Needham Public Schools

# *Needham School Committee*

## *May 7, 2019*

## *7:00 p.m.*

## *Broadmeadow School*
## *School Committee Room*

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

Needham Public Schools

# SCHOOL COMMITTEE MEETING AGENDA

## Broadmeadow School
## School Committee Room

## May 7, 2019 7:00 p.m.

## Next School Committee Meeting: May 21, 2019

**7:05 p.m.** **Public Comments**

**7:10 p.m.** **School Committee Chair and Subcommittee Updates**

**7:20 p.m.** **Superintendent's Comments**

**7:20 p.m.** **Consent Agenda**

1. Minutes of the Meeting of March 19, 2019
2. Accept Donations

**Discussion Items**

**7:25 p.m.** Needham High School Student Advisory to School Committee Report

**7:50 p.m.** Legislative Update

**8:35 p.m.** Superintendent Evaluation Process

**8:45 p.m.** **Action Items**

Vote to Support Portrait of a Needham Graduate 5 Year Strategic Priorities Plan
Approve Extension of Bus Contract
Approve Extension of Special Education Transportation Contract
Award Contract for Prague Student Trip

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

**Information Items**

School Committee Policies Draft Revisions

**Needham School Committee**
**May 7, 2019**

Agenda Item: **Public Comments**

Background Information:

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

**Needham School Committee**
**May 7, 2019**

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

Background Information:

- The Chairperson 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**
**May 7, 2019**

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**
**May 7, 2019**

Agenda Item: **Consent Agenda**

1. Approve Minutes of the Meetings of March 19, 2019
2. 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
March 19, 2019

Aaron Pressman, Chairman of the Needham School Committee called the meeting to order at 7:03 p.m.

Members of the School Committee present were:

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

Members of the Central Administration present were:

| | |
|---|---|
| Dan Gutekanst | Anne Gulati |
| Terry Duggan | Mary Lammi |

## Public Comments

Public Comments

Chairman Pressman 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

Vice-Chairman Michael Greis stated that for the first time ever the Needham School Committee team of himself, Andrea Longo Carter, and his wife Gloria Greis won the Needham Education Foundation 28th Annual Spelling Bee. Vice-Chairman Greis stated that the winning word was Kakistocracy, which is defined as "a government run by the least qualified people."

## Superintendent's Comments

Superintendent's Comments

Superintendent Gutekanst stated that the School Committee will host an Open House on Saturday, April 6, 2019, at the Pollard Middle School Media Center. Superintendent Gutekanst stated that the purpose of the Open House is to allow the community to interact formally with the School Committee from 9:00 am to 10:30 am. Superintendent Gutekanst added that he will send out draft competencies of Portrait of a Needham Graduate to allow the community an opportunity to have a glimpse of the competencies and comment on them at the Open House prior to a formal presentation on the competencies, which will occur on April 23, 2019.

Superintendent Gutekanst took a moment to congratulate the National History Day Team from Pollard Middle School who won first place in the Boston Regional and will advance to the state final on April 6, 2019, at Winchester High School. Superintendent Gutekanst stated that the students tackled the 1918 influenza pandemic. Superintendent Gutekanst also congratulated their teacher, Michael Ryan.

## Consent Agenda

Consent Agenda

1. Minutes of the Meeting of February 26, 2019
2. Approve FY19 Budget Transfers
3. Accept Donations
4. Disposal of Surplus Items

Chairman Pressman 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

Open Hearing on School Choice

Open Hearing on School Choice

Dr. Gutekanst introduced this item. Dr. Gutekanst read aloud the following statute from M.G.L. Chapter 76, Section 12B:

> *(d) Each city, town or regional school district shall enroll non-resident students at the school of such non-resident student's choice; provided, however, that such receiving district has seats available as stated in said…. report; provided, however, that this obligation to enroll non-resident students shall not apply to a district for a school year in which its school committee, prior to June first, after a public hearing, adopts a resolution withdrawing from said obligation, for the school year beginning the following September. Any such resolution of a school committee shall state the reasons therefor, and such resolution with said reasons shall be filed with the department of education; provided, however, that said department shall have no power to review any such decision by a local school committee.*

Dr. Gutekanst stated that this hearing is an opportunity for members of the public to share their thoughts about the School Choice program. He also stated that it is clear from his perspective that there are no available seats in the Needham Public Schools for Needham to participate in the School Choice Program. Dr. Gutekanst added that after this public hearing, and at a subsequent meeting, he would make a formal recommendation to the School Committee.

Chairman Pressman opened the public hearing at 7:09 pm. Chairman Pressman recognized Newman Elementary School parent, Vipal Blashan.

Mr. Blashan asked if Needham participates in the School Choice program, is there an expectation from neighboring towns that they would make available a reciprocal amount of space for Needham's students, and if so, what are the practices of Needham's neighbors?

Dr. Gutekanst responded to Mr. Blashan. He stated that he is not prepared to respond to the latter part of Mr. Blashan's question, but that there is no expectation that any community will accept Needham's students unless they are participating in School Choice. He added that some of the school districts do participate but that he is not familiar with all of them.

There were no additional comments.

Student Presentation: English Language Learner Program

Student Presentation: English Language Program

Dr. Gutekanst introduced this item and welcomed Jamie Singelais, District Coordinator for the English Language Learner Program. Dr. Gutekanst stated that Ms. Singelais will share information on the program as well as introduce students participating in the program. Students will have an opportunity to share their experiences in the program.

Ms. Singelais presented a brief overview of the Needham Public Schools ELL Program. She described the categories of ELL and stated that there are 157 ELL students in the Needham Public Schools, who speak 30 languages. Ms. Singelais described trends in ELL

population. Ms. Singelais stated that languages of the ELL students are quite diverse, with a large Russian speaking population followed by Chinese, Spanish, Hebrew, Haitian Creole, Mandarin, Arabic, Korean, and many more. Ms. Singelais stated that 86.6% of ELL students are at the elementary level, 2.5% are preschool, 4.5% are middle school and 6.4% are high school. Ms. Singelais described the distribution of ELL students by grade and she spoke about the programs' philosophy and goals. Ms. Singelais stated that the instructional model is Sheltered English Immersion, which is made up of English Language Development (ELD) in content areas. She stated that teachers have received training on how to support ELL students learn grade-level content along with their English-speaking peers. Ms. Singelais stated the instructional model also includes ELD in ESL in classes where ELL students are provided systematic, dedicated and sustained English language instruction from a licensed ELL teacher.

Ms. Singelais introduced the following licensed ELL teachers present at this meeting in support of their students: Jacquelyn O'Doherty, from Broadmeadow Elementary School, Lisa Williams-Ferreira, from Newman Elementary School, Lani Verges-Radack from Hillside Elementary School, and Elizabeth Albritton from High Rock and Pollard.

Ms. Singelais stated that Needham has shifted from a tutoring model to a teaching model over the last five years and have included a mix of push-in and pull-out services. Ms. Singelais described measures that assess student achievement. She also outlined challenges and opportunities.

Ms. Singelais introduced the following students, Andrew Gurchenkov, Ana Clara Martins, Nick Tchernov, Areen Hamza, and Jade Lincou. Students spoke about their experiences as ELL and FELL scholars. A lengthy discussion followed between members of the School Committee and students.

Chairman Pressman expressed his appreciation to the students for sharing their stories. He stated that this is something that is making everyone in the schools stronger and that people are learning from them as well.

## Needham High School Student Advisory to the School Committee Report

Needham High School Student Advisory to the School Committee Report

Dr. Gutekanst introduced this item. He stated that this is the fourth of several reports the Student Advisory to the School Committee (SASC) will provide the School Committee this year. Dr. Gutekanst also stated that the SASC meets regularly with the principal to discuss school issues, concerns, and ideas with the high school administration. He added that the students are excited and prepared to discuss their issues with the School Committee. Dr. Gutekanst welcomed Noah Basson, Ava Feuer, Robin Kane, Sara Kates, Aidan Michelow and Zach Sickles. Dr. Gutekanst invited the students to present their report.

Students began their presentation with Class updates on fundraising activities, spring events, the Junior Harbor Cruise and Senior Prom. Students also presented At-large issues. Students spoke about the need for more transgender safe bathrooms in the building. Students also spoke about plans to support the student body as they remember Talia and Adrienne. Students stated that there was a very successful banner painting event and that they are considering a permanent location for the banner, "Exist to be Happy." Students also spoke about the upcoming class elections. Discussion followed.

ACTION ITEMS

Approve School Committee Policy
JFABC Assignment of Elementary Students to Schools

Approve School Committee Policy

Upon the recommendation of the Superintendent, that the Needham School Committee approves School Committee Policy JFABC Assignment of Elementary Students to Schools as submitted.

A motion was made: Seconded
Discussion
Vote 6-0-0

Approve School Committee Policy
IKE Promotion and Retention of Elementary Schools

Approve School Committee Policy

Upon the recommendation of the Superintendent, that the Needham School Committee approves School Committee Policy IKE Promotion and Retention of Elementary Students as submitted.

A motion was made: Seconded
Vote 6-0-0

Rescind JECBB Admission of Inter-district Transfer Student

Rescind JECBB Admission of Inter-district Transfer Student

Upon the recommendation of the Superintendent, that the Needham School Committee rescind policy JECBB Admission of Inter-district Transfer Students.

A motion was made: Seconded
Vote 6-0-0

School Committee Comments

School Committee Comments

Michael Greis stated that the Great Hall Performance Foundation held its third concert of the season on March 16, 2019, with a performance from singer/songwriter Jim Messina. Mr. Greis spoke very highly of the Needham High School junior who performed at the concert.

Michael Greis stated that the League of Women Voters of Needham and the Needham Public Schools will host the Annual Civics Bee on Sunday, March 24, 2019, at the Broadmeadow Elementary School.

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
2018-2019

At approximately 8:02 p.m., a motion was made to adjourn the School Committee meeting of March 19, 2019.

Adjournment

A motion was made: Seconded
Vote 6-0-0

Respectfully submitted by Cheryl Gosmon, Note Taker

# NEEDHAM SCHOOL COMMITTEE

**Agenda Item#**: _____ **Date**: May 7, 2019

**Item Title:** **Approve School Department Donations**

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

| | |
|---|---|
| • The Parents & Guardians of the Class of 2019 donation to benefit the Adrienne Garrido Scholarship | $450.00 |
| • Ann Keegan, Needham, MA donation to benefit the NHS Class of 2019 | $1,000.00 |
| • Proceeds from a bake sale to benefit the NHS French Club | $44.00 |
| • Proceeds from a bake sale to benefit the NHS Math Club | $53.00 |
| • Proceeds from a bake sale to benefit the NHS Swim Across America Club | $140.00 |
| • Proceeds from a bake sale to benefit the NHS EKAL Club | $57.17 |
| • Proceeds from a bake sale to benefit the NHS Girl Up Club | $84.85 |
| • Proceeds from a spare change drive to benefit the NHS Kids Wish Kids Club | $25.23 |
| • Proceeds from the Battle of the Bands event to benefit the NHS Fine & Performing Arts Department | $50.00 |

**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**
**May 7, 2019**

Agenda Item: **Discussion**

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

Background Information:

- This is the final report 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.
- Our thanks to Ave Feuer and Noah Basson for serving on the Student Advisory to the School Committee.

**Persons Available for Presentation:**

Noah Basson
Ava Feuer
Robin Kane
Sara Kates
Aidan Michelow
Zach Sickles

MEMORANDUM

To: Needham School Committee

From: Student Advisory to the School Committee

Date: May 7th, 2019

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. We are welcoming Hannah Keselman, from the class of 2022, to our SASC team. We are also sad to announce that this will be Ava Feuer (‘19) and Noah Basson’s (‘20) last meeting.

Class Updates:

Freshmen: Right now, the freshmen are working on selling our class specific and schoolwide merchandise. We are also continuing to advertise for the Underclassmen Semi Formal on May 10 and encouraging our classmates to attend. Lastly, we are getting ready to change positions for next year due to the recent elections.

Sophomores: The sophomore class is also currently advertising the Underclassman Semiformal at Moseley’s on the Charles in Dedham. Tickets were originally $20 before April Break and have increased now to $25. Our class is also planning two de-stress sessions during finals week after school on Thursday, June 13 and Monday, June 17. During this event, we will have specific teachers lead yoga and meditation sessions. We will also sell pizza during the two days.

Juniors: The junior class is currently selling tickets for the Junior Harbor Cruise which is taking place on May 16. To get everybody excited we did a competition where we hid 4 boats around the school and the person who found all four won $5 off of their ticket. This was a fun way for

people to get excited for the event and also win a fun prize. Since senior year is quickly approaching we are brainstorming new ideas to have a great last year at NHS.

Seniors: The senior class is headed into our major senior event season! Currently, we are finalizing the finishing details on prom, senior BBQ, and our class gift. Overall, we sense that our grade is looking forward to the end of the year, and graduation!

At-Large Updates:

Student Council recently held our annual elections for the 2019-2020 school year. The only major changes were that the entire freshmen cabinet changed from all female to all male, but overall everyone, new and old, seems incredibly dedicated to student council's mission. To finish up the year, the student council will be holding a car wash on May 18th at Claxton Field. Bring your car and your kids!

Pep rally, bonfire, homecoming and other fall traditions have always been a responsibility of the student council; however, for the past few years as attendance at these events have dwindled, the student council has looked into ways to alter them to raise spirit. This spring, the student council is looking into a long time goal of moving pep rally and homecoming up to one of the first home games of the year in September/October. This is in line with a more traditional homecoming/pep rally, instead of focusing entirely around the Thanksgiving game. The bonfire would be remaining at its current time in order to celebrate the football team. We are not 100% sure that this idea will pull through for the fall of 2019, but we are really hoping it will work out.

The student council is piloting the placement of two-to-three student microwaves in the cafeteria. We have received feedback from the student body that they would like to be able to reheat lunches that they bring from home, in the same way the teachers are able to in the

teacher's cafe. We are currently in the process of finding microwaves, at least one of which will be brand new "allergy" microwave to account for any cross contamination. The microwaves will be student cleaned by the student council members, as well as having signs and wipes by them for small spills at the moment they occur. We are hoping to begin this trial before the end of this school year, that way a more finalized version can be in place for the next school year.

Finally, the school has been working with student council, the art department, and other student groups to better represent student artwork throughout the building. Recently, four bulletin boards, one per grade, have been placed in main locations around the building with the purpose of holding announcements and reminders for each grade. Every year, each grade will move bulletin boards to a better location, with the seniors having the most prominent location. Additionally, the Senior Studio students are working on a mural in the new 850s wing. They have chosen a floral theme, and painted in the colors and styles that Talia Newfield used in her artwork, in order to pay tribute to the classmate we tragically lost. Another art installation is going into the 400s lobby area, inspired by this year's whole school read, The Hate U Give. Finally, the much anticipated Chalk it Up! Event is set to occur at the end of May.

**Needham School Committee**
**May 7, 2019**

Agenda Item: **Discussion**

**Legislative Update**

Background Information:

- Needham's State representatives to the Massachusetts Legislature will share updates and information with the School Committee.
- The legislators will also provide information on Chapter 70 funding.

Persons Available for Presentation:

Representative Denise C. Garlick
Senator Rebecca L. Rausch
Senator Michael F. Rush

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**April 24, 2019**

**To: Dan Gutekanst, Superintendent**
**From: Anne Gulati, Assistant Superintendent for Finance & Operations**
**RE: Analysis of Chapter 70 Reform Bills for FY 2019/20**

As you know, the FY15 State Budget established a Foundation Budget Review Commission (Commission) to evaluate the effectiveness of the current Chapter 70 education funding formula. In response to the Commission's recommendations, which are described below, the Governor, House and Senate leadership all have proposed Chapter 70 reform bills to take effect in FY20 and beyond. While some details are not yet available about the House and Senate proposals, this memo is intended to summarize some of the key conceptual differences between them. This memo builds upon my January 25, 2019 memo to you about the Governor's proposed changes to Chapter 70.

Background: Chapter 70 Formula Explained

The Education Reform Act of 1993 established the framework for providing public education in Massachusetts. The corresponding education funding formula was laid out in M.G.L. Chapter 70 and contains several key components. The most important of these components is the **Foundation Budget,** which represents the minimum spending level needed to provide an "adequate education" under the law. The goal of the Chapter 70 formula is to ensure that every district has sufficient resources to meet its Foundation Budget spending level, through an equitable combination of local property taxes and state aid. The Foundation Budget is the most important factor used in calculating a district's Chapter 70 education aid amount.

A district's foundation budget is updated each year and is influenced by three factors: foundation enrollment, inflation, and the wage adjustment factor (WAF).

The most influential factor in determining a school district's foundation budget and state aid amount is **Foundation Enrollment**. Foundation enrollment is the count of the students for whom a district is financially responsible as of October 1st of any given year. It consists of resident students who attend the local K-12 public school, but also includes students for whom a district pays tuition (such as students attending charter schools, students attending another public school through inter-district school choice, special education students attending a special education out-of-district placement., or vocational students attending a school where their town is not a member.) Foundation enrollment does not include students tuitioned-in from other districts, because their home districts are paying for those students' costs, with the exception of METCO students, children of non-resident teachers and economically disadvantaged students. (METCO students and children of non-resident teachers are included in the foundation enrollment. Economically disadvantaged headcounts are assigned to the district where the pupils are actually enrolled - and where the extra costs occur - even if they are tuitioned-in from another district.) Because of the timing involved in the state budget process, foundation

enrollment lags by one year. For example, the FY20 Chapter 70 aid calculation relies upon October 1st 2018 (FY19) pupil data. Full-time students receive a 1.0 headcount in the foundation enrollment formula; preschool and half-day Kindergarten students are counted as only 0.5 FTE for state aid purposes.

The **Foundation Budget** is derived by multiplying the number of students in seventeen foundation enrollment categories by cost rates in eleven functional areas. (Needham's foundation budget for FY19 is presented as Attachment A.) In computing the foundation budget, pupils are assigned to one of the following seven "base" enrollment categories, which appear in columns 1 though 7 of the Foundation Budget:

**Table 1: Foundation budget enrollment categories**

| Column | Description |
|---|---|
| 1 | Regular or special education pre-kindergarten |
| 2 | Regular or special education half-day kindergarten |
| 3 | Regular or special education full-day kindergarten |
| 4 | Regular or special education elementary (grades 1-5) |
| 5 | Regular or special education junior high/middle (grades 6-8) |
| 6 | Regular or special education senior high (grades 9-13) |
| 7 | Vocational education (grades 9-12) |

These headcounts are applied to specific cost rates in eleven major categories of school spending: administration, instructional leadership, classroom and specialist teachers, other teaching services, professional development, instructional equipment and technology, guidance and psychological, pupil services, operations and maintenance, employee benefits/ fixed charges and special education. The rates reflect differences in the cost of educating different types of students. Each pupil generates a specific cost in each functional category.

The cost of providing services to special education, English Language Learners (ELLs), and economically disadvantaged students are treated as cost increments above the base. There are four cost increment categories that are intended to reflect the additional resources needed to educate these populations. These categories are described below and are reflected in columns 8 through 17 of the foundation budget. Since these students have already been counted in columns 1 through 7, they are not added to total enrollment.

- Assumed in-district special education enrollment (column 8), which is set at 3.75 percent of foundation enrollment (not including pre-kindergarten and vocational pupils) and 4.75 percent of vocational enrollment.
- Assumed out-of-district special education enrollment (column 9), which is set at one percent of total foundation enrollment (again, not including pre-kindergarten and vocational pupils).
- ELL status (columns 10–16), which depends on a student's home language and English language proficiency.
- Economically disadvantaged status (column 17), which is based on a student's participation in one or more of the following state-administered programs: Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); Department of Children and Families' (DCF) foster care program; or MassHealth (Medicaid) up to 133 percent of the federal poverty level (FPL).

The foundation budget is adjusted each year by a statutorily defined **inflationary factor**, affecting all districts in the same way, as well as a wage adjustment factor. The **wage adjustment factor (WAF)** gives a district credit for having higher school costs if it is located in a geographic area where average wages are higher than in

other areas of the state. (In theory, it is more expensive for these districts to attract teachers and other staff because the cost of living is higher.)

Once the foundation budget is established, the state calculates each district's state aid amount in the following manner. First, the state calculates each district's **Required Local Contribution**, or the amount of local revenue each community must contribute towards the operation of its schools. The required local contribution is based on the municipality's wealth, as measured by aggregated property values and aggregate personal income, with each given equal weight, and is recalculated annually. The **Chapter 70 Aid Calculation** is simply the difference between a district's required local contribution and its foundation budget. In this way, the formula is designed to have an equalizing effect by distributing less state aid to wealthy districts, and more state aid to less wealthy districts.

A district's **Net School Spending Requirement** is the sum of its required local contribution and its Chapter 70 aid amount.

Districts may opt to contribute more local funds toward school operations than the required local contribution amount. The required local contribution is only a minimum amount that cities and towns must contribute toward their school districts, and many wealthier communities opt to contribute significantly more. Needham, for instance, contributed $90,906,778 toward school operations in FY18 (including expenditures made by the Town of Needham on the School Department's behalf), which exceeded the $54,000,177 required net school spending amount by $36,906,601.

In addition, since FY07, local contribution requirements have been based on progress toward a 'target' local contribution amount. The target local contribution amount establishes an 'ideal' goal for how much each city and town should contribute toward its foundation budget, based on the municipality's wealth, with a maximum local share of 82.5% and a minimum state aid share of 17.5%, thus ensuring that all communities will receive some minimum amount of state funding. The state has been phasing in the target shares for more than a decade, finally reaching its full funding goal in FY19. Needham, as a wealthy community, has a target local share of 82.5% and a state aide share of 17.5%.

Foundation Budget Review Commission

The FY15 state budget established the **Foundation Budget Review Commission** to "determine the educational programs and services necessary to achieve the commonwealth's educational goals" and to "review the way foundation budgets are calculated and to make recommendations for potential changes in those calculations as the commission deems appropriate." In conducting such review, the Commission was charged with determining "the educational programs and services necessary to achieve the commonwealth's educational goals and to prepare students to achieve passing scores on the Massachusetts Comprehensive Assessment System examinations." The statute also directed the Commission to "determine and recommend measures to promote the adoption of ways in which resources can be most effectively utilized and consider various models of efficient and effective resource allocation."

At the conclusion of its work, the Commission made broad recommendations in two areas: foundation budget changes and data reporting. Many of these recommendations have already been partially implemented by the state and are reflected in the current year foundation budget. Other recommendations are addressed by the FY20 reform proposals.

***Recommendations for Foundation Budget Changes:***

The Commission noted that several aspects of the Chapter 70 funding formula have become outdated. In particular, the Commission noted that the actual costs of health insurance and special education have far surpassed the assumptions built into the formula for calculating the foundation budget, thereby reducing the resources available to support other categories of school spending. In addition, the Commission noted that the amounts intended to provide services to ELL and low-income students are less than needed to fully provide the level of intervention and support needed to ensure the academic and social-emotional success of these populations, or to allow the school districts serving them to fund the best practices that have been found successful. The specific recommendations in this area, which apply to the pre-FY19 Foundation Budget shown in Appendix B, were:

- *Health Insurance*
    - Adjust the employee health insurance rate captured in the "Employee Benefits/Fixed Charges" component of the formula to reflect the average Group Insurance Commission (GIC) rate.
    - Add a new category for "Retired Employee Health Insurance" to the foundation budget; and
    - Establish a separate health care cost inflation adjustor for the employee health insurance portion of the "Employee Benefits/Fixed Charges" component of the formula, based on the change in the GIC rates.

- *Special Education*
    - Increase the assumed in-district special education enrollment rate from 3.75% to 4.00% (for non-vocational students) and 4.75% to 5.00% (for vocational students,) to more accurately reflect statewide enrollment in this category. The Commission determined that the current out-of-district special education enrollment rate (of 1% of foundation enrollment) was consistent with statewide placement rates and required no change.
    - Increase the out-of-district special education cost rate to capture the total costs that districts bear before circuit breaker reimbursement is triggered. The Commission proposed the following benchmark rate calculation in this area: *[4 x statewide foundation budget per-pupil amount] – [statewide foundation budget per-pupil amount + out-of-district special education cost rate.]*

- *English Language Learners*
    - Convert the ELL rate from a base rate to an increment on the base rate. (The state converted ELL rates from base rates to increments in FY19.)
    - Apply the increment to vocational school ELL students as well. (Vocational schools did not receive incremental funding for ELLs prior to FY19, because the ELL student amount was calculated as a base rate, rather than as an added increment.)
    - Increase the increment for all grade levels, particularly at the high school, to the current effective middle school increment of $2,361. This recommendation reflects the additional challenges of learning a new language at an older age. (In FY19, the ELL rates were increased and converted to an increment for each grade level.)

- *Low Income Students*
    - Ensure that any new definition of economically disadvantaged (necessitated by districts' shift away from collection of free and reduced school lunch eligibility data) properly and accurately count all economically needful students. (The statutory Chapter 70 formula calls for low income enrollment to be calculated using free and reduced lunch counts. Since FY17, however, free and reduced-price lunch data has not been available to districts, as a result of districts' participation in the USDA's Community Eligibility Program. As a result, the foundation budget is now calculated using the economically disadvantaged enrollment available through the so-called "direct certification" process.

However, new methodology results in fewer students being identified as economically needy than in previous years, resulting in smaller foundation budgets for districts. (The new economically disadvantaged student measure replaced the old low-income student measure as of October 1, 2014, and was first reflected in the FY16 foundation budget.) Obviously, the lower student counts had nothing to do with any real changes in family income; they were simply a shift from one valid measure to another valid measure.

- Increase the increment for districts with high concentrations of low income students, to offset the lower number of students in the economically disadvantaged category.
- Leave the exact calculation of each increment to legislative action.

***Recommendations for Efficient and Effective Resource Allocation:***

The Commission also made several recommendations related to data collection and reporting, in order to ensure that Chapter 70 funding was being used effectively and accountably to meet the educational needs of our most vulnerable children and high needs students. These recommendations included:

- *Data Collection*
  - Establish a data collection and reporting system that tracks funding allocated for ELL and Low-Income students to ensure that spending is targeted to the intended populations, and to provide a better data source to future Foundation Budget Review Commissions about the accuracy and adequacy of the low income and ELL increments.
  - Establish a data collection and reporting system that allows for greater access to school-level expenditures and data across all districts to increase the understanding of state level policy makes about effective school-level interventions and investments, and which connects that data to student achievement data so more informed decisions can be made about the productivity, efficiency, and effectiveness of state expenditures.

- *Stakeholder Data Advisory Group*
  - Establish a Stakeholder Data Advisory Committee that would assist DESE to identify, implement and assess cost-effective ways to achieve three goals:
    - Streamline financial reporting, eliminate duplicate reporting requirements, and improve data quality.
    - Strengthen DESE capacity to analyze and report staffing, scheduling and financial data in ways that support strategic resource allocation decisions at the district and school levels.
    - Strengthen district capacity to use data to make strategic resource allocation decisions.

  The Committee would be a collaborative effort of the Department of Elementary and Secondary Education (DESE) and the Executive Office of Education (EOE,) and would report to the Board of Elementary and Secondary Education Co-chairs of the Joint Committee on Education.

<u>FY20 Chapter 70 Reform Proposals</u>

The Governor, House and Senate all have proposed legislation to reform the Chapter 70 funding formula and address the concerns of the Foundation Budget Review Commission. My January 25 memo described the Governor's proposal in detail. This proposal was embedded in H70, "An Act to Promote Equity and Excellence in Education," and in H1, the Governor's FY20 budget proposal. House representatives, including Rep. Denise Garlick, have proposed an alternative bill, H. 576, "An Act Relative to Updating the Education Foundation Budget." Senate members, including Senators Rebecca Rausch and Michael Rush, have proposed S. 238, " An

Act Providing Rightful Opportunities and Meaningful Investment for Successful and Equitable Education." Although fewer details are available about H. 576 and S. 238, making them difficult to quantify, it is possible to compare and contrast the three legislative proposals at a conceptual level.

The attached chart compares and contrasts key elements of the three bills, from the standpoint of the Foundation Budget Review Commission recommendations. As more information is available about these proposals, I will update the School Committee accordingly.

| Commission Commendation/ Comparison Category | Governor's Bill, H. 70 | House Bill, H. 576 | Senate Bill, S. 238 |
|---|---|---|---|
| | | | |
| **Health Insurance**<br><br>*Summary*: All bills address the Commission recommendations to base the "employee benefits and fixed charges" foundation budget rates on GIC premium data for active employees and retirees, and to annually adjust those rates based on changes in GIC premiums. | The portion of the per pupil rate for employee benefits and fixed charges will be annually adjusted to reflect increases in GIC employer premium costs for active and retiree health insurance. Implemented over 6 years, starting FY20. | • The "employee benefits and fixed charges" rate will be 1.29 times the sum of: (1) the employee health insurance rate multiplied by the number of active employees; (2) the retired employee health insurance rate multiplied by the number of retirees receiving health insurance.<br>• The active employee health insurance rate will be the employer share of the average active employee premium for all GIC plans for 3 previous fiscal years, updated annually.<br>• The retired employee health insurance rate will be the weighted average of the GIC premium for all retiree plans for the 3 pervious fiscal years. | • Defines "employee benefits and fixed charges" as the amount of the foundation budget allocated for active and retired employee benefits.<br>• FY20 benefit and fixed charge rates are sum of: (1) $779.17 x foundation Pre-K enrollment and foundation half-day K enrollment, (2) $1,558.34 x foundation elementary enrollment, (3) $1,714.89 x foundation junior high/middle enrollment, (4) $1,467.94 x foundation high school enrollment, (5) $4,047.18 x assumed in-school sped enrollment, (6) $1,949 x foundation vocational enrollment, annually adjusted for inflation.<br>• The inflation index shall be the average annual rate of growth for the average premium of all GIC plans over prior 3 fiscal years. |
| **Special Education** | • The per pupil rate for foundation special education | • The per pupil rate for foundation special education | • *Tuitioned-out special education enrollment rate* is 3 times the |

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| *Summary*: All bills address the Commission recommendation to increase the assumed in-district sped enrollment participation rate (although H. 70 falls short of the 5% recommended rate for vocational enrollment.) Additionally, all bills increase the per pupil foundation budget rate for out-of-district sped tuitions to equal three times the state average per pupil foundation budget (thereby closing the gap between the current foundation budget, or 1x statewide average foundation budget per pupil, and the circuit breaker threshold of 4x statewide average foundation budget per pupil.) | tuition is equal to 3 times the state average per pupil foundation budget. Implemented over 7 years, starting FY20.<br>• Increases the *assumed in-district special education enrollment* from 3.75% to 4% of foundation enrollment, not counting vocational or Pre-K students, plus 4.75% of vocational enrollment. Implemented in FY26 (7th year) | tuition is equal to 3 times the state average per pupil foundation budget.<br>• Increases *assumed in-district special education enrollment* from 3.75% to 4% of foundation enrollment, not counting vocational or Pre-K students, plus 5% of vocational enrollment. | statewide foundation budget per pupil amount of the prior fiscal year.<br>• Increases *assumed in-district special education enrollment* from 3.75% to 4% of foundation enrollment, not counting vocational or Pre-K students, plus 5% of vocational enrollment. |
| **English Language Learners**<br><br>*Summary*: All bills address the Commission recommendations to convert the ELL rate to an increment and to apply the increment to vocational students. Only H. 70 proposes to differentiate the rate by grade levels, as recommended by Commission. H. 70 also proposes a new method for counting ELL students for foundation budget purposes, | • Increases and restructures ELL incremental rates to differentiate students by grade level: $2,177.17 (PreK-12), $2,721.46 (6-8), and $3,265.74 (9-12.)<br>• The foundation budget includes all students with low English language proficiency, as measured by the statewide ACCESS for ELLs test. Students who have already met or exceeded state exit requirements are no longer | • Sets ELL increment at $1,177.18 for Preschool and half-day Kindergarten, $2,354.36 for all other enrollment categories, updated annually. | • Sets ELL increment at $2,537.49 multiplied by EL enrollment, annually adjusted for inflation. |

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| which will reduce the overall headcount of eligible students. This reduced headcount is mitigated by the increased rates. | counted as EL students in the foundation budget calculation. This reduced headcount is mitigated by the increased rates. | | |
| **Low Income Students**<br><br>*Summary*:<br><br>H. 70 continues the current practice of basing 'low-income' student enrollment on the number of 'economically disadvantaged' students available through the HHS direct certification process (since free and reduced lunch data is no longer available.) It proposes to mitigate the lower student counts resulting from this method by introducing a more progressive rate structure for districts with higher populations of needy students, and implementing an additional high needs concentration increment for districts with both high numbers of economically disadvantaged and ELL students.<br><br>H. 576 and S. 238 seek an alternate, more inclusive | • Creates an 'economically disadvantaged" designation for low-income students identified through the HHS Virtual Gateway system as receiving income assistance.<br>• Continues to assign districts to 1 of 10 deciles based on their % of foundation enrollment identified as economically disadvantaged, but introduces a more progressive decile rate structure to the highest 5 deciles.<br>• Starting in FY20, there is also a new targeted *high needs concentration increment* for districts serving the highest concentrations of both economically disadvantaged and ELL students in the Commonwealth. Eligible districts are those districts in the 9th or 10th deciles and where 20% or more of a district's foundation enrollment has been designated as ELL in | • DESE to develop an updated definition for "low-income" that ensures children eligible for free and reduced lunch are included, and establishes an appropriate low-income increment that is not less than 50% of the average per pupil expenditure for the decile with the lowest percentage of low-income students, and shall increase with each subsequent decile.<br>• DESE to align data with the Executive Office of Health and Human Services to better count low-income students and improve outreach to families.<br>• DESE to develop a hold-harmless plan to assist districts negatively impacted by changes | • Defines a low-income student defined as having a family income <= 185% federal poverty level.<br><br>• Each decile to be assigned a low-income increment, starting at 50% of the statewide per pupil amount for students with a family income > 185% federal poverty level for the lowest percentage decile. The increment for the highest percentage decile shall be 100% of the statewide per pupil amount for students with a family income > 185% federal poverty level for the lowest percentage decile. DESE to use the average of the following when determining the statewide per pupil amount: the annual base rates in the enrollment categories of Pre-K, K, elementary, middle and high school, weighted by the |

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| definition of low-income students. H. 576 directs DESE to develop the new definition, while S. 238 creates a new definition tied to the federal poverty level. Both bills propose to increase the incremental foundation budget rate for needier districts. H. 576 adds a hold harmless formula component to assist districts negatively impacted by changing the method by which economically needy students are counted. S. 236 would require a new data collection effort to support the new definition of low-income, based on federal poverty levels. | two of the three most recent fiscal years. Eligible districts will receive this increment in addition to the regular economically disadvantaged and EL increments. At full phase-in, a decile 10 district receiving this additional increment will now be receiving a total increment increase of $4,782 per economically disadvantaged student (in FY20 dollars), compared to the FY19 decile 10 increment of $3,980. | made to the calculation of low-income students. | number of students in each category.<br>• DESE to collect family income data by asking districts to certify a form, or collect data via a direct certification system established by HHS, which may include the virtual gateway. |
| **Other Funding Formula Proposals** | • Adds "early college/innovation pathways" as a new category of foundation enrollment (and therefore of the foundation budget), for the purpose of encouraging and supporting program expansion over the next 7 to 10 years. The proposed rate to be applied to these students will add $1,050 per pupil to a district's foundation budget. (Fully implemented in FY20.)<br>• Starting in FY21, phases in new | • If revenue projections for the following fiscal year significantly exceed available revenues for the current fiscal year, the legislature may increase the rates for assumed in-district special education enrollment, ELL funding increments and low-income students, and for foundation benefits.<br>• Establishes a Student Supports Fund to provide additional resources to districts with high percentages of low-income | • Requires Commission review of the foundation budget calculation every five years. (Ch70 s4 currently states 'periodically.)<br>• Establishes a student aid increment component of Ch70:<br>  • Establishes a student aid "floor" = foundation budget x target aid share<br>  • Defines student aide increment as the state aid to meet the district |

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| | goal rates for the *guidance and psychological services* component to better reflect current and best practice staffing needs for additional student services related to school safety and climate, social and emotional supports, and career counseling for students.<br>• Proposes a feasibility study of establishing tiered foundation budget rates for career and vocational education programs, to better account for differences in operating costs of these programs. (Currently, all approved Chapter 74 vocational programs receive the same rate, even though the costs associated with each separate program vary widely.) The study would also consider the feasibility of raising the school choice tuition rate, currently $5,000, for vocational students.<br>• Proposes that any funds withheld from under-performing schools under MGL Ch70 s8 be deposited into a Public School Turnaround fund, to support school turnaround efforts in those districts. | students | student aid floor amount, which is the positive difference between a) aid floor amount and b) the sum of prior year aid + foundation aid increase + minimum per pupil aid or other Ch70 aid increment, less charter tuition. |

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| | • Proposes a special commission to make recommendations on the long-term fiscal health of rural districts facing declining student enrollment. | | |
| **Funding Formula Change Implementation Schedule**<br><br>*Summary*: All bills envision a phased implementation schedule over multiple years. H70 and H576 specify the schedule in the bill, while S238 directs the schedule to be developed by DESE and the House and Senate Ways and Means Committees. | • New rates phased in over a 7-year period (by FY26.) The staggered phasing is intended to prioritize the formula elements that provide assistance to Gateway and high-needs communities. | • Phased in over a 5-year period. | • Implementation schedule to be determined jointly by the Secretary of Administration and Finance and the Senate and House Ways and Means Committees. The schedule will:<br>  • Implement the Commission recommendations for tuitioned-out sped, in-school sped, low-income, ELLs, employee benefits and fixed charges, employee benefits inflation index; and incorporate the student aid increment.<br>  • Phase in the rate categories of employee benefits and fixed charges, low-income increment, and district student aid increment at the same pace.<br>  • The minimum per pupil aid in any year prior to the adoption of this schedule is to be the product of $50 x the |

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| | | | percentage of completion of the implementation schedule relative to the low-income increment, with the increment in FY19 being considered as the zero point for purposes of calculating the percentage in subsequent years. |
| **Logistics**<br><br>*Summary*: Only H. 70 'cleans up' the outdated statutory language to incorporate formula changes that have been implemented through various provisions of the state budget over the past decade. The House and Senate appear to assume the current formula provisions continue, but do not update the statute to codify all of these changes. | Codifies formula changes that have previously been implemented through annual provisions in the state budget. These include:<br>• Removing ELs (old bilingual) as a category of base enrollment, and converting EL rates from base rates to increments for each grade level. (FY19)<br>• Replacing the definition of low-income students (determined from free and reduced lunch data) with "economically disadvantaged" students, to reflect the change in how districts now identify low income students (FY16.)<br>• Continuing the practice of assigning Districts to 1 of 10 deciles, based on the percentage of their foundation enrollment identified as economically disadvantaged. | • Does not specifically codify the formula changes that have been implemented through annual provisions in the state budget. These are assumed (?) but do not seem to be included in the bill. | • Does not specifically codify the formula changes that have been implemented through annual provisions in the state budget. Many of these are assumed (?) but do not seem to be included in the bill. |

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| | • Incorporating the concept of a target local contribution, target local share, and excess effort reduction to the target amount into the formula calculation.<br>• Updating various sections of Chapter 70 to reflect current practice, remove outdated formula components, express updated foundation budget expenditure rates in table format, and remove timing issues for regional districts: Section 2 (Definitions), 3 (Foundation Budget Calculation,) 3A (Data Collection), 6 (Local Contributions), 9 (Reporting), 10 (State Aid), 13 (Allocation of State Aid.)<br>• Repealing outdated/ overly restrictive sections: 5 (Overburden Aid), 7 (Reductions to Appropriation), 12 (Determination of Appropriation.) | | |
| | | | |
| **Data Collection Recommendations**<br><br>*Summary:* All bills address the Commission recommendations around data collection, but only | Requires districts to report on foundation staffing and expenditures in a DESE-proscribed manner, including potential reports by program area and enrollment categories. | • Convenes a Data Advisory Commission, to assist DESE in:<br>• Establishing a data collection and reporting system to track funding allocate for ELs and low- | • Convenes a Data Advisory Committee, to assist DESE in:<br>• Establishing a data collection and reporting system to track funding allocate for ELs and low- |

| | | | |
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| H. 576 and S. 238 incorporate the Commission stakeholder advisory group recommendation. | • Removes old definitions, including "Book and Equipment Allotment" | income students; and allow for access to school-level expenditure data.<br>• Strengthen DESEs capacity to analyze and report data in ways that support strategic resource allocation decisions at the district and school levels;<br>• strengthen district capacity to use benchmarking tools to inform strategic resource allocation decisions;<br>• and streamline financial reporting.<br>• The Data Advisory Commission to include the Commissioner; the Secretary of Education; a member representative from: MASC, MASS, MSAA, MASBO, MAVA, MARS; a teacher representative and two professional data analysts<br>The Commission reports to the Board of Education, the clerks of the House and Senate, the house and senate chairs of the joint committee on education and the chairs of the house and senate committees on ways and means. | income students; and allow for access to school-level expenditure data.<br>• Strengthen DESEs capacity to analyze and report data in ways that support strategic resource allocation decisions at the district and school levels;<br>• strengthen district capacity to use benchmarking tools to inform strategic resource allocation decisions;<br>• and streamline financial reporting.<br>• The Data Advisory Commission to include a member representative from: DESE, EOE, MASC, MASS, MSAA, MASBO, MAVA, MARS, plus other members as voted.<br>The Commission reports to the Board of Education, the clerks of the House and Senate, the house and senate chairs of the joint committee on education and the chairs of the house and senate committees on ways and means. |
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| Overall $ Allocated to Chapter 70 | $4,371,040,074, a $193.7 million increase over FY19 amount of $4,177,314,546 | $4,387,305,920, a $210.0 million increase over FY19 amount of $4,177,314,546 | TBD |
| Proposed Allocation to Needham | $10,428,607, a $552,455 Increase over FY19 amount of $9,876,152 | $10,451,715, a $575,563 Increase over FY19 amount of $9,876,152 | TBD |

## Massachusetts Department of Elementary and Secondary Education

**Office of School Finance** 7/20/18

# FY19 Chapter 70 Foundation Budget

## 199 Needham

| | | Base Foundation Components | | | | | | | | | Incremental Costs Above The Base | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) | (13) | (14) | (15) | (16) | (17) | |
| | | Pre-School | Kindergarten Half-Day | Kindergarten Full-Day | Elementary | Jr High/ Middle | High School | Voca-tional | Special Ed In District | Special Ed Out of Dist | ELL PK | ELL K Half | ELL K Full | ELL Elementary | ELL Junior/Middle | ELL High School | ELL Vocational | Economically Disadvantaged | TOTAL* |
| | **Foundation Enrollment** | 42 | 403 | 2 | 2,211 | 1,323 | 1,736 | 0 | 205 | 55 | 0 | 29 | 0 | 109 | 18 | 14 | 0 | 375 | 5,495 |
| 1 | Administration | 8,536 | 81,908 | 813 | 898,705 | 537,759 | 705,632 | 0 | 575,098 | 154,295 | 0 | 1,395 | 0 | 10,369 | 1,806 | 1,041 | 0 | 0 | 2,977,356 |
| 2 | Instructional Leadership | 15,417 | 147,928 | 1,468 | 1,623,145 | 971,244 | 1,274,437 | 0 | 0 | 0 | 0 | 2,440 | 0 | 18,145 | 3,160 | 1,822 | 0 | 0 | 4,059,206 |
| 3 | Classroom and Specialist Teachers | 70,690 | 678,290 | 6,732 | 7,442,576 | 3,919,042 | 7,562,376 | 0 | 1,897,678 | 0 | 0 | 16,735 | 0 | 127,014 | 22,123 | 12,752 | 0 | 1,139,185 | 22,895,194 |
| 4 | Other Teaching Services | 18,130 | 173,963 | 1,727 | 1,908,891 | 822,227 | 898,197 | 0 | 1,771,838 | 2,357 | 0 | 2,440 | 0 | 18,145 | 3,160 | 1,822 | 0 | 0 | 5,622,897 |
| 5 | Professional Development | 2,796 | 26,824 | 266 | 294,525 | 191,054 | 243,075 | 0 | 91,543 | 0 | 0 | 697 | 0 | 5,184 | 903 | 520 | 0 | 29,209 | 886,597 |
| 6 | Instructional Equipment & Tech | 9,509 | 91,239 | 906 | 1,001,141 | 599,054 | 1,257,697 | 0 | 74,259 | 0 | 0 | 1,620 | 0 | 12,046 | 2,098 | 1,209 | 0 | 0 | 3,050,778 |
| 7 | Guidance and Psychological | 5,143 | 49,351 | 490 | 541,588 | 431,364 | 709,535 | 0 | 0 | 0 | 0 | 1,046 | 0 | 7,776 | 1,354 | 781 | 0 | 0 | 1,748,428 |
| 8 | Pupil Services | 2,045 | 19,626 | 195 | 323,168 | 315,871 | 955,748 | 0 | 0 | 0 | 0 | 349 | 0 | 2,592 | 451 | 260 | 0 | 0 | 1,620,306 |
| 9 | Operations and Maintenance | 19,630 | 188,355 | 1,869 | 2,066,716 | 1,340,712 | 1,705,780 | 0 | 642,413 | 0 | 0 | 4,184 | 0 | 31,106 | 5,418 | 3,123 | 0 | 175,260 | 6,184,567 |
| 10 | Employee Benefits/Fixed Charges | 20,231 | 194,121 | 1,927 | 2,130,077 | 1,296,050 | 1,548,790 | 0 | 691,225 | 0 | 0 | 3,564 | 0 | 26,499 | 4,616 | 2,661 | 0 | 108,589 | 6,028,350 |
| 11 | Special Ed Tuition | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,361,474 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,361,474 |
| **12** | **Total** | **172,128** | **1,651,605** | **16,393** | **18,230,531** | **10,424,378** | **16,861,267** | **0** | **5,744,054** | **1,518,126** | **0** | **34,471** | **0** | **258,875** | **45,089** | **25,992** | **0** | **1,452,244** | **56,435,154** |
| 13 | Wage Adjustment Factor | 107.6% | | | | | | | | | | | | | | | | | |
| 14 | Economically Disadvantaged Decil | 1 | | | | | | | | | | | | | | | | | |

**Foundation Budget per Pupil** **10,270**

* Total foundation enrollment does not include columns 8 through 17, because those columns represent increments above the base. The pupils are already counted in columns 1 to 7.

Total foundation enrollment assigns pupils in pre-kindergarten and half-time kindergarten an enrollment count of .5.

Special education in-district headcount is an assumed percentage, representing 3.75 percent of K to 12 non-vocational enrollment and 4.75 percent of vocational enrollment.

Special education out-of-district headcount is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Economically disadvantaged headcounts are the number of pupils in columns 1 through 7 who are directly certified as eligible for the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); and MassHealth (Medicaid).

Each component of the foundation budget represents the enrollment on line 1 multiplied by the appropriate state-wide foundation allotment.

The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

The foundation budget shown on this page may differ from the final number used in the formula, due to rounding error.

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# Massachusetts Department of Elementary and Secondary Education

**Office of School Finance**

## FY11 Chapter 70 Foundation Budget

**199 NEEDHAM**

| | | Base Foundation Components | | | | | | | | | | Incremental Costs Above The Base | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) | (13) | (14) | |
| | | Pre-School | Kindergarten Half-Day | Kindergarten Full-Day | Elementary | Jr High/ Middle | High School | ELL PK | ELL K Half | ELL KF - 12 | Vocational | Special Ed In District | Special Ed Out of Dist | Low Income Elem | Low Income Other | TOTAL* |
| | Foundation Enrollment | 26 | 415 | 3 | 2,168 | 1,193 | 1,461 | 0 | 5 | 45 | 0 | 191 | 51 | 215 | 78 | 5,094 |
| 1 | Administration | 4,653 | 74,269 | 1,074 | 775,949 | 426,986 | 522,906 | 0 | 895 | 16,106 | 0 | 471,813 | 125,982 | 0 | 0 | 2,420,632 |
| 2 | Instructional Leadership | 8,403 | 134,132 | 1,939 | 1,401,457 | 771,189 | 944,432 | 0 | 1,616 | 29,089 | 0 | 0 | 0 | 0 | 0 | 3,292,258 |
| 3 | Classroom and Specialist Teachers | 38,533 | 615,046 | 8,892 | 6,426,029 | 3,111,778 | 5,604,135 | 0 | 11,160 | 200,879 | 0 | 1,556,868 | 0 | 573,346 | 157,141 | 18,303,809 |
| 4 | Other Teaching Services | 9,883 | 157,740 | 2,281 | 1,648,147 | 652,861 | 665,616 | 0 | 1,520 | 27,354 | 0 | 1,453,623 | 1,925 | 0 | 0 | 4,620,949 |
| 5 | Professional Development | 1,524 | 24,327 | 352 | 254,318 | 151,704 | 180,124 | 0 | 397 | 7,145 | 0 | 75,102 | 0 | 12,620 | 4,578 | 712,191 |
| 6 | Instructional Equipment & Tech | 5,183 | 82,730 | 1,196 | 864,403 | 475,661 | 932,016 | 0 | 997 | 17,942 | 0 | 60,921 | 0 | 0 | 0 | 2,441,050 |
| 7 | Guidance and Psychological | 2,804 | 44,752 | 647 | 467,580 | 342,521 | 525,815 | 0 | 718 | 12,920 | 0 | 0 | 0 | 0 | 0 | 1,397,756 |
| 8 | Pupil Services | 1,115 | 17,799 | 257 | 279,046 | 250,803 | 708,265 | 0 | 322 | 5,792 | 0 | 0 | 0 | 0 | 0 | 1,263,399 |
| 9 | Operations and Maintenance | 10,700 | 170,793 | 2,469 | 1,784,428 | 1,064,559 | 1,264,074 | 0 | 2,786 | 50,143 | 0 | 527,040 | 0 | 88,550 | 32,125 | 4,997,666 |
| 10 | Employee Benefits/Fixed Charges | 8,964 | 143,071 | 2,069 | 1,494,901 | 782,131 | 920,240 | 0 | 2,169 | 39,033 | 0 | 554,897 | 0 | 54,088 | 19,622 | 4,021,184 |
| 11 | Special Ed Tuition | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,111,644 | 0 | 0 | 1,111,644 |
| **12** | **Total** | **91,762** | **1,464,660** | **21,176** | **15,396,258** | **8,030,193** | **12,267,623** | **0** | **22,578** | **406,403** | **0** | **4,700,264** | **1,239,551** | **728,603** | **213,467** | **44,582,538** |
| 13 | Wage Adjustment Factor | 107.6% | | | | | | | | | | | | **Foundation Budget Per Pupil** | | **8,752** |

* Total foundation enrollment does not include columns 11 through 14, because those columns represent increments above the base. The pupils are already counted in columns 1 to 10.

Total foundation enrollment assigns pupils in pre-kindergarten and half-time kindergarten an enrollment count of .5.

Special education in-district headcount is an assumed percentage, representing 3.75 percent of K to 12 non-vocational enrollment and 4.75 percent of vocational enrollment.

Special education out-of-district headcount is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Low income headcounts are the number of pupils in columns 1 through 10 who are eligible for free or reduced lunch.

Each component of the foundation budget represents the enrollment on line 1 multiplied by the appropriate state-wide foundation allotment.

The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

The foundation budget shown on this page may differ from the final number used in the formula, due to rounding error.

**Needham School Committee**
**May 7, 2019**

Agenda Item: **Discussion**

**Superintendent Evaluation Process**

Background Information:

- Both School Committee policy and the Superintendent's contract require a process for the annual evaluation of the Superintendent's performance.
- The evaluation process will begin with this meeting and conclude with an evaluation conducted in open session at a future School Committee meeting.
- A copy of the Superintendent's approved 2018-2019 goals is enclosed.

Persons Available for Presentation:

Mr. Michael Greis, School Committee Chair
Mr. Aaron Pressman, School Committee Member

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE AFB/CBG

| Policy for: EVALUATION OF THE SUPERINTENDENT | Revision 1 |
|---|---|
| Date Approved by School Committee: May 15, 2012 | Signature of Chair: Heidi Black | Page 1 of 1 |

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as envisioned and expected by the School Committee.

2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Committee and the Superintendent.

3. Develop harmonious working relationships between the School Committee and Superintendent.

4. Provide constructive feedback to improve future performance.

5. Provide data in assessing performance.

6. Ensure that the Superintendent provides excellent administrative leadership for the school system.

7. Ensure that the evaluation process supports student learning and achievement.

The School Committee will annually develop with the Superintendent a set of district objectives and goals based on the needs of the school system. The Superintendent's performance will be reviewed in public session in accordance with these specified goals. Additional objectives will be established at intervals agreed upon with the Superintendent. The Chair and immediate past Chair will lead the evaluation process. If the immediate past Chair is no longer a member of the School Committee, then the Vice-chair will participate in leading the evaluation.

# Superintendent's Performance Goals
# Needham Public Schools 2018-2019

**Superintendent:** Daniel E. Gutekanst

**School Committee Chair:** Aaron Pressman

| **Professional Practice** | |
|---|---|
| **1** | In a minimum of eight administrative meetings, I will implement effective school leadership development and training in the areas of data use & fluency, educator evaluation, and cultural proficiency to ensure an equitable learning experience for all children.<br><br>***Evidence of Progress:***<br><br>• *SLT and DLT meeting agendas show evidence of data workshops, the use of evaluation to inform supervision, and topics focused on cultural proficiency.*<br>• *Administrative classroom walk-throughs and observations with principals to observe and assess teaching and learning as it relates to equitable and inclusive practices.*<br>• *Participation in professional learning opportunities focused on innovation in learning, global studies, and leadership development as these areas relate to equity and inclusion.* |

| Student Learning | |
|---|---|
| **2** | I will ensure principals use their School Improvement Plans and school-based professional development plans to contribute toward District efforts to support equitable, inclusive, and innovative practices that will empower all students and narrow achievement gaps for underperforming students. |
| **3** | In a minimum of three meetings, the Race, Equity, Access & Leadership (REAL) Coalition will help to develop a framework for equity that will operationalize and support inclusion, access, and achievement for all students, particularly students of color. |
| **4** | I will ensure the implementation of student-centered and interdisciplinary learning through the use of the budget process, School Improvement Plans, and the development of the Portrait of a Needham Graduate process.<br><br>***Evidence of Progress:***<br>• *High needs, special education, ELL, and students of color increase levels of participation in higher-level and challenging middle/high school courses and increase performance on local and state assessments.*<br>• *Race Equity Access & Leadership (REAL) agendas show evidence of work and plans to enhance District efforts around communication, policy, curriculum, school culture, and professional development.*<br>• *School Improvement Plans show evidence of innovative and/or interdisciplinary learning experiences for all students.*<br>• *District documents, including the FY20 budget plan, School Improvement Plans, and newsletters reflect increased priority for innovative, student-centered, and interdisciplinary learning for all students.* |

| **District Improvement** | |
|---|---|
| **5** | I will encourage and facilitate the development of increased teacher and student voice, participation, and agency in the work of the Needham Public Schools. |
| **6** | I will support the proactive development, implementation, and completion of key infrastructure capital and technology plans. |
| **7** | I will facilitate the development and implementation of Full Day Kindergarten in the 2019-20 (FY20) school year. |
| **8** | I will ensure the development of a vision for Needham students through the Portrait of a Needham Graduate process and propose 5-year District priorities based on that vision.<br><br>***Evidence of Progress:***<br>• *Staff and students included in planning efforts and in key decision making opportunities at the school and district level; Superintendent communication efforts include teacher and student voice and stories of engagement and learning; staff survey feedback demonstrates positive involvement in District planning and participation.*<br>• *NHS renovation, Mitchell modular construction, and Sunita L. Williams Elementary School projects completed or near completion; FY20 budget planning includes a review of capital priorities; Technology Strategic Plan completed.*<br>• *Full Day Kindergarten included in FY20 Budget; Town Meeting appropriates funding; Staff hired and trained to support developmentally appropriate program for all students.*<br>• *Portrait of a Needham Graduate developed and shared broadly with community; 5 year District priorities voted by School Committee* |

**Needham School Committee**
**May 7, 2019**

Agenda Item: **Action**

**Vote to Support Portrait of a Needham Graduate 5-Year Strategic Priorities Plan**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee votes to support the Portrait of a Needham Graduate 5-year strategic plan as submitted.

# DISTRICT PLANNING PROCESS & STRATEGIC FRAMEWORK FY20-FY25

Needham Public Schools

Needham Public Schools
1330 Highland Avenue
Needham, MA 02492

- Submitted to Needham School Committee MAY 7, 2019 -

# PORTRAIT OF A NEEDHAM GRADUATE COMMITTEE

The following representatives from our stakeholder groups (students, educators, parents, business and civic leaders, and higher education) contributed to the development of the *Portrait of A Needham Graduate*, the foundation of the district's FY20-FY25 Strategic Framework.

Aaron Pressman
Adam Dangelo
Adi Arbel
Ali Coubrough-Argentieri
Alisa Skatrud
Andrea Long-Carter
Andrew Winig
Angie O'Donnell
Anne Weinstein
Ashok Mehta
Betsy Newman
Caren Firger*
Craig Sterling
Diane Simmons*
Greg Bayse
Hans Batra
Ilan Barzilay
James McQuivey
Jamie Singelais*
Jenny Small
Jim Flanagan
Jimmy Odierna*
Joanne Allen-Willoughby
Joseph Chiu
Kate Reardon
Kathleen Berner
Kathy Pinkham*
Kim Forness
Kim Hoffman
Kurt Ochalla
Maggie Charron*
Marcy Leiman
Marianne Cooley
Marissa Krantz
Mark Healey
Matt Saiia
Mia Khera
Nick Tatar
Patrick Caron
Patrick Gallagher*
Paul Murray
Priya Gore
Ryan Martin
Sarah Winig
Sascha D'Angelo
Saundra Watson*
Shayan Raza
Sinceree Diego
Srinivasarao Nandi Wada
Stephen Demaio
Stu Schmill
Tamatha Bibbo*
Terry Duggan*
Tristan Coren

* We are thankful to these Facilitators of the 4 workshops who guided the Committee in the development of the Portrait of A Needham Graduate.

*"The Portrait will provide a framework of equity in education, helping us prepare ALL students for the world they are facing and their future."*

- Superintendent Daniel Gutekanst

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# EXECUTIVE SUMMARY

Imagine what the world will be like in 2032. In a March 5, 2018 open letter and invitation to the community, Superintendent Gutekanst reflected on the Class of 2032, the first class to experience Needham Public Schools full-day kindergarten. He announced that the timing was right to engage the community in a conversation about preparing all students for their future.

What kind of educational experiences do we want for our students at all grade levels as we propel them towards graduation, the challenges ahead, and their future lives? We researched, discussed, debated, and articulated the key attributes, skills, and knowledge we want for Needham's young people, now and as far into the future as we can see. We developed a framework—a Portrait of a Needham Graduate—that will inform the district's work going forward, with priorities and strategic objectives around which the community can coalesce and contribute.

To accomplish this work, we brought together a broad-based group of over 50 stakeholders who met for four daylong workshops. Their conversations reflected the many voices, wisdom, and values of this amazing community. The work was invigorating and challenged some of our assumptions about what the educational experience should be in the Needham Public Schools. This group, plus 430 staff across the district, provided input that enabled us to finalize the Portrait and prepare the FY20-FY25 strategic framework for School Committee consideration and approval.

The Portrait of A Needham Graduate represents a district shift to be more future-focused, student-focused, and with students in the role of drivers of their own learning. The 5-year plan challenges us to address what interferes with learning such as time, schedule, classroom environment, or learning silos. Going forward, we will measure the impact of our actions in terms of student outcomes, for ALL students, because the Portrait is a framework for equity in the Needham Public Schools.

## PORTRAIT-RELATED RESEARCH AND WORKSHOPS

In order to develop the Portrait of a Needham Graduate, we grounded the work in research and data on future trends in education and changes/challenges in society that we must prepare our children to address. Of the more than 200 people expressing interest in the Portrait planning process, 53 were invited to participate in four daylong workshops. They represented their stakeholder groups: students, educators, parents, business and civic leaders, and higher education. The presentations, articles, and videos previewed by this Portrait Committee are available to the entire community at this link: https://goo.gl/KsfeJk

To further the Portrait Committee's learning, we partnered with EdLeader21 for guidance on the Portrait planning process. Guest speakers presented critical information at our various workshops. Among the distinguished guests were: Professor Christopher Dede, Harvard University's Graduate School of Education; Beth Grous, Chief People Officer at Trip Advisor; Richard Miller, President of Olin College; James McQuivey, VP at Forrester Research; and Timothy Dasey, Group Leader and Inventor from MIT Lincoln Laboratory. The perspectives of local leaders from business and higher education influenced our understanding of how to prepare students for jobs and life-long learning.

Among the many important findings:

- Our children face a future of multiple careers, not just jobs. The real issue is not which path to take, but which to take first as a foundation for the others.
- A central challenge for educators is creating intellectual, emotional, and social supports that empower students for the difficult task of unlearning old ways, while simultaneously learning new ones.
- Future career options and economic opportunities will involve increasing levels of entrepreneurship; technology-driven solutions, including digital automation and Artificial Intelligence, and data management; and innovative technology tools, marketplaces, and economic development.
- Environmental and security issues, including the impact of climate change, availability of increasingly limited resources, cyber-warfare, and unstable alliances, will proliferate.
- Increased civic engagement, including the need for diplomacy, language acquisition, religious and cultural understanding will be required.
- Medical advancements and biotech will result in longer, healthier lives; science and space exploration will flourish; personal innovation, ingenuity, and creativity will be rewarded; social media and new technologies to communicate, solve problems, and build community will guide and strengthen a new generation.

Additional Portrait-related research findings can be found in the video available at https://www.youtube.com/watch?v=RxK-AMP1NXs&feature=youtu.be

Although the conventional wisdom about 21st century skills holds that students must master STEM subjects – science, technology, engineering, math – because that's where the jobs are, according to our research, the top characteristics of success are soft skills, like communicating and listening well, having empathy toward and being supportive of one's colleagues, being a good critical thinker and problem solver. STEAM skills – in Needham we also include an "A" for the Arts – are vital to the world we live in today, but these skills alone are not enough. Broad learning skills are what some large companies seek when they hire new employees and what some higher education institutions care more about than grades or results on standardized tests. Furthermore, in a fast-changing workplace, the ability to acquire new knowledge and skills is critically needed. At the very least, learning *how* to learn just may be one of the puzzle pieces for navigating an uncertain future.

Using multi-pronged approaches, the Portrait Committee communicated with as many stakeholders as possible. Field trips were arranged so community members could visit schools to observe current programs and practices. Staff attended the 2018 Model Schools Conference and the EdLeader21 Conference. Community forums were held and presentations were made at various organizations' meetings including the Rotary Club, Needham Education Foundation, PTCs, Needham Select Board, among others. In addition, the Needham Education Association was involved, and faculty meetings were held at each school. The intent was for members of the Portrait Committee to be ambassadors for this effort by presenting information about our students' future, and soliciting feedback that shaped our vision.

## OUR VISION: PORTRAIT OF A NEEDHAM GRADUATE

Pictured left is the final version of *Portrait of A Needham Graduate* presented for School Committee consideration on April 23, 2019.

After synthesizing the research findings and feedback from the community and staff, we generated a list of competencies that we believe all our students will need for their future. This vision is an exciting shift in our district. We are building back from *their* future rather than forward from *our* past. When we do this, we are bringing into focus how dramatically rapid advancements are changing the workplace and society. At the same time, we are acknowledging that what our students will need to know and be able to do will, in many ways, be different from what we needed when we were in school.

We believe that even though their future is uncertain, our students will be prepared. We envision them as Creative Thinkers and Problem Solvers, Communicators and Collaborators, Socially and Culturally Responsive Contributors, Responsible and Resilient Individuals, and Empowered Learners. More specifically, our students will be able to demonstrate the competencies depicted in our Portrait graphic on page 3 and itemized below.

### Creative Thinkers and Problem Solvers

Raise questions driven by curiosity; Analyze relevant information; Express creativity; Design and innovate solutions

### Communicators and Collaborators

Listen effectively; Articulate ideas using a variety of communication strategies and skills; Interact with others respectfully and productively; Contribute to teamwork

### Socially and Culturally Responsive Contributors

Understand and respect diversity; Act with empathy and courage to ensure equity, access, and an anti-racist culture; Address local & global issues through civic and community engagement

### Responsible and Resilient Individuals

Take responsibility for actions; Make healthy choices to achieve physical & emotional well-being; Self advocate; Persist to overcome personal challenges; Adapt to change

### Empowered Learners

Discover and integrate content from multiple disciplines; Engage in self-directed learning; Use technology to support learning and navigate a digital world

Our students' collective and individual success depends on developing these competencies in preparation for the future world that awaits them. We must be deliberate about teaching these competencies and embedding them into curricula and practices. Therefore, in support of the shared vision for our students' future, the work ahead will cover every aspect of what we do in the Needham Public Schools, including instruction, assessment, school structures, and staffing – all guided by the Portrait's strategic framework.

# STRATEGIC FRAMEWORK

To bridge the gap between where we are today and where we want to be to prepare our students for their future, we developed a strategic framework for equity in education. The framework focuses on ALL our students and the impact of our actions on them.

The process of generating the framework was initiated by the 53-member Portrait Committee in the form of a first draft of some big, bold steps and a game plan for implementing the Portrait. The committee's foundational work was combined with input from 430 faculty and staff representing all of our schools. The staff contributed their ideas by answering these questions:

- What are we currently doing that supports all students in developing Portrait competencies? *(Valuing the Present)*
- What are we doing that interferes with or distracts from our Portrait? *(Abandoning the Past)*
- What new programs or practices would help all students develop Portrait competencies crucial to their future? *(Envisioning the Future)*

Based on a classic strategy tool for managing organizational change along three time horizons, this process provided the data for a needs assessment, and the synthesis of the data (past, present, future) informed decision-making on our District Priorities and Strategic Objectives for a 5-year plan.

Before the Strategic Framework was presented to School Committee for consideration, we tested potential priorities and strategies by surveying the staff. For the proposed priorities, 85% to 98% of the 218 respondents identified them as "very important" or "a top priority." This feedback led us to the following four priorities that we believe are equally important, each with a focus on ALL our students, and each with key strategies for realizing our vision.

## Priority 1: ALL STUDENTS ARE DRIVERS OF THEIR OWN LEARNING

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. Educators who adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps students to achieve their own learning objectives. In terms of teaching practices, a shift is needed from teacher transmission of information to student application of knowledge through their own real-world experiences.

The following strategic objectives are recommended to support all students in becoming drivers of their own learning:

**Incorporate opportunities for student choice, independent learning, and individualized pathways.**

**Provide structures and experiences that enable student efficacy, leadership, and voice.**

**Teach students the content and skills necessary for them to grow personally and academically.**

## Priority 2: ALL STUDENTS EXPERIENCE INTEGRATIVE TEACHING & LEARNING

In many educational systems, there are learning silos for academic subjects, departments, Special Education, etc. This priority is about Needham Public Schools serving or intending to unify separate things for the purpose of carrying out best practices in teaching and learning.

Our intent is to enable students to make connections between ideas and concepts across different disciplines and apply the knowledge gained. At the same time, we intend to address students' individual differences and provide each student with access to the resources they need. We will take into account social and emotional components that either facilitate or impede learning, and consider alternative ways for students to acquire and demonstrate knowledge and skills. We believe transferable skills, like communication and collaboration, will result in learning experiences that stay with the student for a lifetime.

The following strategic objectives are recommended to support all students in experiencing integrative teaching and learning:

**Extend interdisciplinary teaching and learning practices Pre-K to 12.**

**Embed Portrait Competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices.**

**Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression.**

## Priority 3: ALL STUDENTS LEARN & GROW WITHIN ADAPTABLE ENVIRONMENTS

We recognize that learning takes place within the classroom, and within and outside the school building. Learning continues in the community and with families. That is why it's important to extend our work by enhancing learning environments. Staff suggested more flexible/innovative spaces, schedules, and structures; thoughtful homework practices; opportunities for travel and internships; family/community engagement; and other fresh ideas.

The following strategic objectives are recommended to support all students to learn and grow within adaptable environments:

**Support and design classroom models and environments that foster collaboration and innovation.**

**Provide time, schedules, and spaces that promote learning objectives.**

**Complement instruction with accessible learning outside the classroom, within the community, and in partnership with families.**

## Priority 4: INFRASTRUCTURE SUPPORTS NEEDS OF ALL STUDENTS

Underpinning the Portrait framework is an infrastructure critical to carrying out our 5-year plan. This priority focuses on the investments needed, the capacity building, development of systems, and the ongoing training and professional learning of Needham Public Schools staff.

The following strategic objectives are recommended to provide the infrastructure that supports the needs of all students:

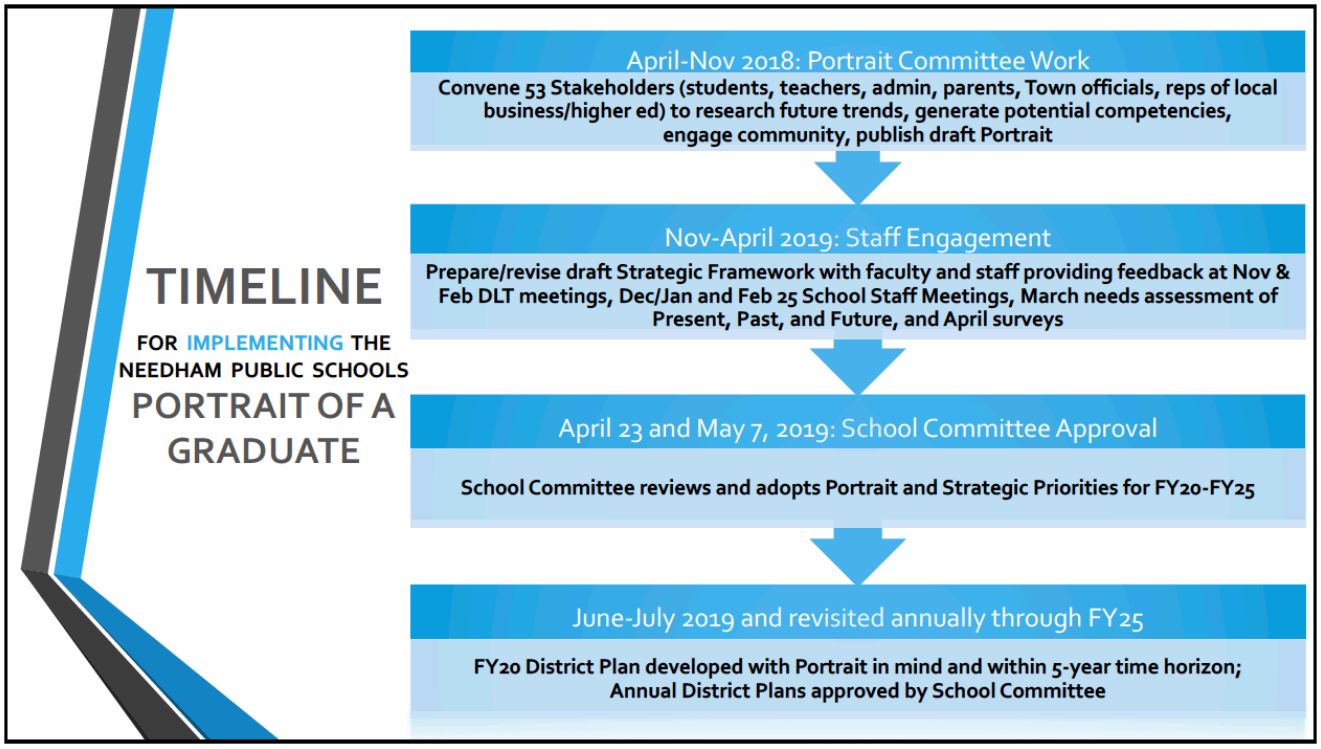
**Provide staffing, facilities, and budget resources aligned to district priorities.**

**Implement a recruitment, retention, and development process for staff growth and diversity.**

**Establish a professional learning structure supporting equity and the Portrait vision.**

# PORTRAIT TIMELINE AND NEXT STEPS

We are proud to share with the community this comprehensive Portrait planning process that resulted in 4 priorities with strategic objectives. As shown below, we dedicated a year to completing the research, involving a wide cross-section of stakeholders, and generating data to inform our thinking and decision-making. The work ahead is to develop action steps that will make this vision a reality. Each year for the next 5 years, with the Portrait in mind, we will present an Annual District Plan and follow through on aligning multiple models/plans being used district wide that will prepare ALL our students for their future. The School Committee will review the District Action Plan for FY20 on June 18, 2019.



## SUMMARY

Needham Public Schools

# PORTRAIT OF A NEEDHAM GRADUATE

Shared vision of the future for our Pre-K to 12 students

### VISION

Preparing All Needham Public School students to be:
Creative Thinkers and Problem Solvers;
Communicators and Collaborators;
Socially and Culturally Responsive Contributors;
Responsible and Resilient Individuals; and
Empowered Learners.

### DISTRICT PRIORITIES AND STRATEGIC OBJECTIVES FY20-FY25

1. All Students Are Drivers of Their Own Learning
   - Incorporate opportunities for student choice, independent learning, & personalized pathways
   - Provide structures and experiences that enable student efficacy, leadership, and voice
   - Teach students the content & skills necessary for them to grow personally and academically

2. All Students Experience Integrative Teaching and Learning
   - Extend interdisciplinary teaching and learning practices Pre-K to 12
   - Embed Portrait Competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices
   - Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression

3. All Students Learn and Grow Within Adaptable Environments
   - Support and design classroom models and environments that foster collaboration and innovation
   - Provide time, schedules, and spaces that promote learning objectives
   - Complement instruction with accessible learning outside the classroom, within the community, and in partnership with families

4. Infrastructure Supports Needs of All Students
   - Provide staffing, facilities, and budget resources aligned to district priorities
   - Implement a recruitment, retention, and development process for staff growth and diversity
   - Establish a professional learning structure supporting equity and the Portrait vision

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The following references are a partial list of the sources of information reviewed by members of the Portrait Committee in preparation for drafting the strategic framework.


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**Needham School Committee**
**May 7, 2019**

Agenda Item: **Action**

**Approve Extension of Bus Contract**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the extension of the master agreement for school bus transportation services through June 30, 2021 as submitted.

# *NEEDHAM SCHOOL COMMITTEE*

**Agenda Item #:** _____ **Date:** March 27, 2019

**Item Title:** **Yellow Bus Transportation Contract Extension: 2019/20 - 2020/21**

**Item Description:** In February, 2016, the Needham Public Schools, acting in conjunction with the Natick Public Schools, released an Invitation for Bid (IFB) for School Bus Transportation Services. The new contract covered the period beginning July 1, 2016 to June 30, 2019, with two optional extension years through June 30, 2021.

Needham was the Lead District for the Collective Purchasing Group (CPG) consisting of Needham and Natick. As Lead District, Needham executed a Master Agreement with the winning bidder, Michael J. Connolly & Sons, Inc. Natick executed a separate, participation agreement with Connolly Bus. Under this arrangement, each participating district is liable only for the services it procures for itself; Needham is not responsible for the actions or obligations created by Natick and vice versa.

Chapter 30B allows the Committee to vote to extend the master contract for up to two possible extension years, through June 30, 2021. Once the Master Agreement is extended, Natick will have the option to extend its participation agreement with Connolly Bus for the two option years, as well.

This agenda item is to request an extension of the Master Agreement with Connolly Bus into FY21, at the attached bid prices. These bid prices are the same as were approved in November, 2016, when Connolly Bus agreed to reduce its original bid prices for Early Release Day buses. A summary of the bid prices in effect for the extension years is presented as Attachment A.

As required by Ch30B, an investigation was conducted of the cost/benefits of exercising the renewal option, to verify that it is more advantageous to extend the contract than procure the service through alternate means. Based on the results of this analysis (Attachment B), the School Procurement Officer has determined that it is more advantageous to extend the existing contract at the 0.8%/year annual rate increase for Needham (and 1.9% increase for FY20 and $1.3% increase for FY21 for Natick), than to re-bid and receive new bid prices that are comparable to the higher rates charged in the surrounding communities.

Recommendation: That the Needham School Committee extend the Master Agreement for school bus transportation services through June 30, 2021, at the attached bid prices. The contracts to execute will follow at a subsequent meeting.

**Supporting Data:** Attachments A-B.

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance & Operations

# Attachment A - Needham Bid Prices

## FY17-19 REVISED School Bus Transportation Bid Prices: Needham

| | ORIGINAL BID | | | | REVISED | | | |
|---|---|---|---|---|---|---|---|---|
| **Regular Buses, Grade K-12 (1)**<br>**13 Buses x 180 Days** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** |
| FY 2015/16 | 348.00 | | | | 348.00 | | | |
| FY 2016/17 | 353.00 | 1.4% | 1.4% | 826,020 | 353.00 | 1.4% | 1.4% | 826,020 |
| FY 2017/18 | 359.00 | 1.7% | 3.2% | 840,060 | 359.00 | 1.7% | 3.2% | 840,060 |
| FY 2018/19 | 365.00 | 1.7% | 4.9% | 854,100 | 365.00 | 1.7% | 4.9% | 854,100 |
| Subtotal | | | | **2,520,180** | | | | **2,520,180** |
| FY 2019/20 | 368.00 | 0.8% | 5.7% | 861,120 | 368.00 | 0.8% | 5.7% | 861,120 |
| FY 2020/21 | 371.00 | 0.8% | 6.6% | 868,140 | 371.00 | 0.8% | 6.6% | 868,140 |
| **Kindergarten Mid-Day Buses**<br>**3 Buses x 180 Days** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** |
| FY 2015/16 | 65.00 | | | | 65.00 | | | |
| FY 2016/17 | 65.00 | 0.0% | 0.0% | 35,100 | 65.00 | 0.0% | 0.0% | 35,100 |
| FY 2017/18 | 65.00 | 0.0% | 0.0% | 35,100 | 65.00 | 0.0% | 0.0% | 35,100 |
| FY 2018/19 | 68.00 | 4.6% | 4.6% | 36,720 | 68.00 | 4.6% | 4.6% | 36,720 |
| Subtotal | | | | **106,920** | | | | **106,920** |
| FY 2019/20 | 72.00 | 5.9% | 10.8% | 38,880 | 72.00 | 5.9% | 10.8% | 38,880 |
| FY 2020/21 | 75.00 | 4.2% | 15.4% | 40,500 | 75.00 | 4.2% | 15.4% | 40,500 |
| **Early Release Buses: NPS Not in Session (2)**<br>**5 Buses x 11 Days** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** | **Revised Bid** | **Annual Increase** | **Cumulative Increase** | **Revised Bid Price** |
| FY 2015/16 | 50.00 | | | | 50.00 | | | |
| FY 2016/17 | 353.00 | 606.0% | 606.0% | 19,415 | 105.00 | 110.0% | 110.0% | 5,775 |
| FY 2017/18 | 356.00 | 0.8% | 612.0% | 19,580 | 105.89 | 0.8% | 111.8% | 5,824 |
| FY 2018/19 | 365.00 | 2.5% | 630.0% | 20,075 | 108.57 | 2.5% | 117.1% | 5,971 |
| Subtotal | | | | **59,070** | | | | **17,570** |
| FY 2019/20 | 368.00 | 0.8% | 636.0% | 20,240 | 109.46 | 0.8% | 118.9% | 6,020 |
| FY 2020/21 | 371.00 | 0.8% | 642.0% | 20,405 | 110.35 | 0.8% | 120.7% | 6,069 |
| **Early Release Buses: StJ Not in Session (3)**<br>**13 Buses x 8 Days** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** | **Revised Bid** | **Annual Increase** | **Cumulative Increase** | **Revised Bid Price** |
| FY 2015/16 | 50.00 | | | | 50.00 | | | |
| FY 2016/17 | 353.00 | 606.0% | 606.0% | 36,712 | 105.00 | 110.0% | 110.0% | 10,920 |
| FY 2017/18 | 359.00 | 1.7% | 618.0% | 37,336 | 106.78 | 1.7% | 113.6% | 11,106 |
| FY 2018/19 | 365.00 | 1.7% | 630.0% | 37,960 | 108.57 | 1.7% | 117.1% | 11,291 |
| Subtotal | | | | **112,008** | | | | **33,317** |
| FY 2019/20 | 368.00 | 0.8% | 636.0% | 38,272 | 109.46 | 0.8% | 118.9% | 11,384 |
| FY 2020/21 | 371.00 | 0.8% | 642.0% | 38,584 | 110.35 | 0.8% | 120.7% | 11,477 |
| **Price Per 15 Min Increment Beyond 4 Hr**<br>**50 Increments Over 180 Days** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** |
| FY 2015/16 | 20.00 | | | | 20.00 | | | |
| FY 2016/17 | 35.00 | 75.0% | 75.0% | 1,750 | 35.00 | 75.0% | 75.0% | 1,750 |
| FY 2017/18 | 35.00 | 0.0% | 75.0% | 1,750 | 35.00 | 0.0% | 75.0% | 1,750 |
| FY 2018/19 | 35.00 | 0.0% | 75.0% | 1,750 | 35.00 | 0.0% | 75.0% | 1,750 |
| Subtotal | | | | **5,250** | | | | **5,250** |
| FY 2019/20 | 40.00 | 14.3% | 100.0% | 2,000 | 40.00 | 14.3% | 100.0% | 2,000 |
| FY 2020/21 | 40.00 | 0.0% | 100.0% | 2,000 | 40.00 | 0.0% | 100.0% | 2,000 |

# Attachment A - Needham Bid Prices(Continued)

FY17-19 REVISED School Bus Transportation Bid Prices: Needham

| | ORIGINAL BID | | | | REVISED | | | |
|---|---|---|---|---|---|---|---|---|
| **Late Buses (Not Currently Used)** | **Original** | **Annual** | **Cumulative** | **Original Bid** | **Original** | **Annual** | **Cumulative** | **Original Bid** |
| **1 Bus x 180 Days** | **Bid** | **Increase** | **Increase** | **Price** | **Bid** | **Increase** | **Increase** | **Price** |
| FY 2015/16 | 65.00 | | | | 65.00 | | | |
| FY 2016/17 | 65.00 | 0.0% | 0.0% | 11,700 | 65.00 | 0.0% | 0.0% | 11,700 |
| FY 2017/18 | 65.00 | 0.0% | 0.0% | 11,700 | 65.00 | 0.0% | 0.0% | 11,700 |
| FY 2018/19 | 68.00 | 4.6% | 4.6% | 12,240 | 68.00 | 4.6% | 4.6% | 12,240 |
| Subtotal | | | | **35,640** | | | | **35,640** |
| FY 2019/20 | 70.00 | 2.9% | 7.7% | 12,600 | 70.00 | 2.9% | 7.7% | 12,600 |
| FY 2020/21 | 70.00 | 0.0% | 7.7% | 12,600 | 70.00 | 0.0% | 7.7% | 12,600 |
| **Transportation Between Schools** | **Original** | **Annual** | **Cumulative** | **Original Bid** | **Original** | **Annual** | **Cumulative** | **Original Bid** |
| **6 Bus x 1 Day** | **Bid** | **Increase** | **Increase** | **Price** | **Bid** | **Increase** | **Increase** | **Price** |
| FY 2015/16 | 348.00 | | | | 348.00 | | | |
| FY 2016/17 | 353.00 | 1.4% | 1.4% | 2,118 | 353.00 | 1.4% | 1.4% | 2,118 |
| FY 2017/18 | 359.00 | 1.7% | 3.2% | 2,154 | 359.00 | 1.7% | 3.2% | 2,154 |
| FY 2018/19 | 365.00 | 1.7% | 4.9% | 2,190 | 365.00 | 1.7% | 4.9% | 2,190 |
| Subtotal | | | | **6,462** | | | | **6,462** |
| FY 2019/20 | 368.00 | 0.8% | 5.7% | 2,208 | 368.00 | 0.8% | 5.7% | 2,208 |
| FY 2020/21 | 371.00 | 0.8% | 6.6% | 2,226 | 371.00 | 0.8% | 6.6% | 2,226 |
| **Athletic & Field Trip Buses: Price/Mile** | **Original** | **Annual** | **Cumulative** | **Original Bid** | **Original** | **Annual** | **Cumulative** | **Original Bid** |
| **x 18,170 Est. Miles** | **Bid** | **Increase** | **Increase** | **Price** | **Bid** | **Increase** | **Increase** | **Price** |
| FY 2015/16 | 3.75 | | | | 3.75 | | | |
| FY 2016/17 | 3.80 | 1.3% | 1.3% | 69,046 | 3.80 | 1.3% | 1.3% | 69,046 |
| FY 2017/18 | 3.90 | 2.6% | 4.0% | 70,863 | 3.90 | 2.6% | 4.0% | 70,863 |
| FY 2018/19 | 4.00 | 2.6% | 6.7% | 72,680 | 4.00 | 2.6% | 6.7% | 72,680 |
| Subtotal | | | | **212,589** | | | | **212,589** |
| FY 2019/20 | 4.10 | 2.5% | 9.3% | 74,497 | 4.10 | 2.5% | 9.3% | 74,497 |
| FY 2020/21 | 4.25 | 3.7% | 13.3% | 77,223 | 4.25 | 3.7% | 13.3% | 77,223 |
| **Athletic & Field Trip Buses: Price/Hour** | **Original** | **Annual** | **Cumulative** | **Original Bid** | **Original** | **Annual** | **Cumulative** | **Original Bid** |
| **x 1,732 Hours** | **Bid** | **Increase** | **Increase** | **Price** | **Bid** | **Increase** | **Increase** | **Price** |
| FY 2015/16 | 60.00 | | | | 60.00 | | | |
| FY 2016/17 | 65.00 | 8.3% | 8.3% | 112,580 | 65.00 | 8.3% | 8.3% | 112,580 |
| FY 2017/18 | 65.00 | 0.0% | 8.3% | 112,580 | 65.00 | 0.0% | 8.3% | 112,580 |
| FY 2018/19 | 68.00 | 4.6% | 13.3% | 117,776 | 68.00 | 4.6% | 13.3% | 117,776 |
| Subtotal | | | | **342,936** | | | | **342,936** |
| FY 2019/20 | 70.00 | 2.9% | 16.7% | 121,240 | 70.00 | 2.9% | 16.7% | 121,240 |
| FY 2020/21 | 72.00 | 2.9% | 20.0% | 124,704 | 72.00 | 2.9% | 20.0% | 124,704 |
| **Athletic & Field Trip: Min Charge In-Town** | **Original** | **Annual** | **Cumulative** | **Original Bid** | **Original** | **Annual** | **Cumulative** | **Original Bid** |
| **x 250 Trips** | **Bid** | **Increase** | **Increase** | **Price** | **Bid** | **Increase** | **Increase** | **Price** |
| FY 2015/16 | 275.00 | | | | 275.00 | | | |
| FY 2016/17 | 200.00 | -27.3% | -27.3% | 50,000 | 200.00 | -27.3% | -27.3% | 50,000 |
| FY 2017/18 | 210.00 | 5.0% | -23.6% | 52,500 | 210.00 | 5.0% | -23.6% | 52,500 |
| FY 2018/19 | 225.00 | 7.1% | -18.2% | 56,250 | 225.00 | 7.1% | -18.2% | 56,250 |
| Subtotal | | | | **158,750** | | | | **158,750** |
| FY 2019/20 | 225.00 | 0.0% | -18.2% | 56,250 | 225.00 | 0.0% | -18.2% | 56,250 |
| FY 2020/21 | 225.00 | 0.0% | -18.2% | 56,250 | 225.00 | 0.0% | -18.2% | 56,250 |

# Attachment A - Needham Bid Prices (Continued)

FY17-19 REVISED School Bus Transportation Bid Prices: Needham

| | ORIGINAL BID | | | | REVISED | | | |
|---|---|---|---|---|---|---|---|---|
| Athletic & Field Trip: Min Charge Out-Town x 250 Trips | Original Bid | Annual Increase | Cumulative Increase | Original Bid Price | Original Bid | Annual Increase | Cumulative Increase | Original Bid Price |
| FY 2015/16 | 275.00 | | | | 275.00 | | | |
| FY 2016/17 | 300.00 | 9.1% | 9.1% | 75,000 | 300.00 | 9.1% | 9.1% | 75,000 |
| FY 2017/18 | 310.00 | 3.3% | 12.7% | 77,500 | 310.00 | 3.3% | 12.7% | 77,500 |
| FY 2018/19 | 325.00 | 4.8% | 18.2% | 81,250 | 325.00 | 4.8% | 18.2% | 81,250 |
| Subtotal | | | | **233,750** | | | | **233,750** |
| FY 2019/20 | 330.00 | 1.5% | 20.0% | 82,500 | 330.00 | 1.5% | 20.0% | 82,500 |
| FY 2020/21 | 335.00 | 1.5% | 21.8% | 83,750 | 335.00 | 1.5% | 21.8% | 83,750 |
| **Cost for Spare Bus with Driver: 1 Bus x 5 Days/Year** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** | **Original Bid** | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** |
| FY 2015/16 | 2,000.00 | | | | 2,000.00 | | | |
| FY 2016/17 | 353.00 | -82.4% | -82.4% | 1,765 | 353.00 | -82.4% | -82.4% | 1,765 |
| FY 2017/18 | 359.00 | 1.7% | -82.1% | 1,795 | 359.00 | 1.7% | -82.1% | 1,795 |
| FY 2018/19 | 365.00 | 1.7% | -81.8% | 1,825 | 365.00 | 1.7% | -81.8% | 1,825 |
| Subtotal | | | | **5,385** | | | | **5,385** |
| FY 2019/20 | 368.00 | 0.8% | -81.6% | 1,840 | 368.00 | 0.8% | -81.6% | 1,840 |
| FY 2020/21 | 371.00 | 0.8% | -81.5% | 1,855 | 371.00 | 0.8% | -81.5% | 1,855 |
| Total Bid Price | | **Annual Increase** | **Cumulative Increase** | **Original Bid Price** | | **Annual Increase** | **Cumulative Increase** | **Revised Bid Price** |
| FY 2015/16 | | | | **1,191,716** | | | | **1,191,716** |
| FY 2016/17 | | 4.2% | 4.2% | **1,241,206** | | 0.8% | 0.8% | **1,201,774** |
| FY 2017/18 | | 1.7% | 6.0% | **1,262,918** | | 1.8% | 2.6% | **1,222,932** |
| FY 2018/19 | | 2.5% | 8.7% | **1,294,816** | | 2.5% | 5.2% | **1,254,044** |
| Subtotal | | | | **3,798,940** | | | | **3,678,749** |
| FY 2019/20 | | 1.3% | 10.1% | **1,311,647** | | 1.3% | 6.6% | **1,270,539** |
| FY 2020/21 | | 1.3% | 11.5% | **1,328,237** | | 1.3% | 8.0% | **1,286,794** |

**1) This price also applies to full-day situations when Needham Public Schools is in session, but St. Josephs is not. (Excludes early release/delayed opening.)**

**2) This price applies to Early Release NPS Only Grades K-12 and K-8, and Delayed Opening NPS Only**

**3) This price applies to Early Release STJ Only**

# Attachment B

| Comparative Per Diem Bus Rates: FY19-21 School Bus Transportation Services | | | | |
|---|---|---|---|---|
| Town | FY19 | FY20 | FY21 | Notes |
| Newton | $ 540.00 | $ 555.00 | X | |
| Brookline | $ 420.00 | $ 435.00 | X | |
| Wellesley | $ 415.00 | $ 425.00 | $ 435.00 | |
| Belmont | $ 400.00 | $ 410.00 | X | |
| Hopkinton | $ 374.00 | $ 386.00 | $ 394.00 | |
| Westwood | $ 373.00 | $ 383.00 | $ 390.00 | |
| Dedham | $ 373.50 | $ 380.50 | $ 384.50 | |
| Walple | $ 367.00 | $ 376.00 | X | |
| Natick | $ 368.00 | $ 375.00 | $ 380.00 | our bid |
| Needham | $ 365.00 | $ 368.00 | $ 371.00 | our bid |
| Holliston | $ 278.00 | $ 292.00 | X | |
| Concord | N/A | N/A | N/A | Own their buses |
| Weston | N/A | N/A | N/A | Own their buses |
| Lexingon | No Response | | | |
| Wayland | No Response | | | |
| Medfield | No Response | | | |
| Norwood | No Response | | | |
| Winchester | No Response | | | |

**Needham School Committee**
**May 7, 2019**

Agenda Item: **Action**

**Approve Extension of Special Education Transportation Contract**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the extension of the special education transportation contract to Van Pool Transportation, LLC for the period September 1, 2019 through August 31, 2021 as submitted.

# *NEEDHAM SCHOOL COMMITTEE*

**Agenda Item #:** _____ **Date:** April 29, 2019

**Item Title:** **Extend Contract for SpEd Transportation Services with Van Pool: FY20-21**

**Item Description:** For the past several years, Needham has participated in a collective purchasing group for special education transportation services with the BiCounty Education Collaborative (BICO.) The districts participating in the BICO Transporation Network include: Attleboro, Blackstone Millville Regional, Dedham, Foxborough, King Philip Regional, Mansfield, Needham, Norfolk, Norton, North Attleboro, Plainville, Walpole and Wrentham.

In April, 2016, the BICO Transportation Group awarded a three-year contract to Van Pool Transportation, LLC of Wilbraham, for special education transportation services during the period August 22, 2016 through August 31, 2019, with two optional extension years through August 31, 2021. BICO was the lead district in the collective procurement, with Needham executing a separate, participation addendum with Van Pool. Special education direct services to students are exempt from M.G.L. Chapter 30B competitive bidding requirements.

The three-year contract with Van Pool will expire at the end of August. The BICO Board of Directors voted on April 11 to exercise their option to extend the current contract for two additional years through August 31, 2021. (The BICO contract addendum is attached as Attachment A.) The daily route rates and daily monitor rates will remain as identified in the original three-year term (no price increase.) At this time, Needham must execute a separate participation addendum to continue to receive special education services under the master agreement between BICO and Van Pool.

Needham's experience with Van Pool is that this is a high quality vendor that is responsive to Needham's service requirements.

**Recommendation:** That the Needham School Committee execute a Participation Addendum to extend the contract for special education transportation services with Van Pool Transportation, LLC for the period September 1, 2019 through August 31, 2021. Contracts for signature are found in the signature folder.

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance & Operations

**Needham School Committee**
**May 7, 2019**

Agenda Item: **Action**

**Award Contract for Prague, Czech Republic Student Trip**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the contract for the student trip to Prague, Czech Republic as submitted.

# *NEEDHAM SCHOOL COMMITTEE*

**Agenda Item #:** _____ **Date:** April 23, 2019

**Item Title:** **Award Contract: 2020 Music Department Trip to Prague**

**Item Description:** On March 5, 2019, the School Committee voted to approved a High School Music Department trip to Prague, Czech Republic. The trip, which is scheduled for April 16-23, 2020, will allow up to 200 students to take advantage of this international peformanc opportunity for NHS band, orchestra and chorus ensembles. (The Music Department estimates that approximately 150 students will sign up for the trip.) Students also will tour cultural sites, such as the Smetana Birth House and the Czech Museum. The estimated per student trip cost is $3,049, with scholarships for needy students to be provided from fundraising and donations from the Great Hall Performance Foundation and Friends of Music. The trip supports the District's goals for fostering resilient and culturally competent global citizens.

At this time, the School Committee is requested to award the contract for travel services to World Cultural Tours of MA, Inc. Due to the high cost of the trip, estimated at $749,800 if all 200 seats are filled, the School Committee is required to award and sign the contract with World Cultural Tours. The agency, which coordinated a similar trip to Italy in 2016, carries Travel Agents and Tour Operators Professional Liability Insurance. Additionally, all students will have the opportunity to purchase travel protection for the trip.

Information about the trip is provided in the attached materials.

Recommendation: That the Needham School Committee award the contract for the April 2020 Prague trip to World Cultural Tours.

**Supporting Data:** Contracts to execute are contained in the signature folder.

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance and Operations

WORLD CULTURAL TOURS

3102 Eastwood Rd. Suite 306, Wilmington NC 28403
P.O. Box 716, Holbrook, MA 02343
Tel: 877.226.8687 / 910.599.1701 | Fax: 888.305.2783
www.worldculturaltours.com

# RESERVATION CONFIRMATION
## Tour Code: NHS004

**April 5, 2019**

**Group Name: Needham High School Music Department Performance Tour to Central Europe**
**Group Code: NHS004**

Thank you for choosing to travel with World Cultural Tours (WCT). Below please find the specifications of your tour.

**TOUR INFORMATION**

- ✓ **Group:** Needham High School Music Dept.
- ✓ **Destination:** Central Europe
- ✓ **Duration:** 8 Days/6 Nights
- ✓ **Dates:** April 16 – 23, 2020
- ✓ **Code:** NHS004
- ✓ **Name:** Anne Gulati
- ✓ **Gateway:** BOS
- ✓ **Seats:** Two-Hundred (200) To Be Requested

**TOUR INCLUSIONS**

- ✓ Round Trip Air from Boston to Prague, Prague to Boston
- ✓ Six (6) Nights Hotel Accommodations at Occidental Praha Hotel *or similar* (Prague)
- ✓ Breakfast Daily
- ✓ Welcome Dinner
- ✓ Four (4) Additional Dinners
- ✓ Farewell Dinner
- ✓ Four (4) Performances (*subject to confirmation*)
- ✓ Entrances and Sightseeing as per Itinerary:
  - Panoramic Orientation Tour, Day 2 (Prague)
  - Guided Tour of the Old Town, Day 3 (Prague)
    - Old Town Square
    - Astronomical Clock
    - Church of Our Lady Before Tyn
  - Excursion to Brno, Day 4
    - Orientation Tour of the City
  - Volunteering Opportunity with Local Blind Community, Day 4 (Brno)
  - Excursion to Trebic, Day 5
    - Guided Tour of the Jewish Quarter
      - Former Jewish Ghetto
      - Jewish Cemetery
  - Guided Musical History Tour, Day 6 (Prague)
    - Smetana's Birth House
    - Czech Museum of Music
  - Guided Tour of Hradcany Castle District, Day 7 (Prague)
    - Prague Castle
    - St. Vitus
    - Golden Lane
    - Terezin Concentration Camp
- ✓ Luxury Motor Coach Transportation with Professional Driver per Itinerary:
  - Please note domestic airport transfers are not included and may be added for additional cost upon request
- ✓ Services of Professional English-Speaking Tour Manager Throughout
- ✓ Services of Professional English-Speaking Local Guides per Itinerary
- ✓ Services of Professional English-Speaking Venue Coordinator Throughout

AG_____

WORLD CULTURAL TOURS

# RESERVATION CONFIRMATION

## Tour Code: NHS004

**TOUR INCLUSIONS, CONT'D**

- ✓ Venue Fees and Promotional Costs for All Performances:
  - Instrument rentals including but not limited to pianos, organs, & keyboards are not included and may incur additional costs
  - Please approximate a minimum of $100-$150 per instrument, per performance for instrument rentals
  - Instrument rental lists must be received as soon as possible to ensure availability
  - Please note performance programs are not provided. We recommend 100-150 per performance on average.
- ✓ Tax and Service Charges (tips not included for motor coach driver, tour manager or local guides)
  - For budgeting purposes, we recommend the following amounts (tipping more or less is at your discretion based on the quality of services rendered):
    - $1-$2 Per Person, Per Day for Local Guide
    - $2-$3 Per Person, Per Day for Motor Coach Driver
    - $4-$5 Per Person, Per Day for Tour Manager
- ✓ Fuel Surcharges and Air Taxes Up To $650
  - Current fuel surcharges and air taxes are averaging between $650-$750 per person

**TOUR EXCLUSIONS**

- ✓ Arrangements On All Days Except Those Noted Above
- ✓ All Items of a Personal Nature
- ✓ Porterage at Airport and/or Hotels
- ✓ Gratuities to Local Guide(s), Tour Manager(s), and/or Motor Coach Driver(s)
  - For budgeting purposes, we recommend the following amounts (tipping more or less is at your discretion based on the quality of services rendered):
    - $1-$2 Per Person, Per Day for Local Guide
    - $2-$3 Per Person, Per Day for Motor Coach Driver
    - $4-$5 Per Person, Per Day for Tour Manager
- ✓ Beverages at Meals
- ✓ Passports and/or Visas of Any Kind
- ✓ Fuel Surcharges/Air Taxes Exceeding $650
  - Current fuel surcharges and air taxes are averaging between $650-$750 per person
- ✓ Baggage Fees for Any Flights Including:
  - Excess Baggage, Overweight or Oversized Luggage Fees
  - Musical Instruments
  - Note: Please check with your airline carrier for additional information on their baggage regulations and limitations for both carry-on and checked luggage, as well as a schedule of fees for all of the above.
- ✓ Domestic Airport Transfers
- ✓ Cancellation Travel Protection Plan
- ✓ Performance Arrangements Not Noted Above, Including:
  - Instrument Rentals and/or Insurance
    - Please note that most instrument rentals average between $100-$150 per instrument, per performance
  - Instrument transportation/placement & transportation/baggage fees
  - Performance programs
  - Instruments, lecterns, podium for director, placement/rental of chairs, placement of platforms, rental of risers, technical staff or porters
  - Rental or distribution of music scores
- ✓ Country-Specific Entry/ Reciprocity Fees or Departure Taxes (if applicable)
- ✓ Residency Taxes (if applicable)
- ✓ Any Services Not Listed Above as Included

AG_____

WORLD CULTURAL TOURS

# RESERVATION CONFIRMATION

## Tour Code: NHS004

**FLIGHT SCHEDULE**

| | Date | Flight # | Depart | Arrive |
|---|---|---|---|---|
| ✓ | TBA | | | |

All times are local. Flight schedule is subject to change.

**RATES**

✓ **WCT Tour Price - Based on a Minimum of Fifty (50) Paid Passengers, Per Motor Coach:**
**$3,049 P/P Double Occupancy** *(Plus Fuel Surcharges/Air Taxes Exceeding $650, Pending Air Confirmation)*
**$3,749 P/P Single Occupancy** *(Plus Fuel Surcharges/Air Taxes Exceeding $650, Pending Air Confirmation)* ✓

**Tour Price with Premier Plus A+ Travel Protection Plan: $172 Per Person Additional**
**$3,221 P/P Double Occupancy** *(Plus Fuel Surcharges/Air Taxes Exceeding $650, Pending Air Confirmation)*
**$3,921 P/P Single Occupancy** *(Plus Fuel Surcharges/Air Taxes Exceeding $650, Pending Air Confirmation)*

WCT Tour Price - Based on a Minimum of Forty (40) Paid Passengers, Per Motor Coach:
$3,149 P/P Double Occupancy *(Plus Fuel Surcharges/Air Taxes Exceeding $650, Pending Air Confirmation)*
$3,849 P/P Single Occupancy *(Plus Fuel Surcharges/Air Taxes Exceeding $650, Pending Air Confirmation)*

Tour Price with Premier Plus A+ Travel Protection Plan: $172 Per Person Additional
$3,321 P/P Double Occupancy *(Plus Fuel Surcharges/Air Taxes Exceeding $650, Pending Air Confirmation)*
$4,021 P/P Single Occupancy *(Plus Fuel Surcharges/Air Taxes Exceeding $650, Pending Air Confirmation)*

✓ **Land Only:**
Deduct $700 P/P

✓ **If minimum paid passenger requirement isn't met, tour price is subject to possible increase**

✓ **Complimentary Structure:**
One (1) Complimentary Trip is Provided Per Every Sixteen (16) Paying Passengers, per Motor Coach:
- Based on Double Occupancy; Single Supplements are Included as Needed for Actual Traveling Passengers
- Fuel Surcharges & Air Taxes are Included on All Complimentary Trips as Needed for Actual Traveling Passengers

**PAYMENT SCHEDULE**

✓ **Individual Payments Made Out To: World Cultural Tours**

✓ **Individual Payments Sent To: World Cultural Tours ▪ P.O. Box 246 ▪ Whitinsville, MA 01588**

**$200 Deposit P/P .....Due June 20th, 2019**
**(due upon submission of completed registration forms and copies of passports, if applicable)**
**$600 Payment P/P .....Due September 18th, 2019**
**$600 Payment P/P .....Due November 18th, 2019**
**Balance (including fuel surcharges/air taxes exceeding $650) .....Due January 18th, 2020**

AG_____

WORLD CULTURAL TOURS

# RESERVATION CONFIRMATION

## Tour Code: NHS004

**RESPONSIBILITY**

Please take note that on January 17, 2020 (90 days prior to departure) the number of seats will be reduced based on the number of passengers who have registered and deposited by that date. Thereafter, space may be available on a request basis only and may incur additional costs. Further, passengers not paid in full by this date may be removed from the tour and refunded of all payments less their deposit.

**A valid passport is required for all international travelers and must be valid at least six months after the tour return date.** Please note that a passport card is not considered valid for international travel. For domestic travel within the continental USA, a passport is not required for US Citizens; however, an unexpired form of local or federal government-issued photo ID (passport, driver's license, military ID) is required for all adult passengers (18 and over). Please send with each deposit and completed registration form a copy of each passenger's passport (or government-issued photo ID for domestic tours), if applicable. Failure to send a valid copy of your passport (if applicable) may result in penalties or additional fees charged by the airline/participating partners to correct your reservation. A travel visa may be required for non-US Citizens (travelers without an American passport), who are traveling internationally. It is the responsibility of the traveler to contact the embassy of any countries that will be visited during the tour (including countries visited during flight layovers) to determine whether a travel visa is required, and for further information about the application process. Any travel visas must be obtained as the sole responsibility of the individual traveler. If you need a travel visa, World Cultural Tours (WCT) requires that you submit written verification that a travel visa has been obtained or a photocopy of your travel visa, no later than 15 days prior to the departure date of your tour.

World Cultural Tours (WCT) and other participating affiliates act solely as agents in arranging transportation, hotel accommodations, and other services. We do not assume, and in fact, we expressly disclaim, any liability for injury, damage, loss, accident, consequences resulting from cancellations and/or delays including, but not limited to, schedule changes, strikes, war, political conflict, riots, inclement weather or acts of God. Likewise, we assume no liability for any act, negligence or default of tour guides, including their agents and employees, or any company or person engaged in the transport of passengers, rendering of any service, or conducting arrangements for any tour.

WCT reserves the right to cancel any tour due to insufficient participation. In the event that a group must cancel in full due to lack of materialization or the inability to meet the minimum number of participants that the tour price was based on, tour members will receive a full refund, less a $150 administration fee and/or any non-refundable penalties owed or paid on behalf of the tour (this includes penalties for airline deposits, hotel deposits, transportation deposits, non-refundable entrance fees or performance tickets). Furthermore, WCT reserves the right, at our sole discretion, to modify any itinerary or arrangements based on unprecedented situations that may arise. In the event modifications should become necessary, alterations may be made without penalty to the operator; additional costs, if any, shall be incurred by the traveler.

All registrants are invoiced with single occupancy rates if no roommate is specified. Rooming preferences, rooming lists and invoices will be adjusted accordingly upon written notification of roommate preferences. It is the responsibility of the individual traveler to find a roommate, or of the group organizer to match unpaired individuals. WCT cannot assume responsibility for matching unassigned passengers as roommates. Rooming assignments must be determined prior to final invoicing in order for passengers to be invoiced accurately.

Performance technical form(s) (if applicable) must be completed and submitted with this signed Reservation Confirmation in order for WCT to ensure the quality of performance venues and performance arrangements.

**DEVIATIONS**

If any passenger wishes to deviate from the group by extending their tour or by making any alterations to the included group travel arrangements: please visit www.worldculturaltours.com to initiate a deviation request through our Contact Us page or by emailing CustomerService@WorldCulturalTours.com **no later than 91 days prior to departure.** A Tour Consultant will contact them, therefore it is important to include telephone and/or email information. They will be required to submit a Deviation Request Form along with a non-refundable deviation administration fee ($150 P/P) in order to initiate a deviation request and before any quotation or arrangements can be made. Please note that additional fees charged by the airline or other service providers may apply. Payment may be submitted online at www.worldculturaltours.com.

AG_____

# RESERVATION CONFIRMATION

## Tour Code: NHS004

### LAND-ONLY ARRANGEMENTS

If a passenger plans on making their own air arrangements, they must notify World Cultural Tours in writing and submit an official Land-Only Request Form, **no later than 91 days prior to departure.** Their account will be updated with the land-only reduction or applicable adjustments only once the Land-Only Request Form has been received. All travelers are responsible for any travel arrangements not included in the tour program, as well as round trip arrival and departure transfers and any arrangements necessary to join the group at their first hotel accommodation.

### TRAVEL PROTECTION

We strongly recommend travel protection. The best coverage is obtained by remitting the premium within fourteen (14) days of deposit (to receive the waiver of pre-existing medical conditions) and please note that individual travel protection may not be purchased through WCT after final payment has been submitted. Group plans are available and may include "Cancel for any reason" benefits which are valid only if premium is paid within fourteen (14) days of deposit. Please review coverage information carefully. Visit www.worldculturaltours.com or call (877) 218-TOUR [8687] for more information on our available travel protection plans. For full disclosure of liability and terms, along with a list of frequently asked questions, please refer all travelers to the following website link: www.tripmate.com/wpF438W/tic.

The Premier Plus A+ group travel protection, which includes a "Cancel for any reason" benefit, is $172 per person and a minimum of six participants is required to purchase this plan. The "Cancel for any reason" benefit allows a traveler to receive up to 75% of the non-refundable trip cost back. Passengers may still receive up to 100% of the non-refundable trip cost back for the standard covered reasons, outlined on pages 4-6 of the travel protection brochure. Balance must be paid in full to qualify for trip insurance coverage and benefits and please note that in the event of individual cancellation, travel protection premiums are non-refundable. Please contact World Cultural Tours for additional information.

### TOUR PRICES

All tour prices are based on costs, charges and exchange rates known at time of booking. In case of currency fluctuations (if applicable) of more than 3% WCT reserves the right to adjust the tour price accordingly.

Additional monies may be collected in the event the group does not meet the minimum number of paying passengers as stated in the "Rates" paragraph above. Airline penalties for non-utilization will be the responsibility of the group as well as any/all non-refundable hotel deposits. Any domestic and/or international departure or arrival taxes, security charges and other types of air or airport or port taxes or any other surcharges not included in the tour price will be the responsibility of each passenger.

**Based on current rates we expect final fuel surcharges, carrier imposed fees, and air taxes (if applicable) to be $650-$750 P/P.** These fees and taxes are set by the respective governments and airlines and are not controlled by WCT.

Our preferred method of payment is in the form of a check; however, online individual payments can be made, a credit card through our website, www.worldculturaltours.com. Mastercard, Visa and American Express are accepted. A non-refundable convenience fee of $30 will be assessed, per transaction, for all credit card payments. A $50 Returned Check Fee will be assessed for each returned check. Call (877) 218-TOUR [8687] for further assistance. WCT reserves the right to require final payment via credit card or electronic check in the event of a past-due balance that needs to be expedited. Furthermore, WCT reserves the right to cancel all tour arrangements for traveler(s) with past-due balances; however, WCT will make every effort to contact said traveler(s) prior to this action taking place. A single check or credit card payment may be made for multiple registrants.

AG_____

WORLD CULTURAL TOURS

# RESERVATION CONFIRMATION

## Tour Code: NHS004

**CANCELLATION POLICY**

Individual cancellations are effective on the date notifications are received in writing (i.e., letter, fax, email). You may send email notifications to Accounting@WorldCulturalTours.com.

Travel protection premiums and any unused tour portions are non-refundable and any costs of services received while traveling are non-refundable. Insurance premiums are non-refundable.

Up to 121 days prior to departure, a full refund less $150 administration fee will be made. From 120 days until the date of departure, cancellation fees will be assessed as follows:

120-91 days prior to departure – loss of deposit
60-46 days prior to departure – 50% of total tour price
90-61 days prior to departure – 35% of total tour price
45-0 days prior to departure – 100% of total tour price.

Cancellations made after the date of departure forfeit 100% of the total tour price.

**ACCEPTANCE**

If any information contained herein is incorrect, please notify the WCT office immediately. We will revise and resend a new Reservation Confirmation, which shall supersede this document. By initialing the bottom of each page and by signing below, I affirm my standing as a legal representative of the group identified above, and I understand and accept the specifications stated in this Reservation Confirmation.

| | | | |
|---|---|---|---|
| | 4/5/2019 | | |
| Frank D. Davis, Jr. | Date | Ms. Anne Gulati | Date |
| President | | Assistant Superintendent for Finance and Operations | |
| World Cultural Tours | | Needham High School | |

AG_____

**Needham School Committee**
**May 7, 2019**

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

**Needham School Committee**
**May 7, 2019**

Agenda Item: **Information Items**

- School Committee Policies Draft Revisions
  BCA Organization Meeting Revision 4
  BCB School Committee Officers Revision 3
  BCBC School Committee Executive Secretary Revision 3
  BD School Committee Meetings Revision 2
  BDC Executive Sessions Revision 2
  BDDA Notification of School Committee Meetings Revision 2
  BDDC Agenda Preparation and Dissemination Revision 2
  BEDG Minutes Revision 2
  BHA New School Committee Member Orientation Revision 2
  CHCA Approval of Handbooks and Programs of Study Revision 2

- Copies of the current policies (yellow) are also enclosed.

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| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BCA |
|---|---|---|
| Policy for:<br><br>ORGANIZATION MEETING | | Revision<br><br>4 |
| Date Approved by School Committee: | Signature of Chair: | Page 1 of 1 |

The Needham School Committee will hold elections for its officers at a meeting that will be called by the Superintendent no later than the next regularly scheduled meeting of the School Committee after the annual election of Town officers. Each member will be notified of the time and location of the meeting for organization.

This meeting will be called to order by the Chair or, in the absence of the Chair, the Vice-Chair or, in the absence of the Chair and Vice-Chair, the senior member present and the first order of business will be nomination and election of a chairman. The newly elected Chair will immediately assume leadership of the meeting. The second order of business will be nomination and election of a Vice-Chair. The third order of business will be nomination and election of an executive secretary for the Committee.

The School Committee will make appointments to Town committees and other School Committee sub-committees prior to the end of the fiscal year.

Each new member will at this time, or prior to that meeting, be given access to the most current copy of the policies of the Needham School Committee.

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE BCA

| Policy for: | Revision |
|---|---|
| ORGANIZATION MEETING | 3 |

| Date Approved by School Committee: | Signature of Chair: | Page 1 of 1 |
|---|---|---|
| 3/25/86<br>Revised August 22, 2006 | MBCooley<br>Marianne B. Cooley | |

The Needham School Committee shall hold elections for its officers at a meeting that shall be called by the Superintendent no later than the next regularly scheduled meeting of the School Committee after the annual election of Town officers. Each member shall be notified of the time and location of the meeting for organization.

This meeting shall be called to order by the Chairman or, in the absence of the Chairman, the Vice Chairman or, in the absence of the Chairman and Vice Chairman, the senior member present and the first order of business shall be nomination and election of a chairman. The newly elected chairman will immediately assume leadership of the meeting. The second order of business shall be nomination and election of a vice-chairman. The third order of business shall be nomination and election of an executive secretary for the Committee.

The School Committee will make appointments to Town committees and other School Committee sub-committees prior to the end of the fiscal year.

Each new member shall at this time, or prior to that meeting, be given the most current copy of the Policy Manual of the Needham School Committee and other members shall be given current copies of all changes.

*Commonwealth of Massachusetts*
*County of Norfolk*

*On this* 28th *day of* August, 2006, *before me, Corinne MacDonald, the undersigned Notary Public, personally appeared Marianne Cooley, proven to me through satisfactory evidence of identity which was personal knowledge.*

8/28/06

DRAFT

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE BCB

| Policy for: | Revision |
|---|---|
| SCHOOL COMMITTEE OFFICERS | 3 |
| Date Approved by School Committee: Signature of Chair: | Page 1 of 1 |

At its annual organizational meeting the Needham School Committee will elect the following Committee officers for a term of one year:

- Chair (Policy BCBA)
- Vice-Chair (Policy BCBB)
- Executive Secretary (Policy BCBC)

Immediately upon election, the above officers will commence their duties as described in the referenced policies, and will continue performance of those duties until the end of their one year term or until their successors are elected (unless unusual circumstances necessitate an earlier change in office).

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE BCB

| Policy for: SCHOOL COMMITTEE OFFICERS | Revision 2 |
|---|---|
| Date Approved by School Committee: June 15, 2010 | Signature of Chair: Connie S. Barr |



At its annual organizational meeting the Needham School Committee will elect the following Committee officers for a term of one year:

- Chairman (Policy BCBA)
- Vice-Chairman (Policy BCBB)
- Executive Secretary (Policy BCBC)
- Recording Secretary (Policy BCBD)

Immediately upon election, the above officers will commence their duties as described in the referenced policies, and will continue performance of those duties until the end of their one year term or until their successors are elected (unless unusual circumstances necessitate an earlier change in office).

Legal Ref: General Laws . . . Ch. 71: S. 59

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SCHOOL COMMITTEE POLICY

| | |
|---|---|
| | FILE BCBC |
| Policy for:<br>SCHOOL COMMITTEE EXECUTIVE SECRETARY | Revision<br>3 |
| Date Approved by School Committee: Signature of Chair: | Page 1 of 1 |

The Executive Secretary of the School Committee need not be an elected Committee member. Historically, the Needham School Committee has elected the Superintendent to fill the role of Executive Secretary. The duties of the Executive Secretary are to:

- Maintain a permanent master record of the minutes for all official actions taken by the Committee including votes, orders and proceedings. This master copy is the official record; all other copies are for informational purposes but are not official records.
- Notify all persons directly concerned with any action taken by the Committee.
- Send an exact copy of the records (minutes) of each meeting to each Committee member, for the purpose of approval at a follow-up official meeting.
- Send a copy of the proposed agenda or proposed purpose and all applicable information, for each regular and special meeting, to each Committee member prior to the meeting.
- Keep on file and available to the Committee all reports, communications and other documents belonging to the Committee.

Legal Ref.: General Laws.. .Ch. 71: S.36.

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE BCBC

Policy for:
SCHOOL COMMITTEE EXECUTIVE SECRETARY

Revision 2

Date Approved by School Committee:

June 15, 2010

Signature of Chair:

Connie S. Barr

Connie S. Barr



The Executive Secretary of the School Committee need not be an elected Committee member. Historically, the Needham School Committee has elected the Superintendent to fill the role of Executive Secretary. The duties of the Executive Secretary are to:

- Maintain a permanent master record of the minutes for all official actions taken by the Committee including votes, orders and proceedings. This is the official book of records for the Committee. Each record must be signed by the Executive Secretary. It is on the basis of this signed record that a court of law would determine legality of a Committee action. This master copy is the official record; all other copies are for informational purposes but are not official records.

- Notify all persons directly concerned with any action taken by the Committee.

- Send an exact copy of the records (minutes) of each meeting to each Committee member, for the purpose of approval at a follow-up official meeting.

- Send a copy of the proposed agenda or proposed purpose and all applicable information, for each regular and special meeting, to each Committee member. Meeting materials would ideally be delivered to each member at least one day in advance of the designated meeting, but preferably as long as four days in advance.

- Keep on file and available to the Committee all reports, communications and other documents belonging to the Committee.

Legal Ref.: General Laws.. .Ch. 71: S.36.

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| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BD |
|---|---|---|
| Policy for:<br><br>SCHOOL COMMITTEE MEETINGS | | Revision<br><br>2 |
| Date Approved by School Committee: | Signature of Chair: | Page 1 of 1 |

All regular or special meetings of the School Committee, its subcommittees and advisory committees shall be open to the public. Any person shall be permitted to attend any meeting, except for duly convened executive sessions.

No quorum of aforementioned committees shall meet in private for the purpose of deciding upon, or deliberating toward, a decision on any matter over which the committee has supervision, control, jurisdiction, or advisory power.

Chance meetings or social meetings of committee members may include discussion of matters relating to official business; however, no such discussions shall be used to circumvent the spirit or the letter of the statutory prohibition against reaching final agreements on official matters outside of duly convened meetings.

LEGAL REFERENCES.: M.G.L. 30A S18-25

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE: BD

| Policy for: SCHOOL COMMITTEE MEETINGS | Revision 1 |
|---|---|
| Date Approved by School Committee: 12/10/85 — Signature of Chairman: Colleen F. Schaller | Page 1 of 1 |

All regular or special meetings of the School Committee, its subcommittees and advisory committees shall be open to the public. Any person shall be permitted to attend any meeting, except for duly convened executive sessions.

No quorum of aforementioned committees shall meet in private for the purpose of deciding upon, or deliberating toward, a decision on any matter over which the committee has supervision, control, jurisdiction, or advisory power.

Chance meetings or social meetings of committee members may include discussion of matters relating to official business; however, no such discussions shall be used to circumvent the spirit or letter of the statutory prohibition against reaching final agreements on official matters outside of duly convened meetings.

Legal Reference: General Laws, Chapter 39: section 23B

DRAFT

| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BDC |
|---|---|---|
| Policy for:<br><br>EXECUTIVE SESSIONS | | Revision<br>2 |
| Date Approved by<br>School Committee: | Signature of Chair: | Page 1 of 3 |

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets certain conditions and follows conditions imposed by state law:

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may only enter executive sessions to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual. An open meeting will be held if the individual involved so requests.

2. The discipline or dismissal, including the hearing of charges against a member of the Committee, a school department employee or student, or other individual. An open meeting will be held if the individual involved so requests.

3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.

4. The deployment of security personnel or devices.

5. Allegations of criminal misconduct or the filing of criminal complaints.

DRAFT

| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BDC |
|---|---|---|
| Policy for:<br><br>EXECUTIVE SESSIONS | | Revision<br>2 |
| Date Approved by<br>School Committee: | Signature of Chair: | Page 2 of 3 |

6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the Committee or another party

7. To comply with the provisions of any general or specific law or federal grant-in-aid requirements.

8. To consider and interview applicants for employment if an open meeting will have a detrimental effect in obtaining qualified applicants. This exemption applies only to a preliminary screening committee or a subcommittee appointed by the School Committee.

9. To meet or confer with a mediator with respect to any litigation or public business. A decision to enter into mediation or to take action involving the issues that were subject to mediation will be discussed and voted on in an open session.

(In the first two cases listed, an open meeting will be held if the individual involved so requests.)

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session. The Committee, or its designee, will review executive session minutes for possible declassification at least once each year.

All votes taken in executive session will be recorded roll call votes and will become part of the minutes of executive sessions.

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| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BDC |
|---|---|---|
| Policy for:<br><br>EXECUTIVE SESSIONS | | Revision<br>2 |
| Date Approved by<br>School Committee: | Signature of Chair: | Page 3 of 3 |

In order to enter into executive session, the following procedures are necessary:

1. The Committee will first convene in an open session for which due notice has been given.

2. The Chair (or, in his/her absence, the presiding member) will state the purpose for the executive session.

3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.

4. The Chair or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

LEGAL REFERENCES.: M.G.L. 30A s21

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE: BDC

| Policy for: EXECUTIVE SESSIONS | Revision 1 |
|---|---|
| Date Approved by School Committee: 1/11/83 — Signature of Chairman: John E. Carroll | Page 1 of 4 |

POLICY

The Needham School Committee shall convene and conduct all of its executive sessions in strict accordance with the following Procedure, in order to assure compliance with the General Laws on the Commonwealth of Massachusetts (Chapter 39: 23B).

PROCEDURE

I. Definition: An executive session is a meeting of the School Committee (and other parties by invitation) from which the public and press are excluded, and whose minutes may remain secret as provided by law.

II. Executive sessions may be held only for the following purposes:

A. To discuss the reputation, character, physical condition, or mental health (rather than the professional competence) of an individual. . .see Paragraph IV.

B. To consider the discipline or dismissal of, or to hear complaints or charges brought against, an individual. . .see Paragraph IV.

C. To discuss strategy with respect to collective bargaining or litigation (if an open meeting might have a detrimental effect upon the bargaining or litigating position of the Committee).

D. To conduct collective bargaining sessions.

PROCEDURE (continued)

E. To discuss the deployment of security personnel or devices.

F. To investigate charges of criminal misconduct or to discuss the filing of criminal complaints.

G. To consider the purchase, exchange, lease, or value of real property (if an open meeting might have a detrimental effect on the negotiating position of the Committee and a person, firm, or corporation).

III. An executive session can only be held after the Committee has first convened in an open session for which notice has been given. The Committee must then observe the following steps in order to go into executive session:

A. The Chairman requests a motion to go into executive session, stating clearly (but in general terms) the purpose(s) for the session, and stating whether or not the Committee will reconvene following the executive session.

(If applicable, an approximate time for reconvening will be stated, as a courtesy to the public and the press.)

B. The requested motion is duly made and seconded.

C. A Committee majority votes in favor of going into executive session. This must be roll call vote which is entered into the minutes of the open session.

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE: BDC

| Policy for: EXECUTIVE SESSIONS | Revision 1 |
|---|---|
| Date Approved by School Committee: 1/11/83 — Signature of Chairman: John E. Carroll | Page 3 of 4 |

PROCEDURE (continued)

IV. Certain provisions and restrictions apply whenever an executive session is held for the purpose of discussing an individual (see paragraphs II. A. and II. B.):

A. The individual must be notified in writing by the Committee at least 48 hours prior to the proposed executive session. (Such notification may be waived upon agreement of the individual and the Committee.)

B. The Committee must hold an open meeting if the individual so requests.

C. If an executive session is held, the individual has the following rights (in addition to all other individual rights which he/she may have from any other sources):

1. To be present at the executive session during discussions or considerations which involve the individual. . .and to speak in his/her own behalf.

2. To have counsel or a representative of the individual's own choosing present and attending, for the purpose of advising the individual (but not for the purpose of active participation in the executive session).

V. All votes taken in executive session must be roll call votes which are recorded in the minutes of the executive session.

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE: BDC

| Policy for: EXECUTIVE SESSIONS | Revision 1 |
|---|---|
| Date Approved by School Committee: 1/11/83 — Signature of Chairman: John E. Carroll | Page 4 of 4 |

VI. If it was announced that the Committee would reconvene after the executive session, this will be done by means of a motion duly made and seconded, followed by a voice vote.

However, if the intention to reconvene was not announced, the Committee may adjourn directly from the executive session by means of a motion duly made and seconded, followed by a voice vote.

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| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BDDA |
|---|---|---|

| Policy for:<br>NOTIFICATION OF SCHOOL COMMITTEE MEETINGS | Revision<br>2 |
|---|---|
| Date Approved by School Committee: Signature of Chair | Page 1 of 1 |

Public notification of School Committee meetings, including subcommittees, will be filed with the Town Clerk with enough time to permit the posting of the notice at least forty-eight hours in advance of the meeting, excluding Saturdays, Sundays, and legal holidays.

Notice of emergency meetings will be posted as soon as reasonably possible prior to the meeting.

Legal Reference: M.G.L. 30A S20b

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE: BDDA

| Policy for: NOTIFICATION OF SCHOOL COMMITTEE MEETINGS | | Revision 1 |
|---|---|---|
| Date Approved by School Committee: 12/10/85 | Signature of Chairman: Colleen F. Schaller | Page 1 of 1 |

Public notification of every regular or special School Committee meeting or meetings of its subcommittees and advisory committees meeting shall be filed with the Town Clerk, at least forty-eight hours in advance of the meeting (including Saturdays but not Sundays or legal holidays). The only exception shall be when an emergency exists, in which case the Town Clerk shall be notified at the earliest possible opportunity.

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| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BDDC |
|---|---|---|
| Policy for:<br>AGENDA PREPARATION AND DISSEMINATION | | Revision<br>2 |
| Date Approved by<br>School Committee: | Signature of Chair: | Page 1 of 1 |

In consultation with the School Committee Chair, the Superintendent will prepare the agenda for each committee meeting.

Items of business may be suggested by any Committee member, staff member, student, or citizen. The inclusion of suggested items will be made at the discretion of the Superintendent and Chair provided that items may be added to or removed from any agenda by majority vote of the Committee.

The published agenda and supporting materials, will be made available to each Committee member at least 24 hours prior to the meeting. If necessary, additional information may be made available at the meeting.

Copies of the agenda and appropriate supporting materials will be posted on the website.

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE: BDDC

| Policy for: | Revision |
|---|---|
| AGENDA PREPARATION AND DISSEMINATION | 1 |
| Date Approved by School Committee: 12/10/85 — Signature of Chairman: Colleen F. Schaller | Page 1 of 1 |

The Superintendent or his/her designee, aided by the Chairman of the School Committee, shall prepare the agenda for each committee meeting.

Items of business may be suggested by any Committee member, staff member, student, or citizen. The inclusion of suggested items shall be made at the discretion of the Superintendent and chairman provided that items may be added to or removed from any agenda by majority vote of the Committee.

The published agenda, together with all necessary supporting materials, shall be delivered to each Committee member at least 24 hours prior to the meeting to permit careful consideration of all scheduled items of business. Late items will be considered at the discretion of the Committee.

Copies of the agenda and appropriate non-confidential supporting materials shall be made available at the meeting for the press and other attendees.

DRAFT

| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BEDG |
|---|---|---|
| Policy for:<br>MINUTES | | Revision<br>2 |
| Date Approved by School Committee: | Signature of Chair: | Page 1 of 1 |

The minutes of the School Committee constitute the written record and legal evidence of Committee actions. The executive secretary of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will include:

1. A statement on the nature of the meeting (regular or special), the time and the place.
2. Names of the members present or absent, annotated as to arrival and departure times, if during the meeting.
3. A complete record of official actions taken by the Committee relative to the Superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding (as appropriate) and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
4. Notation of formal adjournment

Copies of the minutes will be sent to all Committee members at least 24 hours in advance of the meeting at which the minutes are to be approved.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the Superintendent who will make them available to interested citizens upon request.

Reference: M.G. L. CH 30A, section 22

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE: BDDG

| Policy for: MINUTES OF MEETINGS | Revision 1 |
|---|---|
| Date Approved by School Committee: 3/15/88 Signature of Chairman: | Page 1 of 1 |

The School Committee, as well as its subcommittees and advisory committees, shall maintain accurate records of all meetings, including executive sessions.

State law requires that such minutes set forth the date, time, place, members present or absent, and action taken at each meeting. To ensure accurate records which may stand as legal evidence, all questions on which a vote was taken shall include the exact wording of each motion which was made and the resultant vote, including the recording of members for roll call votes and votes which were not unanimous.

It is the practice of the Committee to also include in the minutes concise references to discussions, deliberations, and verbal agreements on other matters during the course of the meeting, as well as a listing of attendees other than Committee members. While such inclusions are not required by law and are without legal significance, they are deemed to be helpful toward providing a historical reference of what transpired at each meeting.

Copies of the minutes of each School Committee meeting shall be given to each member prior to the meeting at which they are to be approved. The approved minutes shall become a public record, and shall be available for public viewing in the superintendent's office; however, the minutes of any executive session may remain secret only as long as their publication may defeat the lawful purpose(s) of the executive session.

Reference: General Laws, Ch. 39: s. 23B.

DRAFT

| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | BHA |
|---|---|---|
| Policy for:<br><br>NEW COMMITTEE MEMBER ORIENTATION | | Revision<br>2 |
| Date Approved by School Committee: | Signature of Chair: | Page 1 of 1 |

It is the policy of the School Committee to provide for the orientation of new members as soon as practicable, in order to assist them in becoming acquainted with their Committee duties and responsibilities.

Immediately following their election, new Committee members will be ~~invited~~ asked to participate in a series of orientation sessions wherein the School Committee Chair, the Superintendent and Central Administrators will:

- Review appropriate materials and information regarding School Committee responsibilities, goals, policies, and Massachusetts General Laws
- Discuss those services which the Superintendent and Central Administrators perform for the School Committee
- Furnish appropriate basic information with regard to operation of the Needham Public Schools and its administrative organization.
- Provide any further information or materials which the new member may require.

New members are required within their first year to attend local seminars/workshops designed for new School Committee members.

Reference: MGL Chapter 71 Section 36A

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE BHA

| Policy for: NEW COMMITTEE MEMBER ORIENTATION | Revision 1 |
|---|---|
| Date Approved by School Committee: May 11, 2004 Signature of Chair: Gary C. Crossen | Page 1 of 2 |

It is the policy of the School Committee to provide for the orientation of new members as soon as practicable, in order to assist them in becoming acquainted with their Committee duties and responsibilities.

From the outset of their candidacy, it is assumed that potential new members will avail themselves of the opportunity to attend Committee meetings and to review documents of public record such as minutes of meetings and the Needham School Committee Policy Manual. Other detailed information desired by candidates should be requested through the Superintendent; it is expected that the Superintendent will cooperate with such requests as long as they do not impose an unreasonable amount of time and do not involve information which is confidential in nature.

Immediately following their election, new Committee members shall be invited to participate in a series of orientation sessions wherein the Superintendent and Central Administrators will:

- Discuss those services which the Superintendent and Central Administrators perform for the School Committee

- Furnish appropriate basic information with regard to operation of the Needham Public Schools and its administrative organization.

- Provide any further information or materials which the new member may require.

Each new member shall be provided with his/her copy of the current School Committee Policy Manual by no later than the first Committee meeting following election.

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE BHA

| Policy for: | Revision |
|---|---|
| NEW COMMITTEE MEMBER ORIENTATION | 1 |
| Date Approved by School Committee: May 11, 2004 — Signature of Chair: Gary C. Crossen | Page 2 of 2 |

Under the leadership of the Committee Chairperson and the Superintendent, and with the assistance of other committee members, orientation of new members shall be an ongoing process. Visits to each school should be arranged through the respective building principals.

New members are required within their first year to attend local seminars/workshops for new School Committee members as stated in MGL Chapter 71 Section 36A Orientation for School Committee Members.

Commonwealth of Massachusetts
County of Norfolk

On this the 11th day of May, 2004, before me, Corinne MacDonald, the undersigned Notary Public, personally appeared Gary Crossen, proven to me through satisfactory evidence of identity which was personal knowledge.

Corinne MacDonald
Signature of Notary Public

Corinne MacDonald
Printed Name of Notary

My commission expires July 17, 2009

CORINNE MacDONALD
Notary Public
Commonwealth of Massachusetts
My Commission Expires
July 17, 2009

DRAFT

| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS | FILE | CHCA |
|---|---|---|
| Policy for:<br><br>APPROVAL OF HANDBOOKS AND PROGRAMS OF STUDY | | Revision<br><br>2 |
| Date Approved by School Committee: | Signature of Chair: | Page 1 of 1 |

The School Committee will review annually, and approve changes to the High School Student Handbook, the Middle School Student Handbook, and the Elementary School Student Handbook.

The School Committee will review annually, and approve changes to the Middle School and High School Programs of Study.

Reference: Massachusetts General Laws Chapter 71, section 37H

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE CHCA

| Policy for: | Revision |
|---|---|
| APPROVAL OF HANDBOOKS AND DIRECTIVES | 1 |
| Date Approved by School Committee: April 24, 2001 — Signature of Chair: Karen Price | Page 1 of 1 |

The Superintendent shall approve the publication of all curriculum guides, manuals, handbooks, pamphlets, and similar publications that are directive in nature. New or revised manuals, handbooks, pamphlets, or similar publications will be included, as applicable, in the companion binder to the School Committee Policy Manual (see policy BFD).

The School Committee shall review annually, and approve changes to, the High School Student Handbook, the Middle School Handbook, and the Elementary School Code of Conduct.

Legal Reference: Massachusetts General Laws, Chapter 71-37H

Elizabeth Gaudreau

Elizabeth Gaudreau
Notary Public, Commonwealth of Massachusetts
Expiration Date: January 26, 2007