, as well as planning for our outdoor movie for the spring. We also have chosen a date in September for a potential harbor cruise, as well as picking a date and venue for senior prom. It will be in early June at the Fairmont Copley Hotel.

12th grade: The senior class is currently continuing to brainstorm ways to bring the class together in our final months as high schoolers. We are discussing outdoor prom venues, including a few outdoor locations in the area, such as Lookout Farm, Elm Bank, or possibly, here, at the High School. However, all of this depends on the prevalence of cases in the spring, and the regulations around large gatherings. We are also looking into other events and activities, such as a possible rescheduled Senior Field Day.

At-Large Updates:

Teacher Appreciation Projects: The Executive Board of the Student Council along with the High School Leadership Team has been planning teacher appreciation events and activities for the rest of the school year. On the Friday before February Vacation we handed out bags of chocolates to all of the faculty and staff, with a small appreciation note inside. We are also working with Ms. Alessi, one of the Assistant Principals, on collecting gift cards and discount certificates from local businesses to hand out to teachers. We've already had some responses from Abbot's and Truly Yogurt. Finally, Student Council is beginning to plan a teacher appreciation letter writing project. We will be emailing out information to all students in March, however, our plan is to have at least one appreciation letter to give to each NHS faculty member by teacher appreciation week in May. This will also be accompanied by a teacher appreciation breakfast or possible sundae bar!

Own Your Peace and STUCO Join the Conversation: As I shared in one of our previous meetings, Student Council and Own Your Peace held a combined Join the Conversation event on February 03 via Zoom. This event was open primarily to juniors and seniors, as we weren't exactly sure how many students would attend. We ended up getting around 35 attendants, and additionally a few Needham High School staff members, including Tom

Denton. Although the group was smaller than expected, we definitely had some great discussions, acknowledging common feelings of disconnectedness and loneliness, while also sharing ways to channel and reflect on these emotions in more productive ways. OYP and STUCO will be using this student feedback from the event to plan other activities that cater to students' more specific needs in the future. We'll also be meeting with some of the High School administrators on March 09 to continue our work on improving student emotional wellness.

Ombudsperson Feedback: A few teachers approached the Executive Board a couple months ago asking for our support for an ombudsperson position at the High School. Aidan and I gave a brief presentation to the whole Student Council about what an ombudsperson does, and how they can be useful. After two lengthy decisions about the position, the group decided not to back the proposal. We thought that between personal and academic guidance counselors, there wasn't really a need. However, we also had a discussion around the continued stigma around mental health at the High School, and how students may not want to mix academics with their own mental health. The Executive Board recommended that should the teachers want to continue with this project, they reach out to social justice and diversity clubs like the Black Student Union, Jewish Student Union, Gender Equality Club, CCOR, Asian Student Union, Gay/Straight Alliance, etc.



Needham School Committee

March 2, 2021

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 Needham High School Improvement Plan.

Persons Available for Presentation:

Ms. Jessica Peterson, Principal of Newman School

Newman Elementary School

School Improvement Plan--UPDATE

2020-2023

Sorraia Tavares-Alves, Parent (Yr.1)

Beth Seidman, Parent (Yr.1)

Jen Williams, Parent (Yr.1)

Jenny Adu, Parent & Community Member (Yr.1)

Lauren Mednick, Parent (Yr.2)

Vanessa Iorlano, Teacher (Yr.2)

Kerri Vonnegut, Teacher (Yr.2)

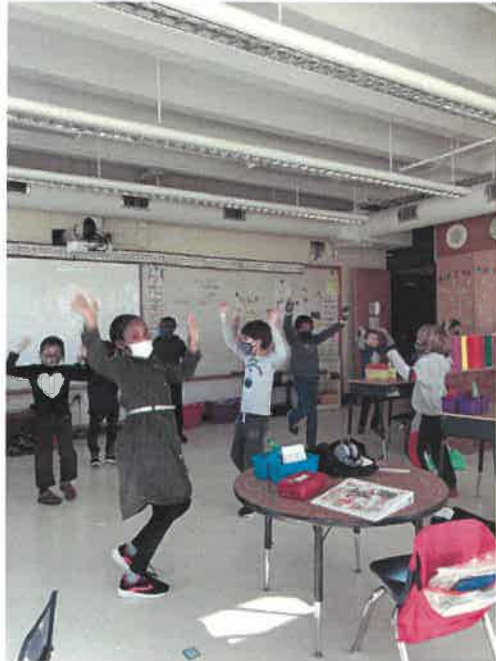
Andrea Vargas, Assistant Principal

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) <ul style="list-style-type: none"> Green Cohort <ul style="list-style-type: none"> Remote Lab Access 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>In Progress</p>
<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 instructionEngage in student-centered coaching cycles to develop strategic learning goals for students Expand current co-teach practices to K-5--DELATED Establish a tiered system of support for students to receive interventions in literacy, math and SEL---DELATED 	<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 	<p>In Progress</p>

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 	In Progress
<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 <ul style="list-style-type: none"> Racial Literacy Curriculum Student Learning Goal Focus K-5 Family & Student Engagement 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 	In Progress

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) <ul style="list-style-type: none"> Remote Lab Access Wish List/Gift Giving Project 	<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 	In Progress
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 	In Progress

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.

Racial Literacy Curriculum

Pollyanna's K-8 Racial Literacy Curriculum launched summer 2019 led by curriculum specialist and former teacher Monique Vogelsang, the Curriculum is designed to help students gain knowledge about race as it has been constructed in the United States.

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.



Kindergarten students in Mrs. Methot's class discuss color and its importance to our world through reading Red Is A Dragon, a lesson in the Racial Literacy Curriculum.



Second Graders in Ms. Hallisey's class explore the different geographic regions people come from and how cultures can be similar and different.



Elementary Racial Literacy Curriculum



Grades 3-5
Parent Workshop
January 2021





Greeting

When it comes to talking about race I am...

- Comfortable
- A bit nervous
- Petrified
- Unsure



Tonight's Agenda

- ❖ Introduction
- ❖ Norms
- ❖ Background
- ❖ RLC Overview
- ❖ Student Voices
- ❖ Breakout Discussion
- ❖ Whole Group Debrief and Next Steps

PORTRAIT OF A NEEDHAM GRADUATE

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



PREPARING ALL NEEDHAM PUBLIC SCHOOLS STUDENTS TO BE...

CREATIVE THINKERS AND PROBLEM SOLVERS

COMMUNICATORS AND COLLABORATORS

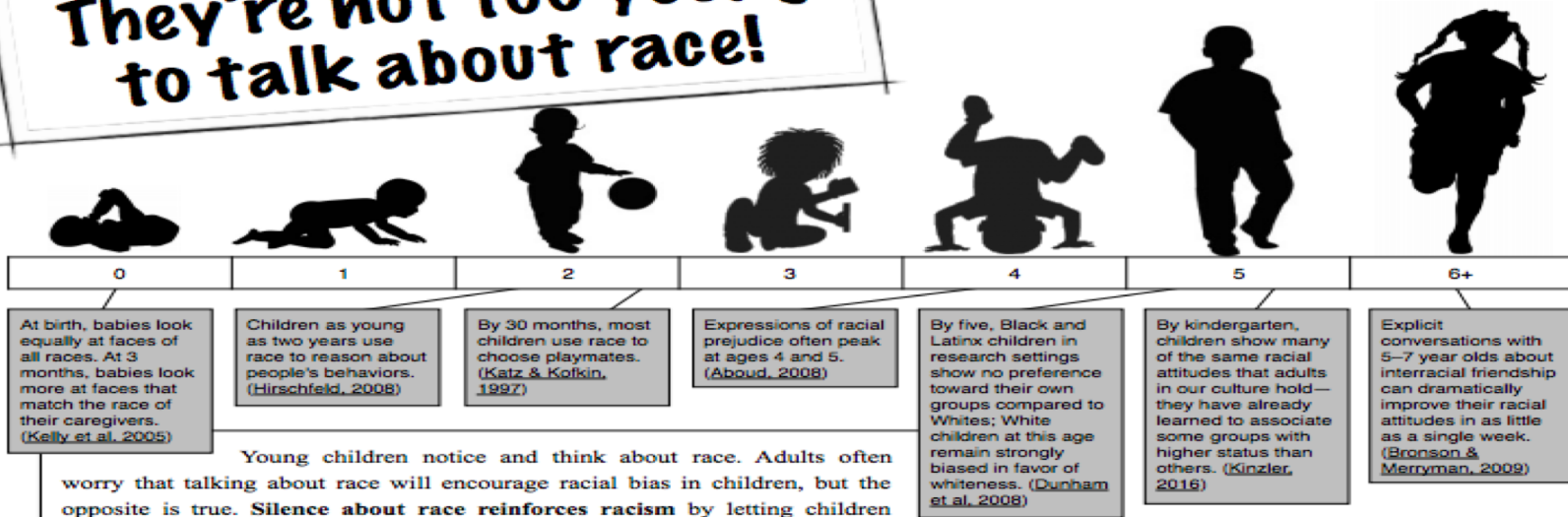
SOCIALLY AND CULTURALLY RESPONSIVE CONTRIBUTORS

RESPONSIBLE AND RESILIENT INDIVIDUALS

EMPOWERED LEARNERS

Rooted in Research

They're not too young
to talk about race!



Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Do some learning of your own to get ready for conversations with children. Here are some good places to seek *information and training*:

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embraceRace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth@gmail.com
- Delaware Valley Assoc. for the Education of Young Children (PA) — dvayec.org



© 2018 • Updated Feb 28 2018
The Children's Community School
1212 South 47th Street, Philadelphia PA 19143
childrenscommunityschool.org

Developmental Stages of 8-11 year olds

"...time of budding intellectual curiosity..."

"...they like to share their knowledge with others..."

"...like to challenge adult explanations and assumptions..."

SOCIAL

3rd Graders

- ❖ Enjoy exaggeration, "dirty" jokes, and graffiti
- ❖ Like to talk & explain ideas

4th Graders

- ❖ Enjoy helping others
- ❖ Enjoy adult recognition

5th Graders

- ❖ Like to challenge rules, argue, and test limits
- ❖ Easily embarrassed; need to "save face" with peers

COGNITIVE

- ❖ Worry about world events, parents' health, friends, etc.
- ❖ Want factual explanations
- ❖ Begin to see the bigger world, including issues of justice and fairness

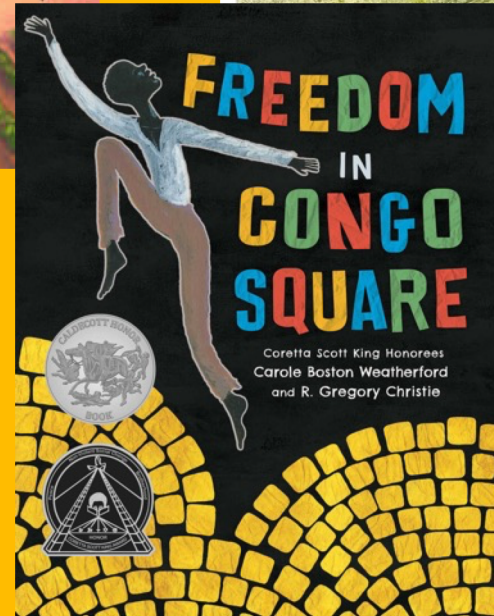
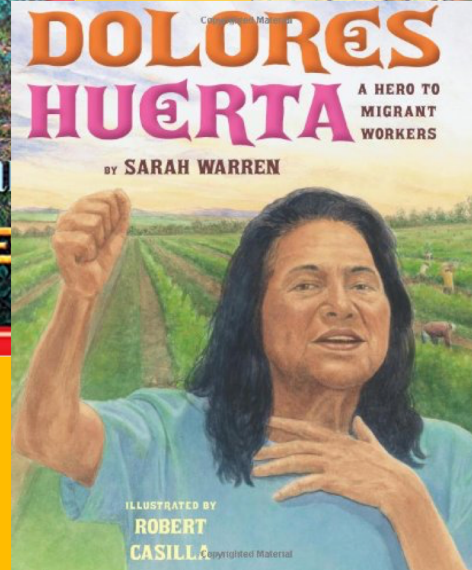
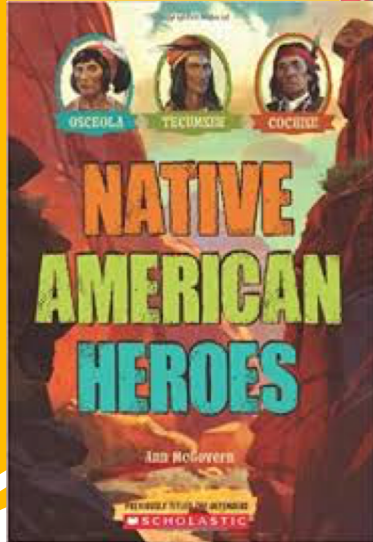
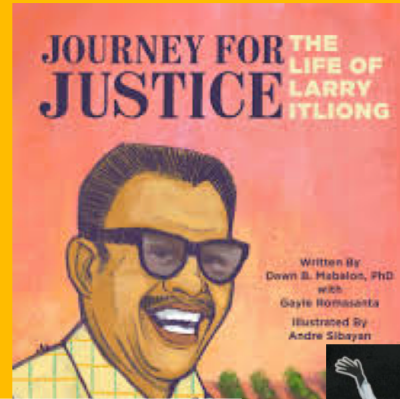
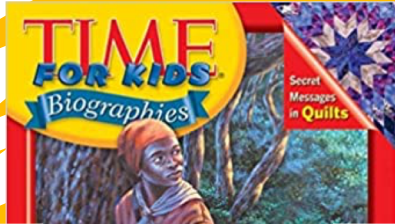
- ❖ Open to learning mediation or problem solving skills
- ❖ Like rules and logic; open to learning about governmental structures

- ❖ Can think abstractly--more able to understand ideas such as "justice"
- ❖ Beginning to challenge adult explanations and their own assumptions

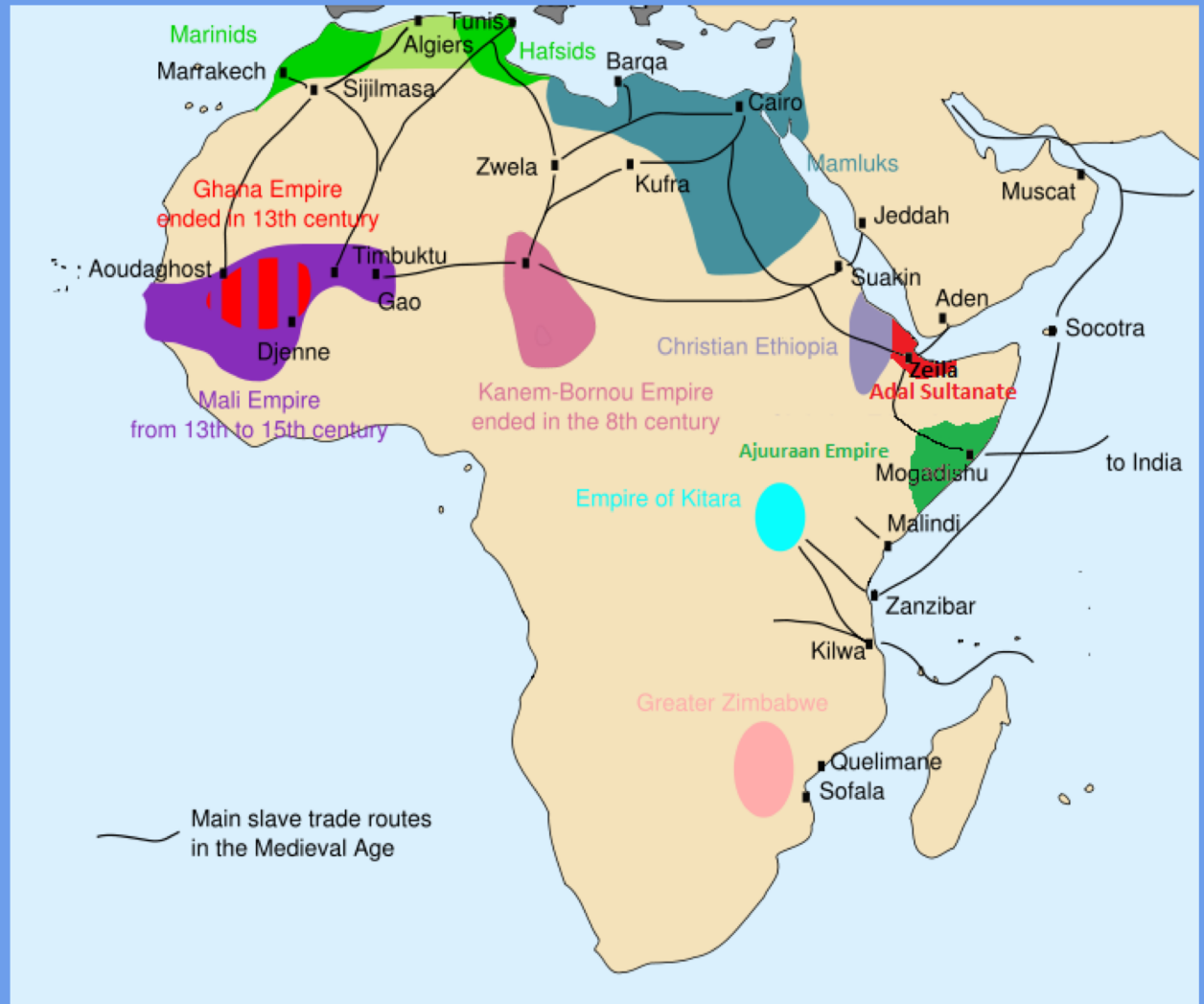
Curriculum Overview

Kindergarten	The physical world around us - a celebration of skin colors
Grade 1	We are part of a larger community - encouraging kindness, social awareness, and empathy
Grade 2	Diversity around the world - how our geography and our daily lives connect us
Grade 3	Stories of activism - how one voice can change a community (and bridge the world)
Grade 4	
Grade 5	How “immigration” shaped the racial and cultural landscape of the United States - the persecution, resistance, and contributions of immigrants and enslaved people

Literature



African Empires



Juliana, Kelsey, and Kamsi: Activists



Dolores Huerta

This is Dolores Huerta. Dolores was a teacher in Mexico. But everyday when she went to school to teach her students, they were always sick or they were too tired to learn! And lots would not have warm clothing to wear in the cold weather! And slowly she got curious. So she did some investigating...so she went up to the students parents and ask them questions some parents said they don't have money for clothing and while others said they don't have money for food and other parents said they don't have any medicine! But after sometime she found out what the bosses were doing they were not giving anyone a fair pay not even enough for food but she was very mad and suggested everyone who works on the farm to go on strike! A couple of weeks later the grapes started to rot because no one was there to pick them and then sell them but after some time they came back and the bosses agreed but dolores is still not done on her hunt for sadness in the world but everyone thanked her and she was proud . the end :)







Breakout Group Discussion




Consider conversations you might currently have with your children about the main themes in the upper grade lessons:

- Inclusion
- Activism
- Immigration
- Multiculturalism

Think of discussing these themes in a national as well as a local context.

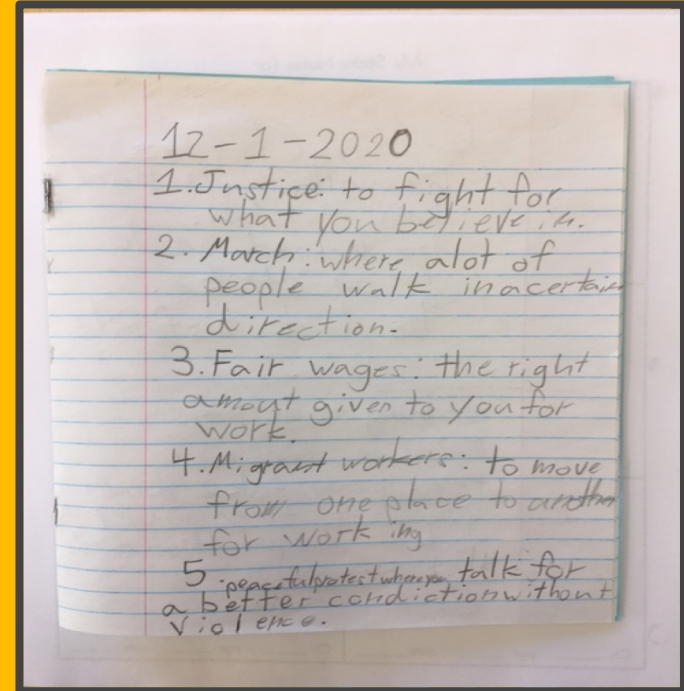
Round 1: What has gone well in those experiences?

Round 2: What has been challenging with your family's conversations about race, and how would you like to develop these conversations based on what you've learned tonight?



Whole Group Discussion

- X Breakout Group Share
- X Closing Reflection: How does the Racial Literacy Curriculum respond to the needs of our community? What feedback would you like to share?



Participant Responses

- ❖ **Approximately 35 participants, including School Advisory Council**
- ❖ **K-5 representation**
- ❖ 50% of participants reported feeling “confident” when discussing race with their child(ren); 50% reported feeling “okay” when discussing race
- ❖ 83% of participants appreciated hearing about:
 - NPS Equity work underway
 - Students sharing work as a result of the curriculum
- ❖ 100% of participants appreciated talking with other parents and educators about how to discuss race with their children
- ❖ Participants reported wanting to have further conversations about:
 - Talking about race at various ages
 - Supporting school experiences and activities about race at home



Needham School Committee

March 2, 2021

Agenda Item: **Discussion**

Update on Student Learning

Background Information:

- The Superintendent will provide another update on student learning.

Person(s) Available for Presentation:

Daniel Gutekanst, Superintendent of Schools

**Student Learning During COVID:
An Update to the School Committee**

Needham Public Schools

MARCH 2, 2021



STUDENT LEARNING DURING COVID: AN UPDATE TO THE SCHOOL COMMITTEE

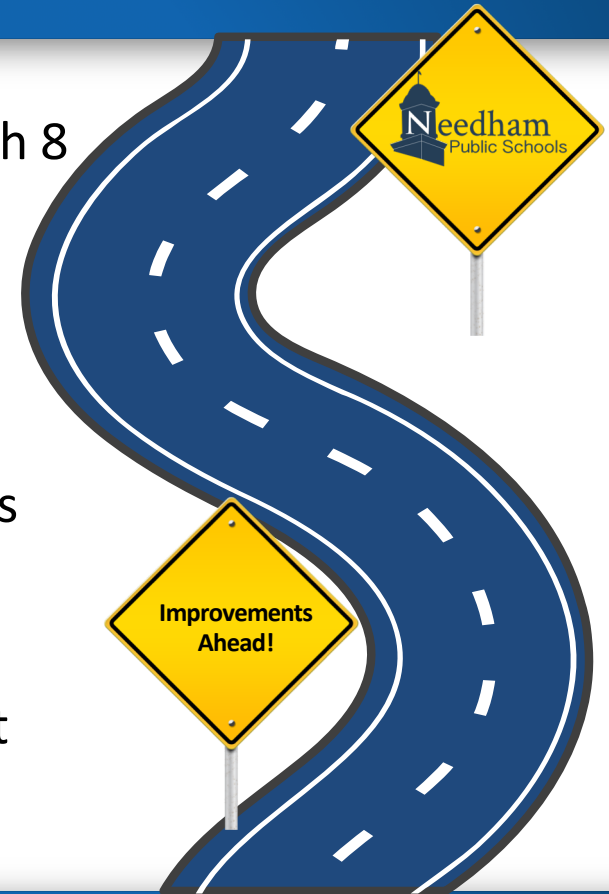
MARCH 2, 2021

- Planning for March 8th
- Health & Safety Updates
- Commissioner's Plans & Next Steps



Our district's progress toward fully reopening schools

- **K, 1, and 2 students** return four days per week on March 8
- **Staff surveillance testing** began today, March 2
- **Family health attestation** piloting at Eliot & High Rock this week, and for all families starting March 8
- [Joint Committee on Health & Safety](#) continuing to assess adherence to health metrics
- **District Leadership Team** generating fresh ideas and considering hard decisions on potential trade-offs to get more students back into school full time



Health Screening and Attestation

You have new health screening(s) available from Needham Public Schools for **Monday, March 1st.**



Please complete the screenings using the link below.

[Complete Screenings](#)

Warmly,
Needham Public Schools

Questions, concerns, or issues? Needham Public Schools would be happy to help. Please reach out to us directly, do not respond to this email.

- Needham Public Schools is providing another layer of health and safety by involving families and staff in attesting to the fact that they have checked in on how they are feeling before going into school. **Begins March 8th for all students!**
- We believe this symptom screening process will **increase the chances of identifying and preventing the spread of the COVID-19 virus.**

Health Screening and Attestation

You have new health screening(s) available from Needham Public Schools for **Monday, March 1st.**



Please complete the screenings using the link below.

Complete Screenings

Warmly,
Needham Public Schools

Questions, concerns, or issues? Needham Public Schools would be happy to help. Please reach out to us directly, do not respond to this email.

Preparation: Make sure your contact information in [PowerSchool](#) is accurate. We will be sending text messages and emails to parents and guardians based on info provided.











Implementation: All families from the in-school cohorts will start daily screenings on March 8; staff will assist in working out any challenges during the initial implementation period.

Commitment: Process will only work if all families submit the symptom screening every day that their child is scheduled to be in a school building, and if students who are not feeling well and are not cleared by the screening tool remain home.

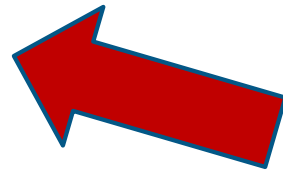
Health Screening and Attestation

needham.ruvna.com

Do you have any of these symptoms?

 Cough	 Congestion or Runny Nose
 Chills	 Headache
 Muscle Pain	 Sore Throat
 Loss of Taste or Smell	 Shortness of Breath
 Fatigue	 Nausea or Vomiting

1



Once alerted and prompted,
tap icons to indicate whether
your child has any of these
COVID-19 symptoms...

Health Screening and Attestation

needham.ruvna.com

Is your temperature above 100.0 degrees Fahrenheit?

Yes

No

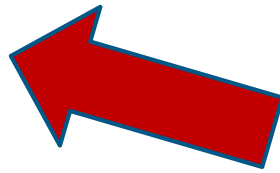
Have you traveled to a restricted state within the last 72 hours?

If yes, you must submit a negative PCR test to the school nurse before before coming to school.

Yes

No

2



Tap *Yes* or *No* to a question about your child's fever and out-of-state travel...

Health Screening and Attestation

needham.ruvna.com

Have you been identified as a close contact to an individual diagnosed with COVID-19 in the past 14 days?

Yes

No

Have you been diagnosed with COVID-19 in the past 10 days

If yes, you must be cleared by the school nurse/Public Health Department before returning to school.

Yes

No

Submit

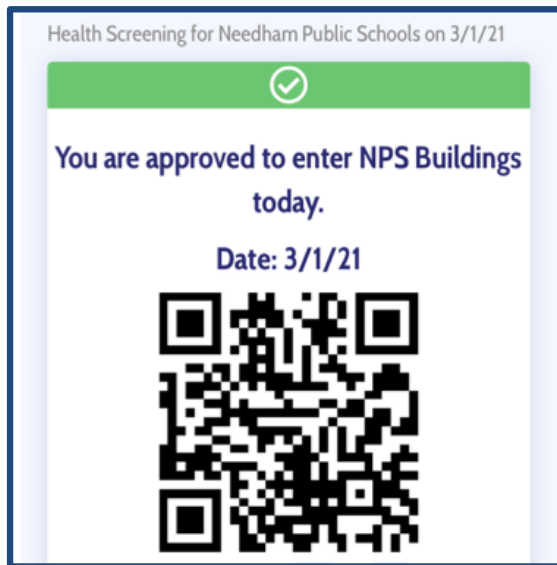
Review carefully, you cannot edit your response after it is submitted.

3

Tap *Yes* or *No* to a question about your child being a close contact and having a COVID diagnosis

Then SUBMIT!

Health Screening and Attestation



4

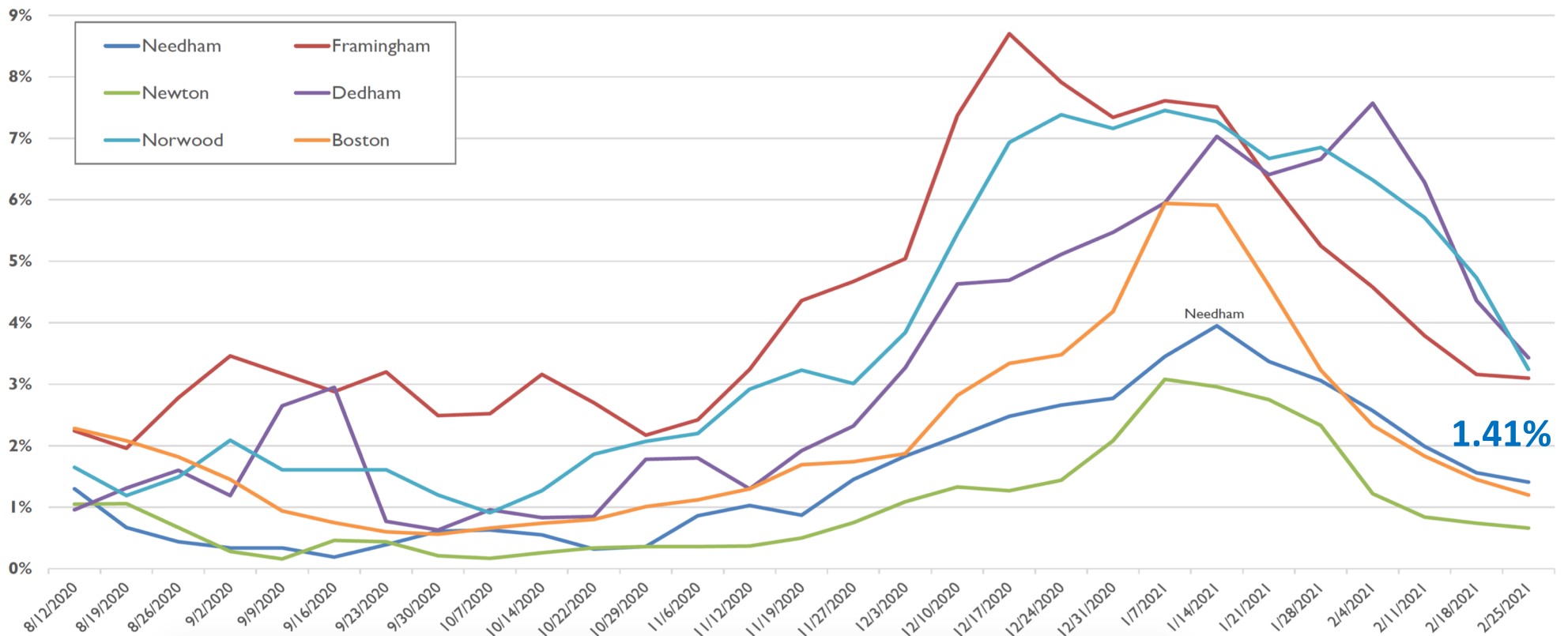
You will immediately receive a reply whether your child is approved to enter the school building or should remain home... That's it!

Begins March 8th for all students!

State Calculated Positive Testing Rate

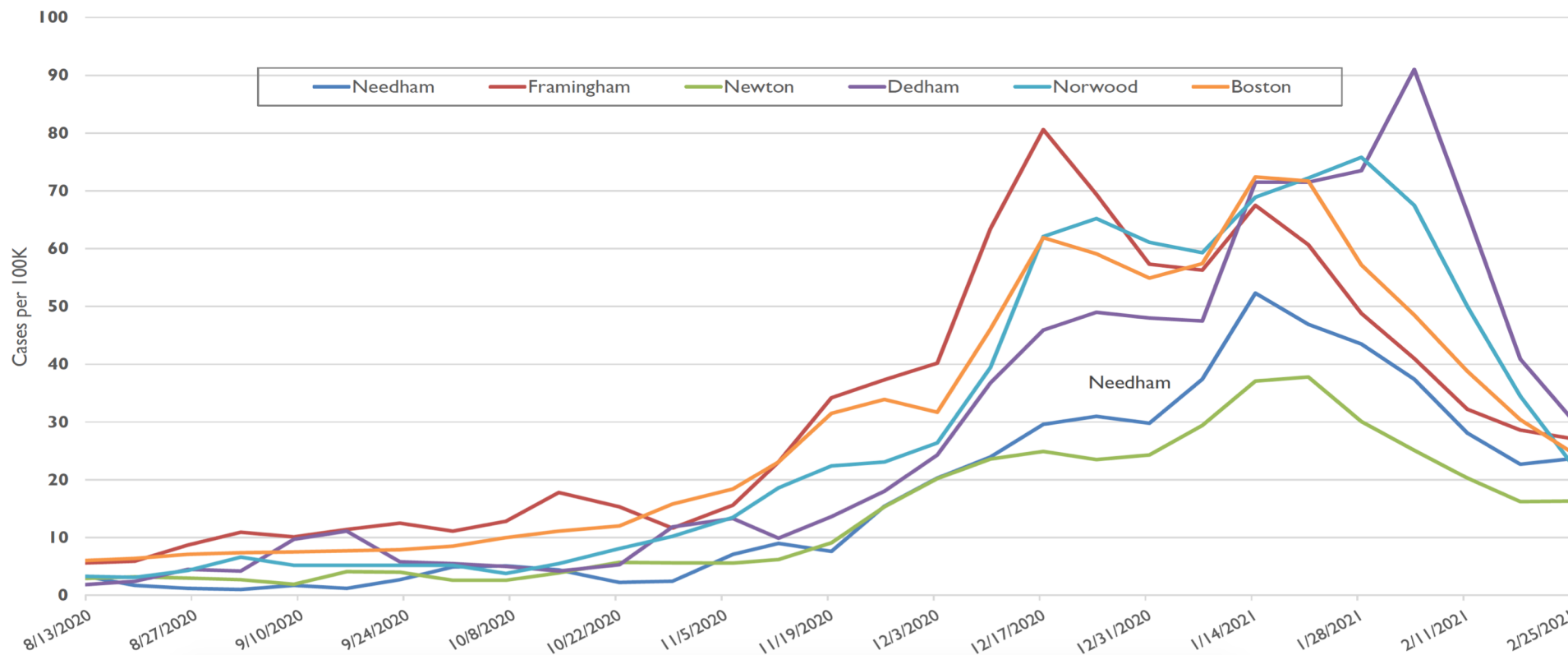
Data published 2/25/21

Percent Positive: City & Towns



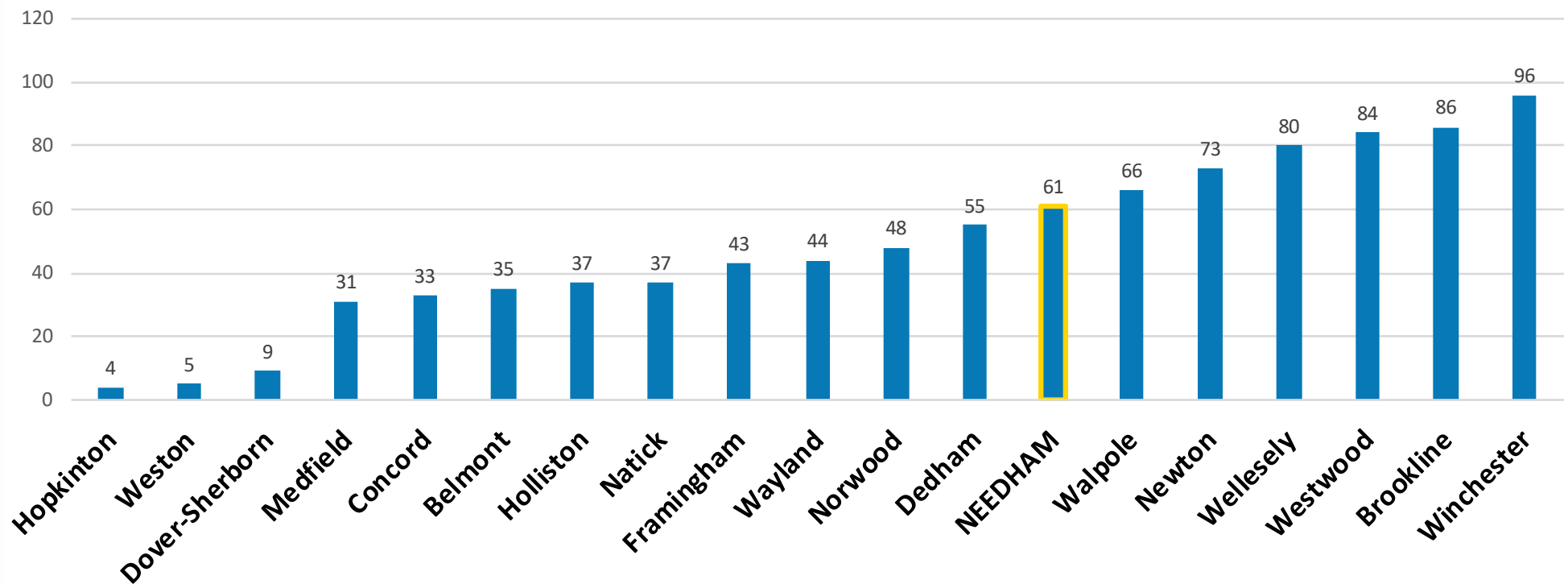
Average Daily Cases per 100K, City & Towns

Data published 2/25/21



Comparison of COVID Cases by School District

Staff and Students combined cases from September 30-February 24



Data from [DESE portal](#) as of 3-2-2021; DESE only posts positive cases that were in the building within the past 7 days of the test date

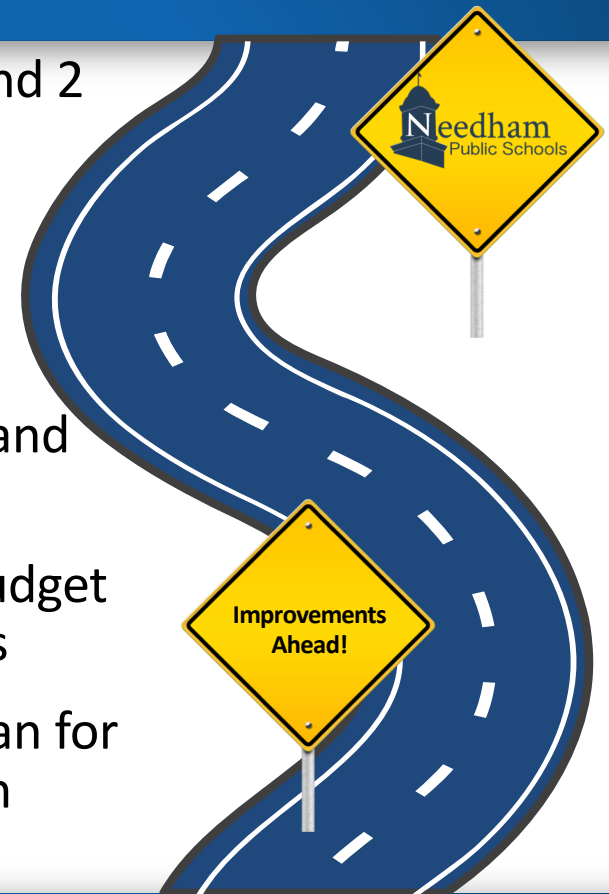
Initial Information from DESE Commissioner Riley

In a conversation with superintendents last week, Commissioner Riley explained that he:

- Will ask the Board of Education to grant him the authority to determine when hybrid and remote learning models no longer count for learning hours as part of a plan to begin returning more students to in-person learning this spring
- Wants districts to plan for an April 5th return for K-5; perhaps 6-12 later in year
- Urges districts to use 3 feet of physical distancing in classrooms for planning purposes, not 6 feet; he is unsure how lunches would be managed
- Emphasized that vaccines are not a prerequisite for returning to in-person learning

Continuing on our path toward fully reopening schools

- **Share** lessons learned from our experience with K, 1, and 2 students returning four days per week
- **Provide** feedback on Staff Surveillance Testing and Family Health Attestation process in identifying and preventing virus spread
- **Convene** COVID Advisory Committee (3/18) to discuss and plan for school reopening
- **Build** on ideas from DLT, student assessment data, & budget development to clarify needs and establish action steps
- **Report** to School Committee and community on our plan for a full and safe return to school for all students based on state guidance





“All students, grades PreK to 12, benefit from the interactions, socialization, collaborative and hands-on learning, communication, and personal relationships that are nurtured and supported by in person teaching and learning.”

“Our focus has been - and will remain - the health, safety, and wellbeing of all students and staff.”

Dan Gutekanst, Superintendent of Schools



Needham School Committee

March 2, 2021

Agenda Item: **Action**

Approve School Committee Resolution: Prioritizing School Employees for COVID-19 Vaccination

Action Recommended:

Upon recommendation of the Superintendent, that the School Committee urges the Governor, Lt. Governor, and all other appropriate groups and agencies to make vaccinations immediately available for all school employees; and urge the Governor to allow community-based districts organized by Public Health officials to continue to provide vaccinations for all Massachusetts residents, including local school employees as submitted.

**Needham Public Schools
Needham, Massachusetts**

**NEEDHAM SCHOOL COMMITTEE RESOLUTION:
PRIORITIZING SCHOOL EMPLOYEES FOR COVID-19 VACCINATION**

WHEREAS, a strong public education system is essential to the individual and collective well-being of our society; and

WHEREAS, the COVID-19 pandemic has had a detrimental impact on students in the Needham Public Schools; and

WHEREAS, students, staff and families are to be commended for their resilience, commitment, and efforts during the remote and hybrid learning models of education implemented in response to the COVID-19 pandemic; and

WHEREAS, Governor Charlie Baker, Lt. Governor Karyn Polito, Secretary of Education James Peyser, and Commissioner of Elementary and Secondary Education Jeff Riley have prioritized in person learning for all students; and

WHEREAS, the Needham Public Schools has implemented a layered mitigation approach to minimize the risks of COVID-19, including masking, physical distancing, hygiene, cleaning, contact tracing and testing protocols; and

WHEREAS, plans are being developed across the Commonwealth and within our community to increase learning time in school buildings as much as possible during the 2020-2021 school year; therefore, let it be

RESOLVED, that the Needham School Committee urges the Governor, Lt. Governor, and all other appropriate groups and agencies to make vaccinations immediately available for all school employees; and

FURTHER, we urge the Governor to allow community-based districts organized by Public Health officials to continue to provide vaccinations for all Massachusetts residents, including local school employees.

Passed unanimously by the Needham School Committee on March 2, 2021.

Andrea Longo Carter, Chair
Needham School Committee

Dr. Connie Barr, Vice Chair
Heidi Black, Member
Michael Greis, Member
Aidan Michelow, Student Representative
Susan Neckes, Member
Aaron Pressman, Member
Matthew Spengler, Member

For immediate delivery to:
Governor Charlie Baker
Lt. Governor Karyn Polito
Secretary of Education James Peyser
Commissioner of Elementary and Secondary Education Jeff Riley
State Senator Rebecca Rausch
State Senator Michael Rush
State Representative Denise Garlick
Massachusetts Association of School Committees



Needham School Committee

March 2, 2021



Needham School Committee

March 2, 2021

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:

Andrea Longo Carter, Chair

Connie Barr, Vice-Chair

Heidi Black

Michael Greis

Susan Neckes

Aaron Pressman

Matthew Spengler

Aidan Michelow, Student Representative member of School Committee



Needham School Committee

March 2, 2021

Agenda Item:

Information Items

- Needham Public Schools Environmental Project
- Accountants' Report on Student Activity Funds Procedures: June 30, 2020

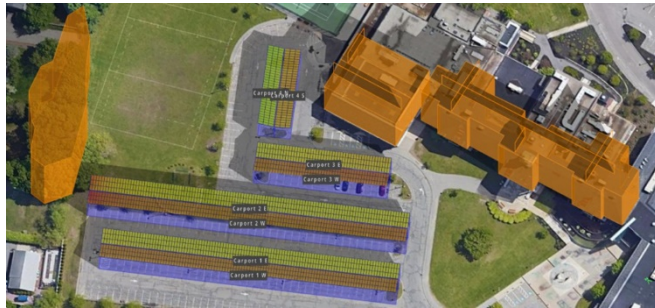


Green Needham

February 2021

Solar Parking Canopy

Parking lots are great locations for solar PV in a community like Needham. Like solar panels on schools and homes, solar parking canopies increase our supply of renewable energy, reduce our dependence on fossil fuels, support local jobs and contribute to Massachusetts' statewide goal of net zero greenhouse gas emissions by 2050. But solar parking canopies have other benefits – like providing parking sheltered from rain, snow and the hot summer sun.



Those benefits explain why you're seeing solar canopies in so many places – from large commercial lots (REI in Framingham and Logan Airport), to school parking lots in nearby communities (Lincoln-Sudbury, Natick & Wayland).

Early this year, the Needham High School Environmental Club met with Green

Needham Chair and School Committee member Michael Greis to explore getting solar installed at Needham High School. While the building itself isn't a great candidate, the students were enthusiastic about the possibility of a solar canopy for the High School parking lot, an idea Green Needham first surfaced several years ago – and more recently suggested to them by Principal Aaron Sicotte.

Inspired by their commitment, **Green Needham has kicked off a project – with the Environmental Club in a lead role – to get a solar parking canopy installed at Needham High School.** Needham High School uses the most electricity of any town building. A solar parking canopy there could generate 25% or more of the building's electricity. The canopy could be installed by a developer using a Power Purchase Agreement (PPA) structure – similar to the one used for the RTS solar array – more quickly and without a capital expenditure by the Town.

The High School is not the only potential location for a solar canopy, however. The initial assessment also showed that the Newman School had potential nearly equivalent to that at the High School. **The project's goals are to install solar canopies at one or both of these sites, and - leading by example –at other town-owned and privately-owned lots.**

ENVIRONMENTAL ACTION CLUB
PRESENTS

NEEDHAM HIGH: SOLAR CANOPY

THE FACTS



USE OF ENERGY

The high school is the town's largest user of energy; the solar canopy could generate 25% or more of the high school's electricity

CREATING JOBS

By building the solar canopy, we as a town are helping to create more Massachusetts jobs

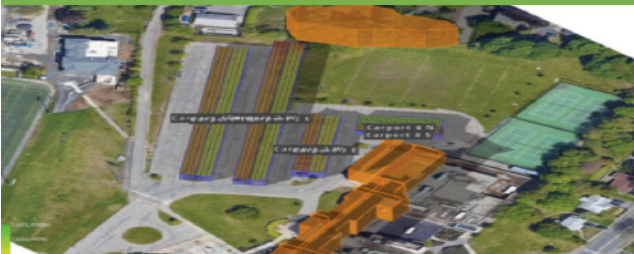


REDIRECTING RUNOFF

The solar canopy would redirect polluted runoff in groundwater; thus reducing expenses in purifying drinking water

INCREASES RENEWABLE ENERGY

The solar canopy would directly contribute to increasing renewable energy, as well as helping Needham to progress as a sustainable community



first
rendering of
the solar
canopy

second
rendering of
the solar
canopy





TOWN OF NEEDHAM, MASSACHUSETTS

**Independent Accountants' Report on Applying
Agreed-Upon Procedures in Accordance
with the Massachusetts Department of
Elementary and Secondary Education Agreed-
Upon Procedures and Audit Guidelines:
Student Activity Funds**

June 30, 2020

CONTENTS

Page

**INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING
AGREED-UPON PROCEDURES IN ACCORDANCE
WITH THE MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION AGREED-
UPON PROCEDURES AND AUDIT GUIDELINES:
STUDENT ACTIVITY FUNDS**

1



**INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING
AGREED-UPON PROCEDURES IN ACCORDANCE WITH THE
MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION AGREED-
UPON PROCEDURES AND AUDIT GUIDELINES:
STUDENT ACTIVITY FUNDS**

To the Superintendent 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 School Committee in evaluating the School's assertion that it has complied with the requirements set forth in the Massachusetts Department of Elementary and Secondary Education's (DESE) Agreed-Upon Procedures and Audit Guidelines: Student Activity Funds. Needham Public Schools management is responsible for compliance with these guidelines. 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 Agreed-Upon Procedures and Audit Guidelines: Student Activity Funds to the Student Activity Fund records maintained at Needham Public Schools for the year ended June 30, 2020. We found no instances of noncompliance as a result of 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 Student Activity Fund financial statements. 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.

Merrimack, New Hampshire
Andover, Massachusetts
Greenfield, Massachusetts
Ellsworth, Maine

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This report is intended solely for the information and use of the School Committee and management of the Needham Public Schools 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.

Melanson

Merrimack, New Hampshire
February 24, 2021