

Needham School Committee

Broadmeadow Performance Center March 16, 2021 Executive Session 6:00 p.m.

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

Open Session 6:30 p.m.

Meeting accessible for **Public Comments** on Zoom:

https://us02web.zoom.us/j/83492702310?pwd=eGZmcW1sRHRQUFB6Znp1TU9qQm1pZz09 Webinar ID: 834 9270 2310 Passcode: 273685 Or iPhone one-tap: US: +13017158592

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



Needham School Committee

Tuesday, March 16, 2021 6:30 p.m. Broadmeadow School Performance Center

Next School Committee Meeting: Tuesday, April 6, 2021

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

 $Zoom: \underline{https://us02web.zoom.us/j/83360069944?pwd=RDZ4Sm9IWXRtTWZNQzRmWmdYVU9wQT09}\\ Webinar ID: \textbf{833 6006 9944} \quad Passcode: \textbf{542437} \quad Or \ iPhone \ one-tap: US: +1929205609$

6:00 p.m. Joint Executive Session with Select Board Exception #6
Acquisition of Real Property.

Meeting accessible for **Public Comments** via Zoom Webinar 6:30 p.m.:

https://us02web.zoom.us/j/83492702310?pwd=eGZmcW1sRHRQUFB6Znp1TU9qOm1pZz09 Webinar ID: **834** 9270 2310 Passcode: **273685** Or iPhone one-tap: US: +13017158592

6:30 p.m.	Public Comments
6:40 p.m.	School Committee Chair and Subcommittee Updates
6:45 p.m.	Superintendent's Comments
6:50 p.m.	Consent Items
	1. FY21 Budget Transfers
	2. Accept Donations

Discussion Items

9:05 p.m.	School Committee Comments
8:35 p.m.	Update on Student Learning
8:05 p.m.	Racial Equity Access Leadership (REAL) Coalition Update
7:25 p.m.	Broadmeadow School Improvement Plan
6:50 p.m.	Needham High School Environmental Action Club Project

Information Item

Draft 2021-2022 School Calendar



Agenda Item: Joint Executive Session with Select Board: Exception #6: Acquisition of Real Property

Background Information:

Ms. Andrea Longo Carter, Chair, will convene the meeting. On a roll call vote, the committee will vote to go into executive session with the Select Board per MGL C30A, s.21(a) exception #6 to discuss acquisition of real property, and to return to open session.



Agenda Item: Public Comments

Background Information:

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



Agenda Item: School Committee Chair and Subcommittee Updates

Background Information:

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

Members of the School Committee available for comment:

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

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Agenda Item: Superintendent's Comments

Background Information:

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



Agenda Item: Consent Agenda

- 1. Approve FY21 Budget Transfers
- 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

Assistant Superintendent for Finance & Operations

Agenda Item #:	Date: March 16, 2021				
Item Title:	FY 2020/21 Budget	Transfers			
Item Description:	Capital	•	\$0 \$0 (See Detail) \$0 \$0		
Under Massachusetts General Law Chapter 71, Section 34 and School Committee Policy #DBJ, the School Committe is empowered to make changes in allocations between line items within its budget, once approved by Town Meeting. In no case may a transfer result in the aggregate Operating Budget being more than authorized by the Town. Transfe between separate, non-operating appropriations are prohibited except as permitted by law.					
Recommendation/Options	: Approve the attache	ed line item budget	transfers.		
Rationale:	The attached line item budget transfers are requested to more accurately reflect expenses to be incurred during this fiscal year.				
Implementation Implication	ons:				
Supporting Data:	Attached listing of requested line-item budget transfers within the FY21 Operating Budget.				
School Committee (circle o	one)				
Action Information	Discussion	Consent Calend	dar		
Central Administrator	Town Counsel	Sub-Committee:			
Will report back to School C	Committee (date):				
Respectfully Submitted,					
Anne Gulatí					
Anne Gulati	Anna Gulati				

G/L ACCOUNT #	DEPARTMENT	DEBIT	CREDIT	NET
<u>SALARIES</u>				
N/A	N/A	-	-	-
	SUBTOTAL SALARIES	-	-	-
PURCHASE OF SERVICE & EXPENSE				
0001.3020.005.21.2358.090.99.520.030.5303.300.04	SUPERINTENDENT - BRM - OUTSIDE PD PROV - P&T SEMIN		500.00	(500.00)
0001.3020.040.99.1210.099.99.520.030.5380.300.04	SUPERINTENDENT OTHER PURCH SVCS	500.00		500.00
0001.3020.040.99.1210.099.99.520.030.5710.300.06	SUPERINTENDENT IN-STATE TRAVEL		1,850.00	(1,850.00)
0001.3020.040.99.1210.099.99.520.030.5780.300.06	SUPERINTENDENT OTHER EXPENSES	1,850.00	,	1,850.00
0001.3030.040.99.1420.099.99.520.030.5300.300.04	DIRECTOR OF PERSONNEL		35,212.50	(35,212.50)
0001.3030.040.99.1420.099.99.520.030.5305.300.04	DIR OF PERSONNEL P&T SOFTWARE LICENSE FEES	35,212.50		35,212.50
0001.3560.005.21.2358.011.99.520.030.5303.300.04	SCIENCE CTR EDUCATIONAL SUPPLIES	\$118.00		118.00
0001.3560.005.21.2440.011.99.520.030.5380.300.04	READING OTHER PURCHASED SERVICES		\$371.00	(371.00)
0001.3560.005.22.2358.011.99.520.030.5303.300.04	SCIENCE CTR EDUCATIONAL SUPPLIES	\$118.00		118.00
0001.3560.005.22.2440.011.99.520.030.5380.300.04	READING OTHER PURCHASED SERVICES		\$500.00	(500.00)
0001.3560.005.23.2358.011.99.520.030.5303.300.04	SCIENCE CTR EDUCATIONAL SUPPLIES	\$118.00		118.00
0001.3560.005.23.2410.011.99.520.030.5517.300.05	READING ED SUPPLIES - WKBKS/TXTBKS		1,419.00	(1,419.00)
0001.3560.005.23.2440.011.99.520.030.5380.300.04	READING OTHER PURCHASED SERVICES		\$500.00	(500.00)
0001.3560.005.24.2358.011.99.520.030.5303.300.04	SCIENCE CTR EDUCATIONAL SUPPLIES	\$118.00		118.00
0001.3560.005.24.2440.011.99.520.030.5380.300.04	READING OTHER PURCHASED SERVICES		\$500.00	(500.00)
0001.3560.005.25.2358.011.99.520.030.5303.300.04	SCIENCE CTR EDUCATIONAL SUPPLIES	\$118.00		118.00
0001.3560.005.25.2440.011.99.520.030.5380.300.04	READING OTHER PURCHASED SERVICES		\$500.00	(500.00)
0001.3560.005.26.2440.011.99.520.030.5380.300.04	READING OTHER PURCHASED SERVICES		\$300.00	(300.00)
0001.3560.005.30.2440.011.99.520.030.5380.300.04	READING OTHER PURCHASED SERVICES		\$200.00	(200.00)
0001.3560.040.21.2455.011.99.520.030.5305.300.04	READING - BRM - INSTR SOFTWARE & LICENSES - P&T SO	\$3,400.00		3,400.00
0001.3560.040.22.2455.011.99.520.030.5305.300.04	READING - ELI - INSTR SOFTWARE & LICENSES - P&T SO	\$926.00		926.00
0001.3560.040.23.2455.011.99.520.030.5305.300.04	READING - WILL - INSTR SOFTWARE & LICENSES - P&T S		\$170.00	(170.00)
0001.3560.040.24.2455.011.99.520.030.5305.300.04	READING - MIT - INSTR SOFTWARE & LICENSES - P&T SO		\$54.00	(54.00)
0001.3560.040.25.2455.011.99.520.030.5305.300.04	READING - NEW - INSTR SOFTWARE & LICENSES - P&T SO		\$1,821.00	(1,821.00)
0001.3560.040.25.2455.011.99.520.030.5305.300.04	READING - NEW - INSTR SOFTWARE & LICENSES - P&T SO		700.00	(700.00)
0001.3561.005.22.2430.030.99.520.030.5510.300.05	MATH INSTRUCTION		1,000.00	(1,000.00)
0001.3561.040.21.2455.030.99.520.030.5305.300.04	MATH - BRM - INSTR SOFTWARE & LICENSES - P&T SOFTW		153.00	(153.00)
0001.3561.040.22.2455.030.99.520.030.5305.300.04	MATH - ELI - INSTR SOFTWARE & LICENSES - P&T SOFTW		153.00	(153.00)
0001.3561.040.23.2455.030.99.520.030.5305.300.04	MATH - WILL - INSTR SOFTWARE & LICENSES - P&T SOF		153.00	(153.00)
0001.3561.040.24.2455.030.99.520.030.5305.300.04 0001.3561.040.25.2455.030.99.520.030.5305.300.04	MATH - MIT - INSTR SOFTWARE & LICENSES - P&T SOFTW MATH - NEW - INSTR SOFTWARE & LICENSES - P&T SOFTW		153.00 153.00	(153.00)
0001.3561.040.25.2455.030.99.520.030.5305.300.04	MATH - HIGH ROCK - INSTR SOFTWARE & LICENSES - P&T		463.00	(153.00)
0001.3561.040.26.2455.030.99.520.030.5305.300.04	MATH - POLL - INSTR SOFTWARE & LICENSES - P&T		3,653.00	(463.00) (3,653.00)
0001.3620.005.21.2430.035.99.520.030.3503.300.04	SCIENCE CTR EDUCATIONAL SUPPLIES	1,600.00	3,033.00	1,600.00
0001.3620.005.21.2430.035.99.520.030.5510.300.05	SCIENCE CTR EDUCATIONAL SUPPLIES	1,600.00		1,600.00
0001.3620.005.22.2430.035.99.520.030.5510.300.05	SCIENCE CTR EDUCATIONAL SUPPLIES SCIENCE CTR EDUCATIONAL SUPPLIES	1,600.00		1,600.00
0001.3620.005.24.2430.035.99.520.030.5510.300.05	SCIENCE CTR EDUCATIONAL SUPPLIES SCIENCE CTR EDUCATIONAL SUPPLIES	1,600.00		1,600.00
0001.3620.005.25.2430.035.99.520.030.5510.300.05	SCIENCE CTR EDUCATIONAL SUPPLIES	1,600.00		1,600.00
N/A	N/A	-	_	-
.,,	SUBTOTAL PURCHASE OF SERVICE & EXPENSE	\$50,478.50	\$50,478.50	\$0.00
<u>CAPTIAL</u>				
N/A	N/A	-	-	-
	SUBTOTAL CAPITAL	-	-	-
	GRAND TOTAL	50,478.50	50,478.50	-

NEEDHAM SCHOOL COMMITTEE

Date: March 16, 2021

Item Title:	Approve School Department Donations	
Item Description :	The following donations have been made to Needham Public Schools:	
	tions: m General Store & Dunkin Donuts< Needham, MA donated 300 N95 Masks to NPS Club of Needham, Needham, MA donated dictionaries to every third grade student	Est. <u>Value</u> \$359.94 \$1,728.00
		Value

		<u>Value:</u>
•	Ms. Pauline Benninga, Lexington, MA donation in memory of Mike Robinson, former teacher	\$225.00
•	Needham Athletic Boosters Club, Needham, MA donation to support Athletic Winter Waivers	\$8,000.00
•	Ms. Carolyn Colonna, Needham, MA donation to support Needham Community Education	\$10.00
•	Ms. Patricia Falcao, Needham, MA donation to support the NHS Take Back the Night Club	\$25.00
•	Bake Sale proceeds donated to support the Needham High School EKAL Club	\$115.00
•	The Hunninghake family, Overland Park, Kansas donation to NHS Red Cross drive	\$60.00
•	Chipotle, Newton, MA fundraiser to support the NHS Save a Child's Heart Club	\$197.01
•	Purchase of Masks from NHS Student Council at Large, by the class of 2021	\$1,800.00
•	Online fundraiser by the National Honor Society students in support of the American Red Cross	\$455.00
•	Online fundraiser by the National Honor Society students in support of the American Red Cross	\$148.00
•	Online fundraiser by the National Honor Society students in support of the American Red Cross	\$236.00
•	Online fundraiser by the National Honor Society students in support of the American Red Cross	\$182.00
•	Online fundraiser by the National Honor Society students in support of the American Red Cross	\$10.00
•	Online fundraiser by the National Honor Society students in support of the American Red Cross	\$155.00
•	Online fundraiser by NHS students in support of the Take Back the Night Club	\$100.00
•	Mask sale to support NHS Student Council at large	\$5.00
•	Mask sale to support NHS Student Council at large	\$10.00

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 Gulatí

Assistant Superintendent for Finance and Operations

Agenda Item#: _____



Agenda Item: Discussion

Needham High School Environmental Action Club Project

Background Information:

 The Needham High School Environmental Action Club (EAC) will present information on the Solar Panel Project at Needham High School.

Person(s) Available for Presentation:

Robyn Briggs, Advisor, Environmental Action Club Environmental Action Club Student Members

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Solar Panels at NHS

EAC Leadership Team:
Nicolette- co president
Sophia- co president
Alana- secretary
Christine- treasurer

What we've done so far

Needham Ameresco Slides

Project Benefits

- Meeting our commitment to be a more sustainable community
- Generates income with no capital outlay
- · increasing our use of renewable energy
- reducing our dependence on fossil fuels
- supporting Massachusetts jobs
- moving toward the statutory commitments of the Global Warming Solutions act and the committed goal of statewide net zero greenhouse gas emissions by 2050. A
- · public amenity, providing parking sheltered from rain, snow and heat.
- Can reduce environmentally damaging runoff by channeling rain and snow melt into the ground.
- Including EV charging would provide an additional public benefit and contribute toward decarbonizing transportation.
- Including energy storage in the project would deliver additional benefits, contributing to resilience and disaster preparedness.
- · Lead to additional projects to multiply benefits



Benefits

- The canopy would protect vehicles from inclement weather (ie: snow, rain, wind, heat, sun)
 - Shielding vehicles from snow and sun and rain
- Reduces polluted runoff by channeling rain and snow melt into the ground
- Redirects polluted runoff in groundwater; thus reducing expenses in purifying drinking water
- Looking into the future, having solar panels would be great
- Create massachusetts jobs
- Helps Needham meet its requirement as a Green Community



Annual Savings

- Wayland had annual savings of \$75,000
- Lexington had annual savings of \$180,000
- Ashland had annual savings of \$107,000





How it Affects Students

- Makes us feel proud to be a part of a community that cares about the environment and our future
- Will inspire the student body to care more about the environment
- Constant reminder of being environmentally cautious
- Will protect their cars from extreme weather conditions

Possible Locations

Needham High School:

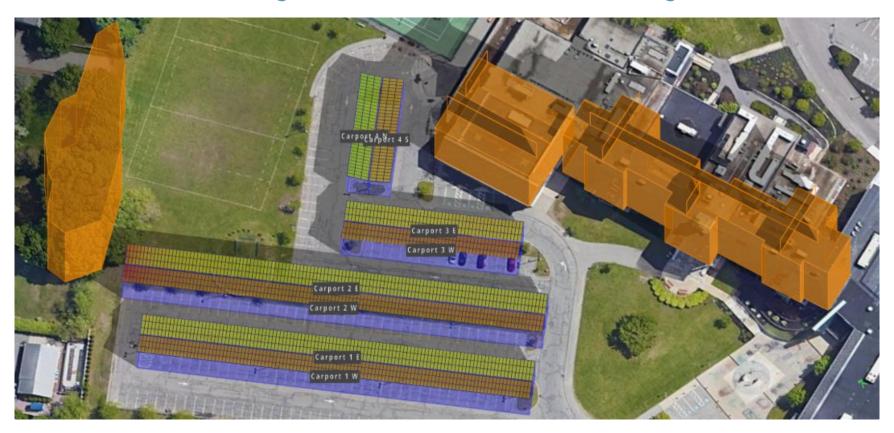
- Concern about fireworks
 - Possible debris falling on panels
- Concern about loss of parking space
- Canopy could generate 25% or more of the electricity used by the High School, the Town's largest user of electricity
- The energy generated could power 66,870,356 smartphones

Newman Middle School:

- No concerns at the moment
- Large enough lot

•

Needham High School Rendering



Newman Elementary School Rendering



Funding

This project is not going to take funds from the capital budget.

We will be funding this project similar to the RTS solar project, using a Power Purchase Agreement.

NHS Project Benefits: Environmental and Financial

- NHS Carport Project is estimated to be 618 kW-DC and produce 741,600 kWhs per year
- This will offset 532 Metric Tons of carbon per year which is equivalent to:







- NHS Carport project is estimated to save the Town \$15,000/year through utility bill savings and PILOTs
- · Benefits to town could increase significantly if:
 - · Additional sites are considered
 - Battery storage is added



Renewable energy is the future of energy. We'd like the School Committee's support in this project to help make Needham a leader in clean energy, and to continue to make our town better for future generations





Agenda Item: Discussion

Broadmeadow School Improvement Plan

Background Information:

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

Persons Available for Presentation:

Ms. Emily Gaberman, Principal of Broadmeadow School Broadmeadow School Council Members

BROADMEADOW SCHOOL IMPROVEMENT PLAN

2021-2022



March 2021

Broadmeadow School Council

Shea Duca, Grade 2 Teacher Emily Gaberman, Principal Lindsay Gravin, Parent Stephanie Hamel, Grade 5 Teacher Mia Khera, Parent Chanit List, Asst. Principal Liz Silva, Math Coach Cinzia Solari, Parent Erica Supple, Community Member Gayani Weeraratne, Parent



The **Broadmeadow Elementary School** is an exciting, vibrant, and diverse learning community currently composed of 511 students and their families (425 students in the hybrid model; 83 in the Remote Learning Academy), as well as a staff of close to 75 full- and part-time employees. Our school community includes a wide range of learners from Needham and Boston as well as students in the Connections Program (the NPS elementary therapeutic program, with students in gr. 4 & 5 this year). The Broadmeadow School takes pride in a strong kindergarten through fifth grade curriculum integrated with enrichment programming. The faculty works collaboratively to ensure consistent and rigorous comprehensive curriculum and instruction. The Broadmeadow School is committed to the Responsive Classroom approach that supports children academically, socially, and emotionally.

Each day we try to live up to our core values which provide the foundation for our work as a school community:

Acceptance – we include everyone and celebrate differences

Caring – we are friendly and kind

Curiosity – we explore, question, and wonder about our world

Learning – we work through our mistakes, problem solve, and grow

Responsibility – we take ownership for our actions and do our best

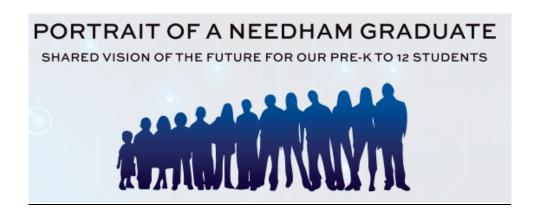
These values are also reflected in the vision outlined in the Portrait of a Needham Graduate Competencies included later in this document.

Throughout last spring and the beginning of this year, we have learned a considerable amount about ourselves and our students. This year, the COVID-19 pandemic has had a significant impact on the health and well-being of all members of the Broadmeadow School Community. We have experienced a dramatic shift in our instructional models due to a health crisis. We have gained skills and strategies that have enriched teaching and learning and those tools can be built upon in the coming years. We are in a great position to pivot to a different learning model on demand, like "going remote" on a few hours notice. Teachers and students have gained flexibility and resilience as we have managed change. The collaboration among staff - within the building and across the district - has been unprecedented and creative. Students have worked collaboratively in-person and virtually and have built their own problem solving, autonomy, and resilience skills along with academic growth. Smaller student teacher ratio and the opportunities for small class sizes created a sense of belonging and community.





This one year School Improvement Plan will bridge the period between the current models of instruction of the 2020-2021 school year (full-time in-person, hybrid, and remote learning) to the return to full-time in-person instruction later this spring and hopefully next year. In addition, a new principal will be installed and will bring opportunity and change for the school community. Finally, in the fall, the school will likely re-integrate close to 20% of its students and staff who attended and worked in the Remote Learning Academy and other schooling options. This plan is tied to our core values, the vision of the Portrait of a Needham Graduate, and is a reflection of our commitment to nurturing children as they learn and grow, no matter the setting.



MISSION:

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VISION:

Preparing ALL Needham Public Schools students to be:

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

CORE VALUES:

- Scholarship
- Community
- Citizenship
- Personal Growth

NEEDHAM STRATEGIC PRIORITIES (SP):

1. All Students Are Drivers of Their Own Learning

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

2. All Students Experience Integrative Teaching & Learning

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

3. All Students Learn & Grow Within Adaptable Environments

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

4. Infrastructure Supports Needs of All Students

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

School Goals	SP	Action Steps/ Strategies Employed	Impact on Students/Measures of success	Progress
1. Students will develop social-emotional skills as outlined by the CASEL rubric so they succeed across a variety of settings	1A, 1C 2C 3B	 Faculty and students will transition from hybrid/remote models to in-person learning comprised of larger groups of students and revised classroom expectations Faculty will explore aspects of traumainformed instruction to support students' academic and social-emotional needs Faculty will provide modeling and instruction to develop resilience skills, mindfulness skills, and executive function skills Faculty will continue to create and implement student survey to be given annually (begun in FY20 but halted due to closure) 	 Teachers participate in job embedded professional development on trauma informed instruction Through surveys and faculty observations, students indicate that they demonstrate they have a growth mindset and use strategies to cope with failure Through surveys and faculty observations, students have opportunities to incorporate and demonstrate resilience skills, mindfulness skills, and executive function skills NPS survey and other survey instruments indicate students report less anxiety over the course of the year Resilience survey is implemented grades 3-5 	
2. Through data meetings and analysis of student work, teachers & administrators will identify and monitor students in the following subgroups and develop intervention plans to narrow the achievement gap for: Students with disabilities Students of color English learners (ELs) Economically disadvantaged students	1C 3A, 3B 4A, 4C	 Faculty will engage in professional development on achievement gap trends and culturally responsive teaching All students have access to receive additional instructional support for example, through student centered coaching Faculty will continue to participate in weekly grade level collaboration meetings which include special education and instructional coaches with a focus on student performance Faculty will participate in periodic data meetings to analyze Benchmark Assessment (reading) progress and STAR 	 Fragile readers, writers, mathematicians will demonstrate more than one year's growth in specific content areas as measured by Star Math, BAS, and other common assessments MCAS (Gr. 3-5) Lowest Performing, High Needs, Students with Disabilities along with racial subgroups will exceed targets in ELA and Math Special Educators, ELL teacher, Literacy Specialists, Math Coach, and general educators will continue collaboration focused on how to best support at-risk 	

		 Math progress An MTSS tiered system of support for students will be established in order to provide interventions in literacy, math, and SEL 	students
3. Students will acknowledge and appreciate the diversity of their world, town, school, and classroom and will learn how to sustain positive relationships with others from different races, religions, and backgrounds	1A, 1B 2B 3C	 Teachers will engage in job-embedded professional development on Culturally Responsive Teaching Teachers will engage in job embedded professional development related to the <i>Pollyanna</i> anti-bias/anti-racist social justice curriculum for elementary students Teachers will continue to explore and fully implement the <i>Pollyanna</i> anti-bias/anti-racist social justice curriculum for elementary students Faculty will continue to build classroom libraries and provide programming that incorporates diverse people to reflect different cultures, races, family structures, religions, and gender orientation Special area teachers will continue to integrate themes, activities, and resources that complement/supplement the <i>Pollyanna</i> content. Broadmeadow School will continue the partnership with the Broadmeadow PTC in order to provide opportunities to explore anti-bias and social justice topics with parents 	 Students will experience anti-bias/social justice programming to provide them with skills to have difficult conversations NPS survey reflects at least a 5% increase of students, families, and staff who feel the curriculum, materials and programming represent the students at Broadmeadow and the community around us.

4. Students will use technology constructively to support their learning with creativity, communication, collaboration, and critical thinking.	1C 2B, 2C 3A	 Teachers will engage in embedded professional development to incorporate using 1:1 devices into daily instruction Teachers will collaborate to determine what aspects of instructions and which materials will be further advanced using technology tools Students are encouraged to make decisions in their learning, increasing student voice when utilizing technology Teachers will use technology to enhance teaching and learning across the curriculum, providing opportunities for students to create, communicate and collaborate with technology. 	 Students have more voice and choice by integrating technology into their learning Students use technology to design and create as part of the learning process Students take responsibility for their online work, digital citizenship, and care of materials Students will have more opportunities to collaborate with peers and to design and create as part of the learning process 	
5. Students will continue to develop as lifelong readers and writers who engage in deep discussions about literacy and communicate clearly and effectively in both spoken and written form	1A, 1C 2A, 2C 3A, 3C	 Teachers will continue to deepen their knowledge and implementation of reading and writing instruction through the use of TCRWP units of study, Fundations, phonemic awareness materials and Patterns of Power Teachers will engage in professional development to strengthen Tier 1 instruction Teachers will engage in student centered coaching cycles to develop strategic learning goals for students Based on needs from data analysis, students will receive targeted intervention as needed 	 Students demonstrate at least one year's growth in reading and writing as measured by the use of rubrics, BAS, and other formal and informal assessment tools. ELA MCAS: Students will score at least in the Meet Expectations category and make at least moderate growth Special Educators, ELL teacher, Literacy Specialists, and Math Coach collaborate with General Education teachers to support all students in a tiered intervention model 	

6. Students will continue to develop as confident and curious mathematicians who engage with the problems in the world around them	1A, 1C 2A, 2C 3A, 3C	 Teachers will continue to deepen their knowledge and implementation of mathematics instruction using current curriculum materials, ST Math, and other resources Teachers will engage in professional development to strengthen Tier 1 instruction Teachers will engage in student centered coaching cycles to develop strategic learning goals for students Based on needs from data analysis, students will receive targeted intervention as needed 	 Students demonstrate at least one year's growth in mathematics based on beginning and end of year assessments in Mathematics including Star Math in Gr. 1-5 Students experience differentiated instruction through the math workshop and menu/choice models Students have opportunities to explore open-ended math problem solving like 3-Act Tasks, Math Talks, spatial reasoning problems, etc. 	
7. Students will successfully engage with new materials and content of recently revised science units of study	1A, 1C 2A, 2C 3A, 3C	 Teachers engage in professional development to strengthen science instruction. Teachers continue to implement revised science units of study Students have opportunities to work with science practice standards 	Students will be assessed in these units via new interactive assessment tools and performance based tasks	

Glossary of Terms

BAS: Benchmark Assessment System, the formal name for the reading assessment tool used by NPS, informally referred to as F&P (Fountas & Pinnel)

CASEL: Collaborative for Academic and Social/ Emotional Learning. SEL learning standards and benchmarks articulate what students should know and be able to do in SEL from PreK to grade 12 and allow districts to outline intersections of SEL with standards in academic content areas, including the Common Core State Standards. CASEL has outlined 5 competency areas: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; Responsible Decision Making

MTSS: A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience.

Professional Development (PD): Education for school staff regarding school and district based initiatives. Currently, PD time is provided during staff meetings and collaboration time. (PD also takes place during Early Release Days when they are in the school calendar.)

Responsive Classroom: Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Star Math: The math assessment tool used three times/year in grades 1-5 across the district.

TCRWP Units of Study: The Teacher College Reading and Writing Project (TCRWP) provides the core UOS for literacy instruction. These units offer grade specific materials for teachers to develop instruction that help students meet and exceed the Common Core State Standards and the Massachusetts State Frameworks.



Agenda Item: Discussion

Racial Equity Access Leadership (REAL) Coalition Update

Background Information:

• Joanne Allen-Willoughby and Stephen Plasko will provide an update on the work the REAL Coalition has done to assist educators in becoming culturally responsive.

Person(s) Available for Presentation:

Dr. Joanne Allen-Willoughby, Director of METCO Mr. Stephen Plasko, REAL Coalition Member

NEEDHAM PUBLIC SCHOOLS R.E.A.L. COALITION

RACE * EQUITY * ACCESS * LEADERSHIP

NEEDHAM PUBLIC SCHOOLS SCHOOL COMMITTEE PRESENTED BY

JOANNE ALLEN-WILLOUGHBY, METCO DIRECTOR STEPHEN PLASKO, HISTORY & SOCIAL SCIENCE DEPARTMENT CHAIR MARCH 16, 2021

R.E.A.L COALITION MISSION

The mission of the R.E.A.L Coalition is to provide leadership and guidance on eliminating barriers to racial equity and support the advancement of all learners in the Needham Public Schools. Recognizing that full community engagement is essential to access racial equity, we are committed to engage staff, students, families and community members in shared conversation and actions that promote equitable practices for all in our community.

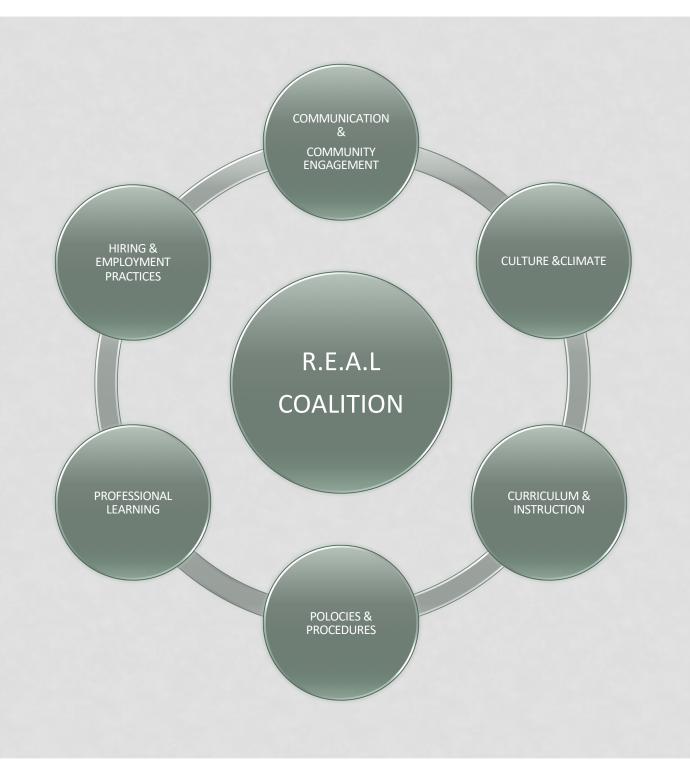
Essential Questions

What does it mean to be an antiracist, anti bias district?

What are our individual and collective roles in this work?

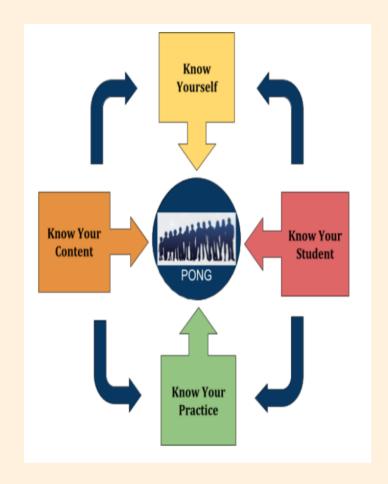
COALITION STRUCTURE

- > R.E.A.L Coalition Steering Committee
 - > Staff
 - > Faculty
 - Administrators
 - R.E.A.L. Coalition Advisory Board
 - > Student
 - > Parents
 - Community Members ((Boston and Needham)
 - > Staff
 - > Faculty
 - **Administrators**



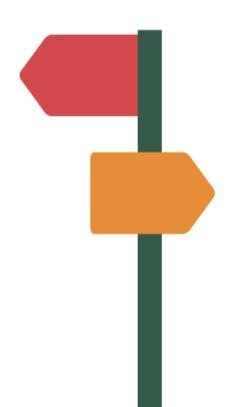
Needham Public Schools

Roadmap For Becoming A Culturally Responsive Educator



"A tool to assist educators on their journey

to becoming culturally responsive."



The Roadmap For Becoming A Culturally Responsive Educator

This is a tool developed by the Curriculum, Programs, and Data Subcommittee of Needham's REAL Coalition to assist educators along their journey towards becoming culturally responsive. The roadmap is drawn from a variety of resources* and includes four domains through which to conceptualize culturally responsive teaching - KNOW YOURSELF, KNOW YOUR STUDENTS, KNOW YOUR CONTENT, and KNOW YOUR PRACTICE. Each of these domains includes essential skills and actions that educators can take to build confidence and competence as culturally responsive educators. Additionally, each domain offers reflective questions for educators to consider as they determine where they are on their journey and corresponding resources and suggestions for professional development geared towards continuous learning and growth.

Suggestions for use of this tool include:

- Self-reflection
- Forming smart goals
- Developing Professional Learning Plans
- Designing curriculum and instruction
- Engaging in conversations

*Resources: www.ghequityinstitute.com/; crtandthebrain.com/; www.leadingequitycenter.com/; The Education Alliance. Brown University

(http://knowledgeloom,org); Equity Alliance: Culturally Responsive Teaching Matters! DESE Center for Instructional Practices,

https://pollyannaincrlc.org/, RIDES

Domain 1: Know Yourself

To Know Yourself Means:

- To understand one's culture and why culture matters
- To recognize biases and develop ways to overcome them
- To consciously work at transforming oneself and one's professional practice
- To understand how issues of race, whiteness, and social dominance interact to create and sustain race-based educational disparities
- To understand how the dynamics of dominance impact student outcomes in our schools and classrooms and how issues of privilege and power may get in the way of one's practice
- To understand how one's race consciousness impacts student's feelings of inclusion and efficacy
- To practice the skills and dispositions to engage in difficult conversations as a means to understand privilege
- To act with empathy and courage to ensure equity, access, and an anti-racist culture

- How am I acting with empathy and courage to ensure equity, access, and an anti-racist culture?
- To what extent do I recognize the role of microaggressions, implicit bias, intersectionality, stereotype threat, and systemic racism in my classroom interactions?
- What aspects of myself did I bring to designing my lessons or working with my student?
- What aspects of my lesson feel comfortable to me? What aspects of my lesson do not feel comfortable to me and are requiring me to stretch myself or assume a different perspective?
- What bias or privileges was I mindful of when planning my lesson or working with my student?
- What expectations do I have for each of the students I am working with? For whom do my expectations differ? Why?

Domain 2: Know Your Students

To Know Your Students Means:

- To draw on students' culture to shape curriculum and instruction
- To actively learn about students' backgrounds, cultural differences, interests, and learning preferences and translate this knowledge into instructional practice
- To design and organize the classroom in ways that are inclusive and representative of all members of the classroom and school community
- To build cultural sensitivity beyond easily stereotyped artifacts of culture (eg. food and art) towards ways of communicating and learning that are meaningful to students
- To universally design methods and materials to provide greater access and learning mastery
- To understand and address stereotyping, stereotype threat, microaggressions, and colorism
- To create a sustainable learning environment that appreciates ability levels, socioeconomic status, gender, and sexual identity of students

- Does my language, actions, and nonverbal cues build rapport and trust with my students?
- How did I use my relationships with my students to design my lesson/activities?
- What data did I / can I use about students to help plan my lesson?
 - Ask students for examples from their own experiences.
 - Assess prior knowledge and build on what students know.
- How does this lesson connect to my students' experiences?
- How did I build upon the assets of my students in this lesson?
- Am I building student agency through my language and feedback?
- Do my students engage in conversation as knowers, problem solvers, and flexible thinkers (as opposed to conveyors of right answers)?

Domain 3: Know Your Practice

To Know Your Practice Means:

- To provide culturally responsive universally designed curriculum and instruction that honors and supports all learners
- To employ decolonial educational practices to disrupt traditional formats of teaching and learning
- To utilize collectivist instruction to create collaborative learning environments that validates and supports all learners
- To model high expectations for all students
- To systematically move students from dependent to independent learners
- To leverage relationships to increase engagement and effective effort
- To employ culturally responsive SEL practices and behavior management techniques
- To regularly communicate with families about student learning and performance while demonstrating understanding of and respect for different home languages, cultures, and values
- To develop student advocacy and social justice awareness

- To what extent does my lesson celebrate diversity, promote critical consciousness, or increase the independent learning capacity of diverse learners?
- How do the relationships I build with students allow me to challenge them and increase their willingness to take academic risks?
- To what extent are students carrying the cognitive load in my classroom?
- How do you structure lessons to allow diverse opportunities for students to interact and demonstrate knowledge and understanding?
- How do I establish an environment in which students are respectful of each other and their perspectives?
- To what extent do I incorporate current trends and research on culturally relevant pedagogy into my content area?

Domain 4: Know Your Content

To Know Your Curriculum Means:

- To look for and address biases
- To increase complexity of the story
- To use texts and other materials that honor different races and cultures and helps to develop a positive perspective of self, others, and the larger world
- To provide content that helps students gain knowledge about race and racism in America
- To provide content that helps students acquire an awareness of their own racial socialization and skills for engaging in productive conversations about race and racism
- To engage student voice
- To require students to think critically and solve problems
- To synthesize content across disciplines and vertically

- Are the perspectives of marginalized groups acknowledged as part of the fabric of the dominant story as opposed to add-ons or (solely) as subjects that represent a particular group?
- Do the curriculum materials engage all students as we consider background, culture, gender, interests, etc.?
- To what extent do students gain an appreciation for diverse voices within my discipline?
- Does the curriculum offer opportunities for students to explore their own stories as well as the stories of others?
- To what extent are students provided with voice and choice in navigating the content?
- Thinking about the content of the lesson, how are some students' privileged over others based on their experiences?
- Does the curriculum acknowledge multiple perspectives and stories?
- Does the curriculum content promote the dominant narrative in our culture and to what extent does it offer counter narratives?
- To what extent am I presenting the content for student interpretation and critique vs a body of knowledge to be accepted?

FEEDBACK

Envision yourself using this as part of your in your school or department,

How would you put it to use?

Give us feedback on how it would work for you.





TOWN & COMMUNITY EQUITY GROUPS

Voices In Unity

Vision Statement

The Race Equity Access & Leadership (REAL) Coalition of Needham Public Schools will work to bring together those groups and individuals working in the Town, district and community on anti racist and anti bias work. The groups focus will be to discuss and actualize:

What it means for the Town of Needham to be an anti racist, anti bias community.

Needham Unite Against Racism Initiative (NUARI)

Vision Statement

Needham will be a community free of racism, racial bias, prejudice and discrimination. Our residents, schools, businesses, organizations and government will work together to identify barriers and create solutions, opportunities, resources and support leading to racial equity.

NEEDHAM PUBLIC SCHOOLS

HOW WE GET THERE

Engage in dialogues

which allow multiple

and partnerships

perspectives to be

heard and

respected.

Equip the community with the training and curriculum needed to advance their thinking regarding race and bias.

Empower the community to change policies and practices which allow for the creation of an anti racist, anti bias environment.

Portrait of an Anti racist, Anti Bias District

Acknowledge the district and Town's history of racism and bias.

Invest the time and resources needed to develop strategies to address past practices.

The Journey

R.E.A.L. COALITION

ESSENTIAL QUESTIONS

WHAT DOES IT MEAN TO BE AN ANTI RACIST, ANTI BIAS DISTRICT?

WHAT IS OUR INDIVIDUAL AND COLLECTIVE ROLE IN THIS WORK?

RACE*EQUITY*ACCESS*LEADERSHIP



Needham School Committee March 16, 2021

Agenda Item: Discussion							
Update on Student Learning							
Background Information:							
The Superintendent will provide another update on student learning.							
Person(s) Available for Presentation:							
Daniel Gutekanst, Superintendent of Schools							

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





REOPENING the NEEDHAM PUBLIC SCHOOLS to FULL TIME INSTRUCTION Spring 2021

MARCH 16, 2021

We will build on the extraordinary work of our elementary staff and teachers to guide a safe and fulltime return to school at the Elementary, Middle, & **High School levels**





MASSACHUSETTS BOARD OF EDUCATION'S REGULATORY AMENDMENT FOR RETURN TO SCHOOL

- On March 5th, Board voted to give Commissioner of Education new authority to compel the return to full-time instruction for all students enrolled in remote only or hybrid instruction.
 - Needham Public Schools already began returning Kindergarten, First, and Second graders to school four days per week on March 8^{th} as District was implementing a thoughtful and safe <u>plan</u> intended to strengthen the elementary hybrid model.
- Commissioner ordered all elementary students to return April 5 and middle school by April 28; no date provided yet for high school students.
 - Needham Public Schools will focus on health and safety for all and, based on the Commissioner's decision and our own assumptions about what is in the best interest of our students and staff, we are planning for the return of our students.

NEEDHAM PUBLIC SCHOOLS TIMETABLE



-APRIL 5-

GRADES K-5

WILL RETURN TO
ELEMENTARY SCHOOLS
FULL TIME
(Early Release Wednesdays)
ON APRIL 5

-APRIL 15-

GRADES 6-8

WILL RETURN TO
MIDDLE SCHOOLS
FULL TIME
(Early Release Wednesdays)
ON APRIL 15

-Preschool-

WILL CONSIDER OPTIONS FOR WEDNESDAYS, TBD

-MAY 3-

GRADES 9-12

WILL RETURN TO
HIGH SCHOOL
FULL TIME on a
staggered & modified
schedule (with Early
Release Wednesdays)
beginning MAY 3

GUIDING PRINCIPLES FOR OUR RETURN TO SCHOOL



- **Continue** to prioritize measures & protocols to safeguard student and staff health; Joint Committee on Health and Safety will continue to provide guidance for a safe reopening of schools.
- **Follow** principles from original Needham Education Association (NEA) Memorandum of Agreement signed last summer; Continue to partner with the NEA to ensure a safe and educationally appropriate return to full time instruction.
- **Focus** on academic, social, and emotional wellbeing of our students with an emphasis on building community and nurturing strong, healthy, and positive peer relationships.
- **Ensure** planning time for teachers, staff, and principals to address immediate and long-term instructional needs of students; consider necessary curriculum and program adjustments for the 2021-22 school year and beyond.
- **Emphasize** the priorities and action steps within the <u>District's 2020-21 Strategic Plan: Portrait of a Needham Graduate</u> in our planning.

SAFE AND THOUGHTFUL RETURN TO SCHOOL REQUIRES ENORMOUS AMOUNT OF TIME & ATTENTION TO DETAIL

MIDDLE SCHOOLS: HIGH ROCK & POLLARD



Before April break

- Provide opportunity to meet and build community; like first few days of typical school year when teachers establish routines and students develop relationships.
- Allow for transition for new classes; new configurations of classroom spaces; classroom norms, expectations, and classroom social contracts as a new learning community.
- Ensure a logical transition of curriculum units so that after break, the combined blue and gold cohorts have a coherent learning experience.

- Trial run of health & safety protocols staggered passing times and distancing; adjustments to rooms and other safety measures.
- Work out issues that may arise traffic routes, buses, and lunch.
- Highlight any problems with building logistics
 allowing administration one week to address issues
 that arise.
- Meet new classmates and students & then enjoy vacation without additional stress and planning.

SAFE AND THOUGHTFUL RETURN TO SCHOOL REQUIRES ENORMOUS AMOUNT OF TIME & ATTENTION TO DETAIL

NEEDHAM HIGH SCHOOL



staggered return for 1,600 students

WEEK OF MAY 3	9th and 12th graders only attend school in person; 10th and 11th graders learn remotely
WEEK OF MAY 10	10th and 11th graders only attend school in person; MCAS testing commences; 9th and 12th graders learn remotely
WEEK OF MAY 17	All students return to school for in person instruction
WEEK OF MAY 24	Last week of instruction for 12th graders; last day for 12th graders May 28th
WEEK OF MAY 31	9th grade MCAS testing scheduled; only grades 9, 10, 11 in school building for duration of school year

BENEFITS OF A STAGGERED RETURN TO NEEDHAM HIGH

- Ease the impact of all 1,600 students and upwards of 200 staff returning simultaneously.
- Prioritize health & safety, making needed adjustments to schedules, distancing measures, and logistics.
- Ensure students have a carefully planned assessment experience; it is necessary to have flexibility and additional testing space for MCAS and AP exams.
- Allow 12th graders to return as soon as reasonably possible to work together as a class in their last weeks of high school; complete projects, capstones, and AP exams in person and together with their teachers and classmates; and plan for the many senior events anticipated later in June.
- Allow 9th graders to return as soon as reasonably possible to build a sense of identity with their school and class; help them connect more easily with teachers and counselors and assist them as they plan for end of year papers, exams, reflections, and the MCAS.
- Allow all students to access their teachers, counselors, administrators, coaches, and others on a full-time basis, including after school.





- Physical distancing (3-feet seat edge to seat edge;
 6-feet for mask breaks; staff generally 6 feet from students)
- **Class size** determined by classroom space; students may be assigned to another class or section to maintain physical distancing
- Lunch in designated areas for 6 feet distance; may be sitting on rugs, stools, other flexible seating
- Strict <u>health & safety</u> protocols for masks, hygiene, ventilation
- **Remote Learning Academy** K-8 students may return if family interested and only if space permits
- No anticipated teacher hiring unless required due to class size/physical distancing needs
- Hiring support staff for lunch, management, etc.

- Bus transportation 2 to a seat; assigned seats for contact tracing; bus monitors; police for traffic
- **Use existing furniture** augmented by affordable seating that can be used next year
- Schedule maintained as much as possible; specialists helping with coverage
- Collaboration with NEA and curriculum leaders on plan for students quarantined at home
- LOGISTICS WILL REQUIRE COOPERATION OF STUDENTS AND FAMILIES IN ORDER TO BE SUCCESSFUL. WE BELIEVE THE EFFORT IS WORTHWHILE IF IT MEANS WE CAN GET OUR STUDENTS BACK INTO SCHOOL, FULL TIME AND IN A WAY THAT WILL ASSIST THEM ACADEMICALLY, SOCIALLY, AND EMOTIONALLY.

STAFF OF THE NEEDHAM PUBLIC SCHOOLS



- This significant change in the instructional model marks at least the third time our staff has recalibrated and re-engineered their instructional model over the course of this school year. These changes are unprecedented, and the extra logistical and instructional burden cannot be understated.
- The Needham Public Schools staff has met the challenges of the pandemic in a creative, determined, professional, and thoughtful way and they have always kept the needs of our students at the forefront of their efforts.
- Staff share a vision for our students and their future: Learning together, in person, at this time is especially important and meaningful.





Needham School Committee March 16, 2021

Agenda Item: School Committee Comments

Background Information:

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

Members of the School Committee available for comment:

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

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Needham School Committee March 16, 2021

Agenda Item: Information Item

• Draft 2021-2022 School Calendar

NEEDHAM PUBLIC SCHOOLS

	2021-2022 School Calendar DRAFT Revised 3-10-21										
Aug./September (19) February (15)						Feb	ruary	(15)		AUG	UST 2021 - SEPTEMBER 2021
М	Т	W	Th	F	М	Т	W	Th	F	8/30-8/31	Staff Returns/Professional Development
30	31	1	2	3		1	2	3	4	9/1	First Day of School - Grades 1-12
6	7	8	9	10	7	8	/9	10	11	9/2	First day Kindergarten/Preschool Orientation
13	14	15	16	17	14	15	16	17	18	9/6	No School (Labor Day)
20	21	22	23	24	21	22	23	24	25	9/7	No School (Rosh Hashanah)
27	28	/29	30		28					9/16	No School (Yom Kippur)
										9/29	PreK-8 Early Release
	Octo	ber (2	20)			Ma	arch	(23)			OCTOBER 2021
М	Т	W	Th	F	М	Т	W	Th	F	10/11	No School (Columbus Day)
				1		1	$\sqrt{2}$	3	4	10/20	PreK-12 Early Release
4	5	6	7	8	7	8	9	10	11		NOVEMBER 2021
11	12	13	14	15	14	15	/16	17	18	11/3	PreK-12 Early Release
18	19	/20	21	22	21	22	23	24	25	11/11	No School (Veterans' Day)
25	26	27	28	29	28	29	30	31		11/17	PreK-8 Early Release
										11/24	No School - Professional Development
	Nove	nber ((18)			Α	pril (15)		11/25-26	Thanksgiving Recess
М	Т	W	Th	F	М	Т	W	Th	F		DECEMBER 2021
1	2	$\sqrt{3}$	4	5					1	12/8	PreK-12 Early Release
8	9	10	11	12	4	5	6	7	8	12/22	PreK-12 Early Release
15	16	17	18	19	11	12	13	14	15	12/23-1/2	Winter Recess
22	23	24	25	26	18	19	20	21	22		JANUARY 2022
29	30				25	26	27	28	29	1/3	Classes Resume
										1/12	PreK-8 Early Release
	Decer	nber	(16)			N	lay (2	21)		1/17	No School (Martin Luther King Jr.)
М	Т	W	Th	F	М	Т	W	Th	F	1/26	PreK-12 Early Release
		1	2	3	2	3	/4	5	6		FEBRUARY 2022
6	7	/8	9	10	9	10	11	12	13	2/9	PreK-12 Early Release
15	16	17	18	17	16	17	/18	19	20	2/21-2/25	February Recess
20	21	/22	23	24	23	24	25	26	27		MARCH 2022
27	28	29	30	31	30	31				3/2	PreK-8 Early Release
										3/16	PreK-12 Early Release
	Janu	ary (2	20)			Ju	ıne (13)			APRIL 2022
М	Т	W	Th	F	М	Т	W	Th	F	4/6	PreK-8 Early Release
							$\sqrt{1}$	2	3	4/15	No School (Good Friday)
3	4	5	6	7	6	7	8	9	10	4/18-4/22	April Recess
10	11	12	13	14	13	14	15	16	17		MAY 2022
17	18	19	20	21	20	21	22	23	24	5/4	PreK-12 Early Release
24	25	126	27	28	27	28	29	30		5/18	PreK-8 Early Release
31								5/30	No School (Memorial Day)		
Holiday/Recess											JUNE 2022
PreK-12 Early Release								6/1	PreK-8 Early Release		
PreK-8 Early Release								6/5	GRADUATION: SUNDAY, JUNE 5		
Professional Development Day						6/17	Last day of school - no snow days- Early Release				
Needham High School classes begin at 8:35 a.m. on Fridays					a.m. c	n Frida	ays	6/20	Juneteenth Observed (if school is in session)		
										6/27	Last day 5 snow days -Early Release SC 3-16-21

Needham Public Schools Legal, Cultural and Religious Holidays 2021-2022 School Year

MA Legal Holidays

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4 Independence Day

August

September

- 6 Labor Day (No School)
- 6 Rosh Hashanah (9/6 9/8; No School on 9/7)
- 15 Yom Kippur (9/15 9/16; No School on 9/16)
- 20 Sukkot Begins (9/20 9/27)

October

11 Columbus Day/Indigenous Peoples Day (No School)

November

- 4 Diwali
- 11 Veteran's Day (No School)
- Thanksgiving (No School)
- 28 Hanukkah Begins (11/28 12/6)

December

- 25 Christmas (No School)
- 26 Kwanzaa Begins (12/26 1/1)

January

- 1 New Year's Day (No School)
- 17 Martin Luther King, Jr. Day (No School)
- 21 Chinese New Year

February

- 1 Lunar New Year
- 21 Washington's Birthday/Presidents Day (No School)

March

17 Purim

<u>April</u>

- 2 Ramadan Begins (4/2 5/1)
- 15 Good Friday (No School)
- 15 Passover Begins (4/15 4/22)
- 17 Easter
- 18 Patriot's Day (No School)

May

- 3 Eid al Fitr
- 30 Memorial Day (No School)

<u>June</u>

19 Juneteenth Independence Day