



# *Needham School Committee*

## *Broadmeadow Performance Center*

*March 1, 2022*

*6:30 p.m.*

Broadcast on the Needham Channel municipal and HD channels, live stream at:

<https://needhamchannel.org>

Please click the link below to access the meeting on Zoom:

<https://us02web.zoom.us/j/82161677889?pwd=MEhFVC9qdXFPYTZMVjVCeFBdNjdOUT09>

Webinar ID: 821 6167 7889 Passcode: 915250 Or One tap mobile :US: +13017158592



## Needham School Committee

March 1, 2022, 6:30 p.m.

### Broadmeadow School Performance Center

Next School Committee Meeting: March 15, 2022

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

Please click the link below to access meeting:

<https://us02web.zoom.us/j/82161677889?pwd=MEhFVC9qdXFPYTZMVjVCeFBdNjdOUT09>

Webinar ID: 821 6167 7889 Passcode: 915250 Or One tap mobile :US: +13017158592

- 6:30 p.m. Public Comments**
- 6:40 p.m. School Committee Chair and Subcommittee Updates**
- 6:50 p.m. Superintendent's Comments**
- Discussion Items**
- 7:00 p.m. Needham High School Student Advisory Committee Report**
- 7:20 p.m. Newman School Improvement Plan**
- 8:00 p.m. School Committee Policies:**
  - AF Commitment to Accomplishment – Rescind
  - BA School Committee Operational Goals – Revision 2
  - BAA Priority Objectives of School Committee Operations- Rescind
  - BCA Organization Meeting- Revision 5
  - BCBA School Committee Chairman – Revision 2
  - BCBB School Committee Vice-Chairman – Rescind
  - BCD Committee - Superintendent Relationship – Rescind
  - BCG School Attorney – Revision 1
  - BD School Committee Meetings – Revision 3
  - BDB Special Meetings – Rescind
  - BDDJ/BDDI/KBCC Media Presence at SC Meetings -Rescind
  - BFBA Policy Format and Content – Rescind
  - BG School Committee Policy Development - New Policy
  - BI School Legislative Program -Rescind
- 8:40 p.m. School Committee Comments**
- Information Item**
  - K-5 Special Area Programming & Scheduling



## Needham School Committee

March 1, 2022

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Agenda Item:     **Public Comments**

Background Information:

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



## Needham School Committee

March 1, 2022

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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:

Dr. Connie Barr, Chair

Mr. Matthew Spengler, Vice Chair

Ms. Andrea Longo Carter

Mr. Michael Greis

Ms. Elizabeth Lee

Mr. Michael O'Brien

Mr. Aaron Pressman

Dilin Meloni, Student Representative member of School Committee

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## Needham School Committee

March 1, 2022

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Agenda Item:     **Superintendent's Comments**

Background Information:

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



## Needham School Committee

March 1, 2022

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Agenda Item:     **Discussion**

### **Needham High School Student Advisory Report**

Background Information:

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

Person(s) Available for Presentation:

Lea Gruen  
Hannah Keselman  
Dilin Meloni  
Max Scott  
Danielle Sockol  
Evan Tsingos

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## MEMORANDUM

To: Needham School Committee

From: Student Advisory to the School Committee

Date: February 15, 2021

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

### **Class Updates:**

**9th Grade:** The class of 2025 has two projects coming up. After a successful bake sale previously, we are now planning a volleyball tournament to be held on March 15.

Admission will cost 10 dollars per player on a team, and we have secured a deal with Cookie Monstah to sponsor prizes. Secondly, our t-shirt design contest has been completed. The design is finalized, and our winner will be receiving a Needham swag package. Our next steps are to create our t-shirts, hold the volleyball tournament, and to continue to instill school spirit into our class.

### **10th Grade:**

The class of 2024 has been busy planning events for both the sophomore class and the greater community. We have held new interactive events to bond the class, such as a

candy contest in celebration of Valentine's Day, where the winner receives a Bagel

Breakfast. In February, we partnered with Panera to hold a fundraiser for our class.

Additionally, we partnered with Cradles to Crayons to donate clothes for children in need. We collected items schoolwide, which resulted in a record-breaking 127 bags of clothes, which will help 370 children in need all across Massachusetts. In the future, we

are continuing to plan our Touch-a-Truck event for the community which will take place on May 21st.

**11th Grade:**

The junior class has wrapped up their Valentine's Day candy gram sale. Students had the opportunity to buy a box of Smarties Valentines and send them to a friend. The Valentines sale went smoothly and we believe it was well-received by the students. We have also continued our planning of the Junior Harbor Cruise. Our date is May 19, and we have started to sell tickets.

**12th Grade:**

The senior class is busy prepping for the end of year events. In hopes of making the end of the year as joyous as possible, preparations regarding Senior Harbor Cruise as well as prom are being made. Otherwise, the class is looking forward to finishing the year strong both academically and socially, and hope that the Spring will bring better weather and more spirit for the final term of our high school careers.

**At-Large Updates**

School events:

With spring rapidly approaching, NHS is proceeding with extra-curricular activities and other events. Before the break, Take Back the Night held their annual advocacy event at Town Hall.

The school musical *Newsies* will be produced the weekend of March 18th at Newman. The

Needham High band is performing a combined concert with the 8th graders at Pollard on March

1, and then their regular concert a little bit later, on March 9th. French Night will also be happening in the month of March.

Aside from events outside of school, within the building paintings and murals are being finished. Several of the pieces that were inspired by quotes are close to being finished. In addition, the Jewish Student Union is planning for their own mural, and Senior Art Studios has begun designs for two paintings in the performing arts wing of this high school.

**Student Outreach:** Recently, the Student Council sent out a form regarding the social-emotional wellbeing of students. Danielle Freidline came on February 15 to share some of our findings. We have noticed that large percentages of the student body feel anxious and overwhelmed. Student council therefore has begun to have conversations about what we can do to help resolve or at least ease these feelings.

**Student Masking Opinion:**

With recent dialogue concerning COVID protocol and masking, Student Council has revisited the discussion around masks in school. Our discussions revealed that students are divided over whether to move to mask-optional. Advocates for mask-optional say that the new testing program and high vaccination uptake in the community provides great protection against COVID. Furthermore, we wish to emphasize that wearing a high-quality respirator like a KN95 protects the wearer, even if others are not masked. Many students feel that now is the time to rip off the band-aid, so to speak. On the other hand, some students have expressed concern that

moving to mask-optional may make other students uncomfortable, particularly immunocompromised students or those living with at-risk individuals. We have been brainstorming ways to create an environment at school that makes these students and faculty feel comfortable, while still adhering to the new mask-friendly model. For example, some teachers have sent out surveys to determine students' comfort levels; these data will give teachers feedback on whether a student might need to change seats or if a teacher should wear a mask when getting close to a student. Overall, we believe that with the existing conditions in the community and the guidance of administration, we will be able to make the transition to mask-friendly smooth and accommodating.



## Needham School Committee

March 1, 2022

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Agenda Item:     **Discussion**

### **Newman School Improvement Plan**

Background Information:

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

Persons Available for Presentation:

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

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# Newman Elementary School

School Improvement Plan--[UPDATE](#)

2020-2023

Sorraia Tavares-Alves, Parent (Yr.2)

Beth Seidman, Parent (Yr.2)

Jenny Adu, Parent & Community Member (Yr.2)

Lauren Mednick, Parent (Yr.2)

Michaela McGrory, Teacher (Yr.1)

Emily Day, Teacher (Yr.1)

Andrea Vargas, Assistant Principal

Jessica Peterson, Principal





## **Newman Elementary School Mission**

The Newman Elementary School is an inclusive neighborhood school located in Needham, Massachusetts. The building itself opened its doors in 1960 and has since served as a junior high school, state police barracks, and now as Needham's largest elementary school. The physical structure sits on 60 beautiful acres abutting protected wetlands. The grounds are complete with large play structures and newly renovated playing fields. The wetlands provide an amazing site for bringing our curriculum to life and the size of the building and its facilities attract many community programs including community theatre, high school theatre productions, and community youth sports. Newman Elementary School is the largest elementary school in the Needham Public School District. Serving over 680 students in grades Preschool-5, Newman offers an engaging and supportive learning environment for all children. We are an inclusive school, providing a variety of instructional settings that best suit the needs of students' individual learning styles. We are a diverse community serving families from a multitude of cultures and backgrounds. In addition, Newman houses two of the district's special education programs including the Early Childhood Center, an integrated preschool program and Elementary Learning Center, a specialized program for students with complicated learning profiles. Our school follows our Core Values, CARES, in which we provide opportunities for students to continuously grow, as they become increasingly Cooperative, Active, Respectful, Engaged, and Successful community members. Finally, just as we encourage our students to be active learners, we ourselves are a Professional Learning Community, using student work and data to provide targeted and meaningful instruction so that all students can reach their fullest potential. We are proud of the supportive parents, dedicated teachers, and enthusiastic students who make up Newman School.





**MISSION:**

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

**VISION:**

Preparing ALL Needham Public Schools students to be:

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

**CORE VALUES:**

- Scholarship
- Community
- Citizenship
- Personal Growth

## **NEEDHAM STRATEGIC PRIORITIES (SP):**

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

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

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

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

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

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

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

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

| School Goals  | SP                                    | Action Steps/ Strategies Employed  | Impact on Students  | Progress                    |
|---|---------------------------------------|--|---|-----------------------------|
| <p>Through data meetings and analyzing student work, teachers &amp; administrators will monitor the achievement gap for specific subgroups of students and develop intervention plans to eliminate this gap for:</p> <ul style="list-style-type: none"> <li>● Economically disadvantaged students</li> <li>● English learners (ELs)</li> <li>● Students of color</li> <li>● Students with disabilities</li> </ul> | <p>1C<br/>3A<br/>3B<br/>4A<br/>4C</p> | <ul style="list-style-type: none"> <li>● Engage in teacher professional development on achievement gap trends, the impact of poverty on student achievement, and culturally responsive teaching</li> <li>● Addition of Math Specialist to provide intervention</li> <li>● Implementation of screeners (Early Bird Literacy) at Kindergarten</li> <li>● Participation in weekly grade level collaboration meetings including special education and instructional coaches</li> <li>● Participation in quarterly data meetings to analyze Benchmark Assessment (literacy) progress and AMath/STAR Math progress</li> </ul>  | <p>Students identified in subgroups will receive targeted intervention that results in increased student achievement</p> <ul style="list-style-type: none"> <li>● Responsible and Resilient Individuals</li> <li>● Empowered Learners</li> </ul> <p><a href="#">Newman School MCAS 2021 Presentation</a></p> <p><a href="#">*See Detailed MCAS Scores Below</a></p> | <p>Significant Progress</p> |
| <p>Students will receive targeted instruction to support math and literacy growth &amp; achievement</p>   | <p>1C<br/>2B<br/>3A<br/>3B<br/>4A</p> | <ul style="list-style-type: none"> <li>● Engage in professional development to strengthen tier 1 math instruction <ul style="list-style-type: none"> <li>○ Illustrative Math Pilot in Gr.4</li> <li>○ IM Unit Pilot K-5</li> </ul> </li> <li>● Engage in student-centered coaching cycles to develop strategic learning goals for students</li> <li>● Establish a tiered system of support for students to receive interventions in literacy, math and SEL <ul style="list-style-type: none"> <li>○ Special Education and Literacy Coaches Collaboration with Melissa Orkin to develop diagnostic tools and interventions</li> </ul> </li> <li>● Addition of Math Specialist to provide intervention and support implementation of Illustrative Math (IM)</li> <li>● Implementation of screeners (Early Bird Literacy) at K</li> </ul> | <p>All students will receive consistent, targeted intervention that results in increased student achievement</p> <ul style="list-style-type: none"> <li>● Responsible and Resilient Individuals</li> <li>● Empowered Learners</li> </ul> <p>Fall 2021 Data Mtgs.</p> <p>Sample Data Mtg.--Gr.4 Math</p> <p>Fall 2021 and Winter 2022 STAR Math, Gr.4</p>            | <p>Significant Progress</p> |

| School Goals   | SP                             | Strategies Employed/ Action Steps  | Impact on Students  | Progress                    |
|--|--------------------------------|--|---|-----------------------------|
| <p>Teachers will foster the emotional development and social and emotional skills, attitudes, and behaviors of students so they can be successful across a variety of settings*</p> <p>*© CASEL 2018</p>               | <p>1A<br/>1B<br/>1C<br/>2B</p> | <ul style="list-style-type: none"> <li>● Implement additional organizational strategies that continue to promote SEL as a schoolwide priority, creating a climate and culture conducive to learning*</li> <li>● Expand current meeting/collaboration/PD structures to include opportunities for all teachers (specialists, special educators, etc.) to support students in their SEL development</li> <li>● Develop a tiered system of behavioral supports <ul style="list-style-type: none"> <li>○ Piloted Second Step SEL Assessment to measure effectiveness, K-5</li> </ul> </li> <li>● Evaluate effectiveness of current practices to support students with emotional and sensory regulation (use of sensory motor breaks, energizers, quiet/snack time, etc.)</li> <li>● Promote student self-reflection on which strategies support their behavioral, emotional, and sensory needs to increase self-awareness and independence</li> <li>● Support wellness of all school staff by promoting a culture of self-care, mindfulness, and gratitude</li> </ul> | <p>Students' social and emotional needs will be met by all teachers in the Newman School, allowing students to be successful across all areas of the school</p> <ul style="list-style-type: none"> <li>● Socially and Culturally Responsive Contributors;</li> <li>● Responsible and Resilient Individuals</li> </ul> <p><a href="#">Implementation of First Six Weeks of Social and Emotional Learning Lessons</a></p> <p><a href="#">Weekly Morning Announcements</a></p> <p><a href="#">Monthly Community Meetings</a></p> <p><a href="#">Promoting Social-Emotional &amp; Behavioral Health Post Pandemic PTC Presentation 2022</a></p> | <p>Significant Progress</p> |
| <p>Students will acknowledge and appreciate the diversity of their world, town, school and classroom and will learn how to foster positive relationships with others from different races, religions, and cultures</p> | <p>1A<br/>1B<br/>2B<br/>3C</p> | <ul style="list-style-type: none"> <li>● Engage in job embedded professional development on Culturally Responsive Teaching</li> <li>● Implement anti-bias/anti-racist curriculum and teaching approaches for elementary aged students <ul style="list-style-type: none"> <li>○ <a href="#">Racial Literacy Curriculum</a></li> <li>○ Student Learning Goal Focus K-5</li> <li>○ Family &amp; Student Engagement</li> </ul> </li> <li>● Expand repertoire of curriculum enrichment programs to intentionally include authors, performers, &amp; artists from diverse cultures <ul style="list-style-type: none"> <li>○ PTC Author in Residence</li> <li>○ PTC Gender Identity Book Grant</li> </ul> </li> </ul>   | <p>Students will understand race, bias, racism, and social justice. In addition, students will learn how to identify racism/bias and proactively work to combat its impact on society</p> <ul style="list-style-type: none"> <li>● Socially and Culturally Responsive Contributors;</li> <li>● Responsible and Resilient Individuals</li> <li>● Empowered Learners</li> </ul> <p><a href="#">NPS Racial Literacy Scope and Sequence</a></p>   | <p>In Progress</p>          |

| <b>School Goals</b>   | <b>SP</b>      | <b>Strategies Employed/ Action Steps</b>  | <b>Impact on Students</b>   | <b>Progress</b> |
|---|----------------|---|---|-----------------|
| Provide necessary support (guidance, special education, ELL, intervention, and wrap around support) to all students | 1B<br>2B<br>3C | <ul style="list-style-type: none"> <li>● Expand Newman Mentor Program focused on matching adults to students in the Newman Community (over 50 partnerships)</li> <li>● Introduction of Peer Mentors (from PMS and NHS)</li> <li>● Math Interventionist</li> <li>● Speech Language Pathologist</li> <li>● Guidance and Art Therapist Interns</li> </ul>  | <p>Students will be able to identify at least one Newman adult who is a support to them</p> <p>Students and families will have access to all school/district programs despite economic, special education or English language status</p> <ul style="list-style-type: none"> <li>● Socially and Culturally Responsive Contributors</li> <li>● Responsible and Resilient Individuals</li> <li>● Empowered Learners</li> </ul> | Some Progress   |
| Foster increased collaboration with families  | 3C             | <ul style="list-style-type: none"> <li>● Examine and expand current family engagement practices <ul style="list-style-type: none"> <li>○ <a href="#">Expansion of PTC to include Diversity, Equity, and Inclusion (DEI) Committee</a></li> </ul> </li> <li>● Develop and implement a comprehensive school communication vision</li> <li>● Explore options for supporting enrichment within and outside of the school day that is accessible to all students &amp; families</li> </ul> | <p>School and family will work together to support the needs of students in a collaborative manner</p> <ul style="list-style-type: none"> <li>● Creative Thinkers and Problem Solvers</li> <li>● Communicators and Collaborators</li> <li>● Socially and Culturally Responsive Contributors</li> <li>● Responsible and Resilient Individuals</li> <li>● Empowered Learners</li> </ul>                                       | Some Progress   |

## Newman 2021 MCAS Results by Subgroup (Percent Met or Exceeded)

| Subgroup                   | 2019 MCAS ELA | 2021 MCAS ELA | Change     | 2019 MCAS Math | 2021 MCAS Math | Change     |
|----------------------------|---------------|---------------|------------|----------------|----------------|------------|
| All Students               | <b>64</b>     | <b>72</b>     | <b>+8</b>  | <b>55</b>      | <b>49</b>      | <b>-6</b>  |
| Economically Disadvantaged | <b>28</b>     | <b>38</b>     | <b>+10</b> | <b>12</b>      | <b>21</b>      | <b>+9</b>  |
| Students with Disabilities | <b>35</b>     | <b>47</b>     | <b>+12</b> | <b>13</b>      | <b>21</b>      | <b>+8</b>  |
| English Learners           | <b>6</b>      | <b>38</b>     | <b>+32</b> | <b>22</b>      | <b>38</b>      | <b>+16</b> |

### Highlights:

- The percent of students “meeting” or “exceeding” in ELA increased across all subgroups.
- The percent of EL students “meeting or “exceeding” in ELA and in Math increased significantly.
- Whereas the percent of the student aggregate “meeting” or “exceeding” in Math decreased, all specific subgroups increased.

## Newman 2021 MCAS Results by Race (Percent Met or Exceeded)

| Subgroup                 | 2019 MCAS ELA | 2021 MCAS ELA | Change     | 2019 MCAS Math | 2021 MCAS Math | Change     |
|--------------------------|---------------|---------------|------------|----------------|----------------|------------|
| African American         | <b>21</b>     | <b>23</b>     | <b>+2</b>  | <b>11</b>      | <b>38</b>      | <b>+27</b> |
| Asian                    | <b>70</b>     | <b>92</b>     | <b>+22</b> | <b>57</b>      | <b>88</b>      | <b>+31</b> |
| Hispanic/Latino          | <b>42</b>     | <b>31</b>     | <b>-9</b>  | <b>13</b>      | <b>15</b>      | <b>+2</b>  |
| Multi-Race, Non-Hispanic | <b>74</b>     | <b>75</b>     | <b>+1</b>  | <b>58</b>      | <b>63</b>      | <b>+5</b>  |
| White                    | <b>69</b>     | <b>74</b>     | <b>+5</b>  | <b>60</b>      | <b>47</b>      | <b>-13</b> |
|                          |               |               |            |                |                |            |

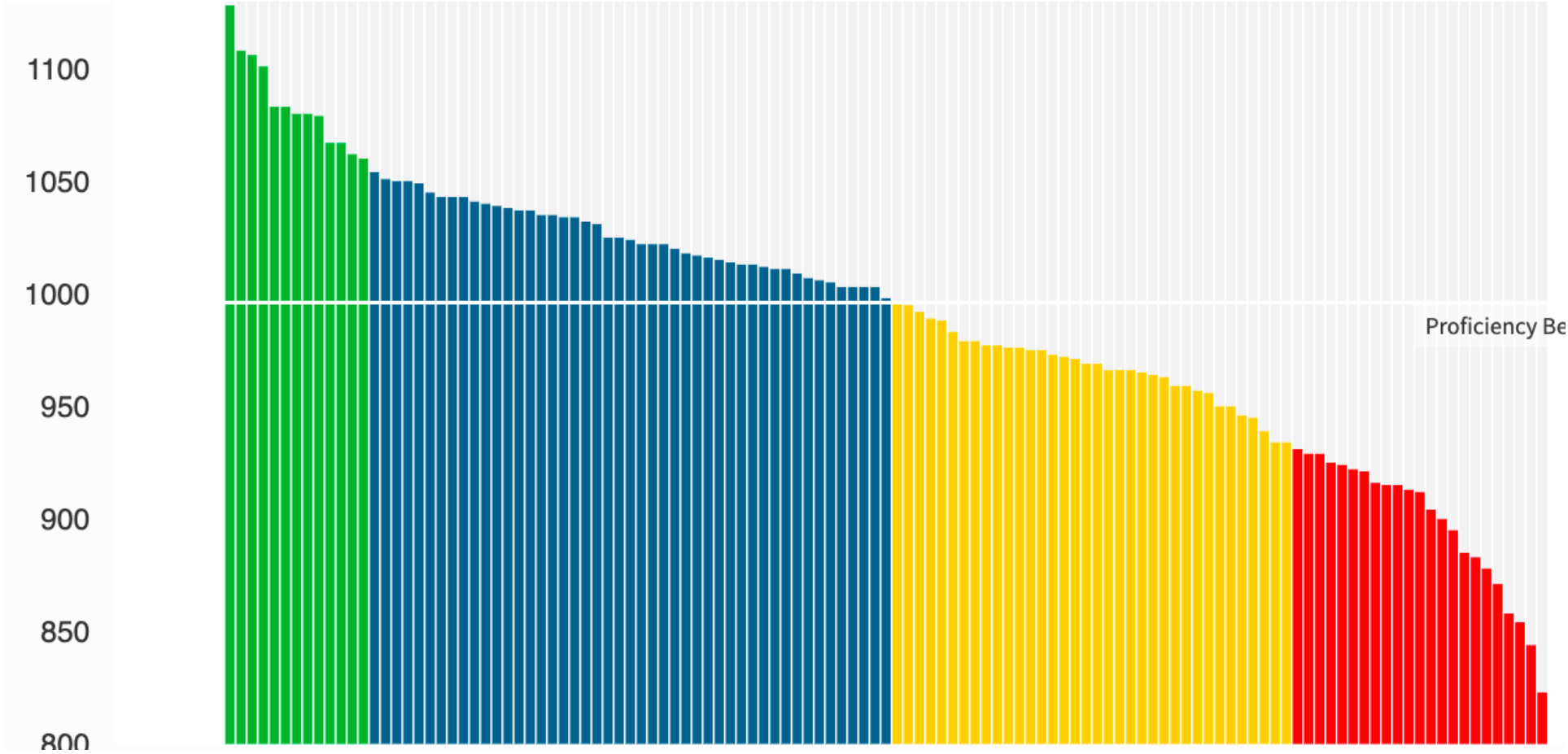
### Highlights:

→ The percent of students identifying as African American who scored “meeting” or “exceeding” in ELA and Math increased (math nearly tripled) from 2019.

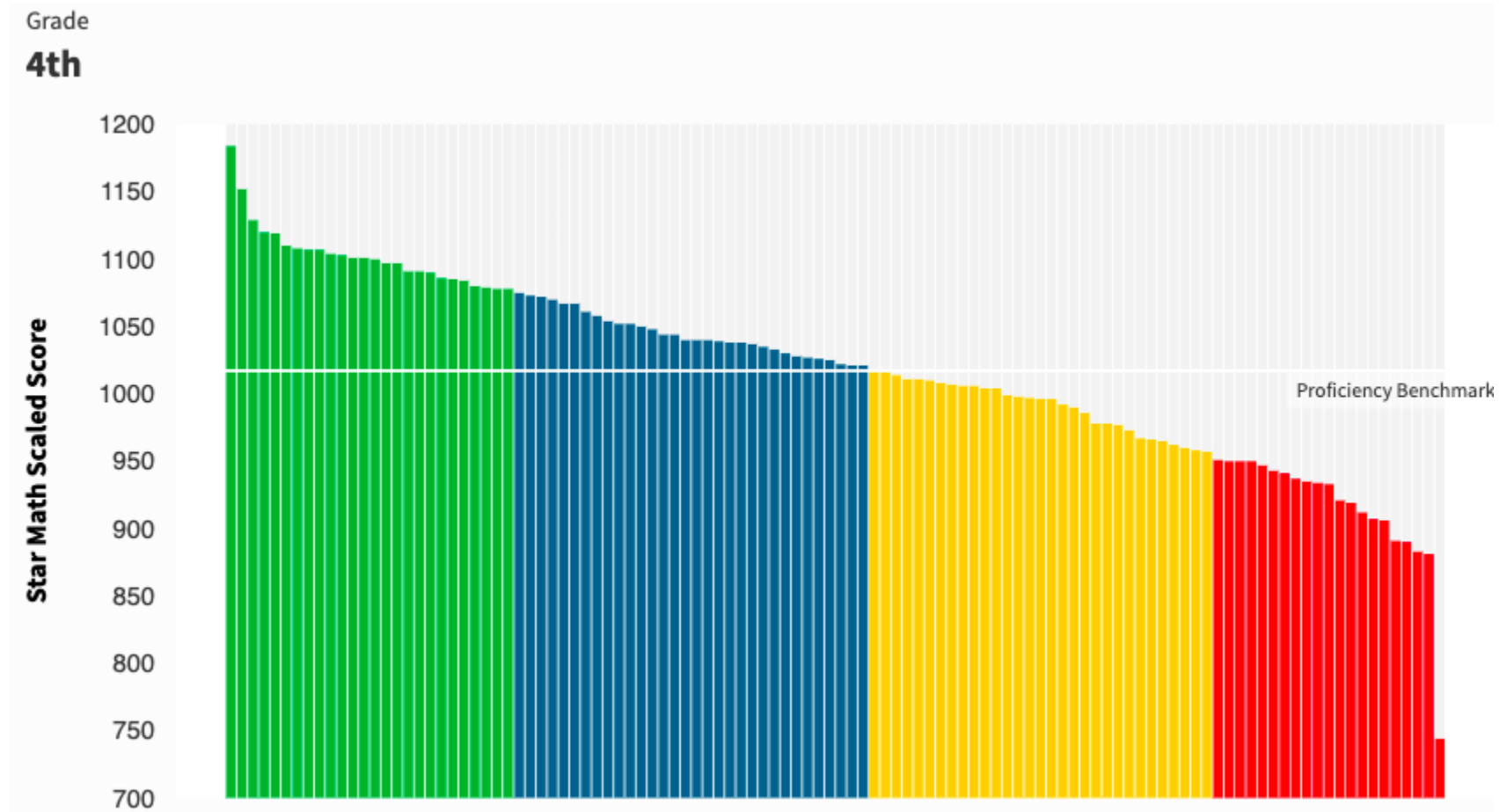


→ The percent of students identifying as Asian who scored “meeting or “exceeding” in ELA and in Math increased significantly from 2019.

### Grade 4 STAR Math Scores-Fall 2021



## Grade 4 STAR Math Scores-Winer 2022



## **Glossary of Terms**

### **Achievement Gap**

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

### **CARE Team Meeting**

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

### **CASEL**

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

### **Co-Teaching**

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

### **Community Meetings**

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

### **Culturally Responsive Teaching**

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

### **Economically Disadvantaged (ED)**

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

### **Emotional Regulation**

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

### **English Learner (EL)**

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

### **High Needs**

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

### **[Racial Literacy Curriculum](#)**

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

**Sensory Motor Breaks**

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

**Multi-Tiered System of Support (MTSS)**

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

**Professional Development (PD)**

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

**Professional Learning Community (PLC)**

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

**SEL**

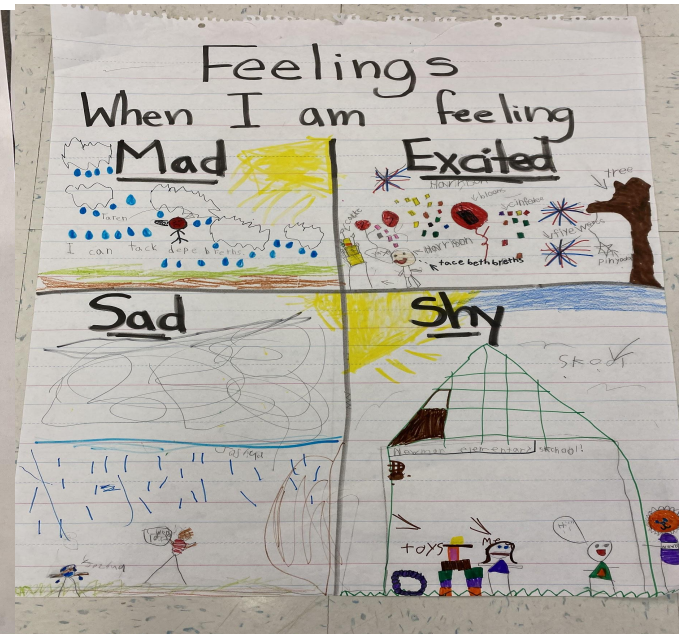
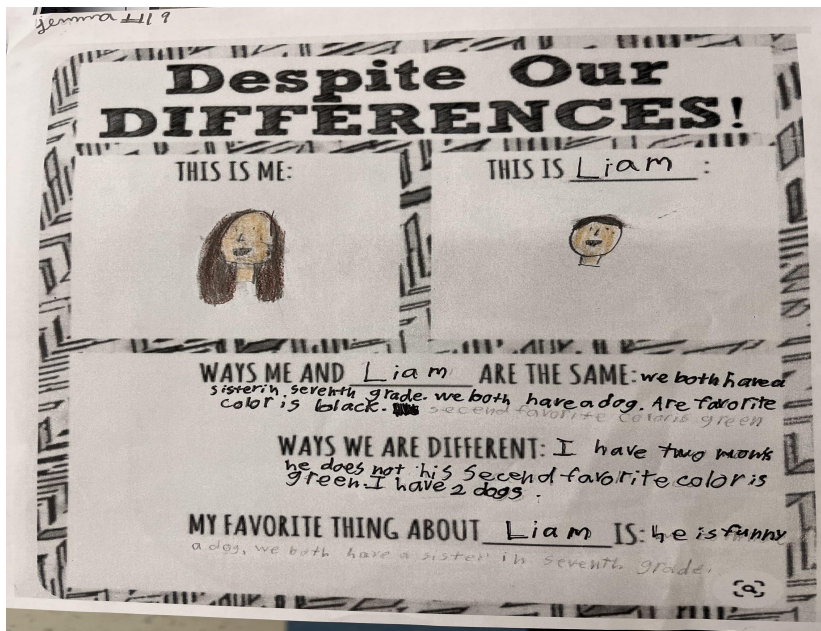
Social and Emotional Learning

**Student Centered Coaching Cycle**

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

**Student Support Team (SST)**

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



Third graders discuss their similarities and differences as a part of the Second Step Unit on “Empathy” and “Perspective Taking.”

First Graders share what they learned about emotions and how to handle strong emotions.



A former Newman student and current middle schooler enjoys a game of cards as a part of our mentoring partnership.



# NEWMAN ELEMENTARY SCHOOL

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School Improvement Plan

March 2022

# PORTRAIT OF A NEEDHAM GRADUATE

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



PREPARING ALL NEEDHAM PUBLIC SCHOOLS STUDENTS TO BE...

CREATIVE THINKERS AND PROBLEM SOLVERS

COMMUNICATORS AND COLLABORATORS

SOCIALLY AND CULTURALLY RESPONSIVE CONTRIBUTORS

RESPONSIBLE AND RESILIENT INDIVIDUALS

EMPOWERED LEARNERS



# CREATIVE THINKERS AND PROBLEM SOLVERS



- ❖ Implement additional organizational strategies that continue to promote SEL as a schoolwide priority, creating a climate and culture conducive to learning\*
  - Second Step Step Implementation





# SECOND STEP AT NEWMAN



**Skills for Learning**



**Empathy**



**Emotion Management**



**Problem Solving**





# SECOND STEP AT NEWMAN

**How to Calm Down**

**Stop—**  
use your  
signal

**Name**  
your  
feeling

**Calm down:**  
breathe  
count  
use positive self-talk

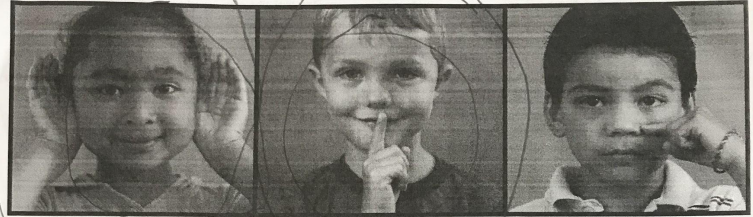
Understanding strong feelings

Identifying strong feelings

Managing strong feelings

Calming down strong feelings

1. Circle the boxes that show a Listening Rule.



A. Ears listening

B. Voice quiet

C. Nose smelling

2. Circle the boxes that show a Skill for Learning you use when playing a Brain Builder game.



A. Listen

B. Focus attention

C. Use self-talk

3. Circle the box that shows someone feeling angry.



A

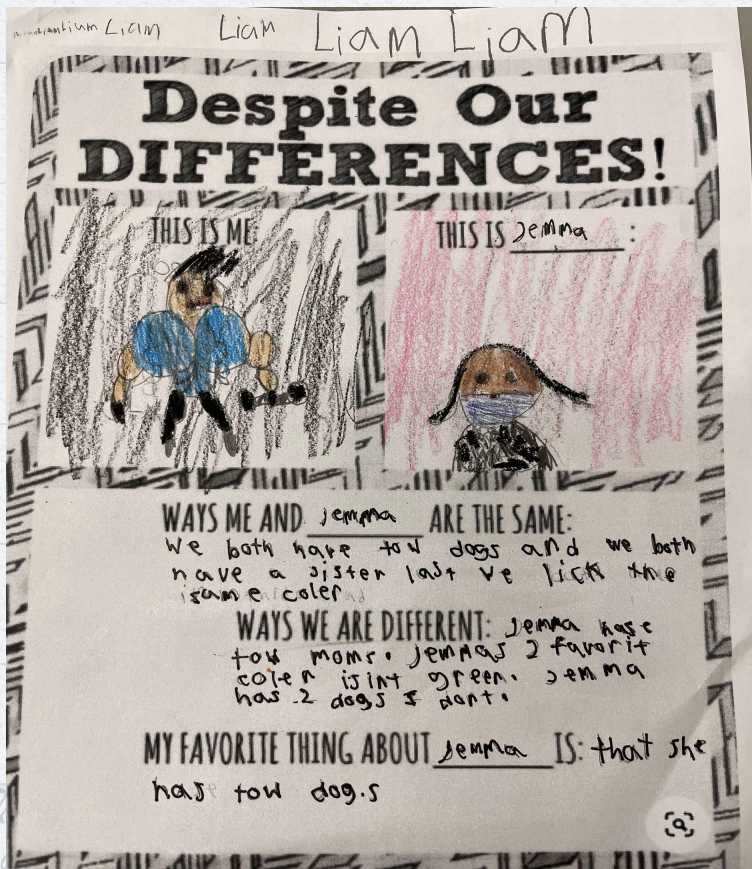
B

C





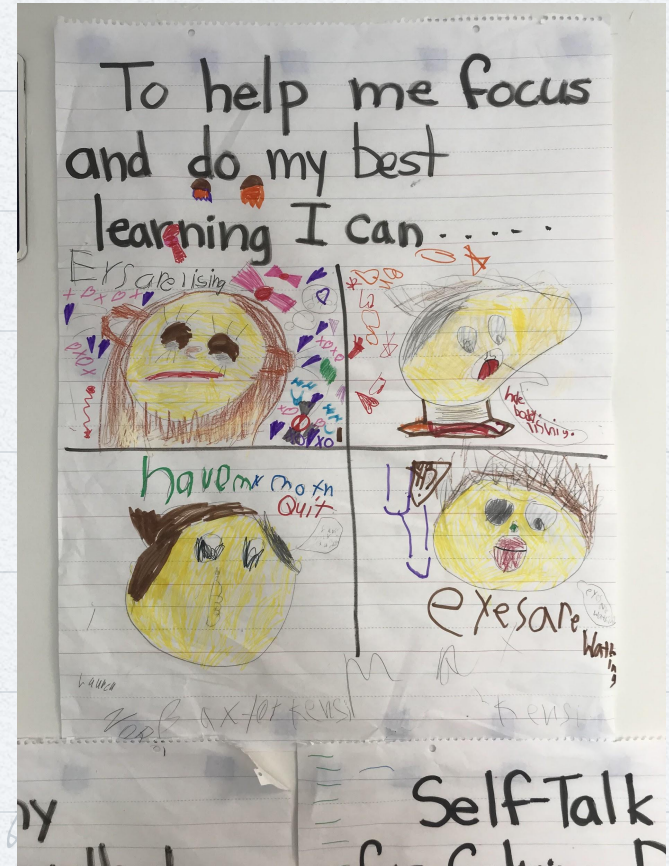
# SOCIALLY AND CULTURALLY RESPONSIVE CONTRIBUTORS



- ❖ Students will acknowledge and appreciate the diversity of their world, town, school and classroom and will learn how to foster positive relationships with others from different races, religions, and cultures
  - Racial Literacy Curriculum

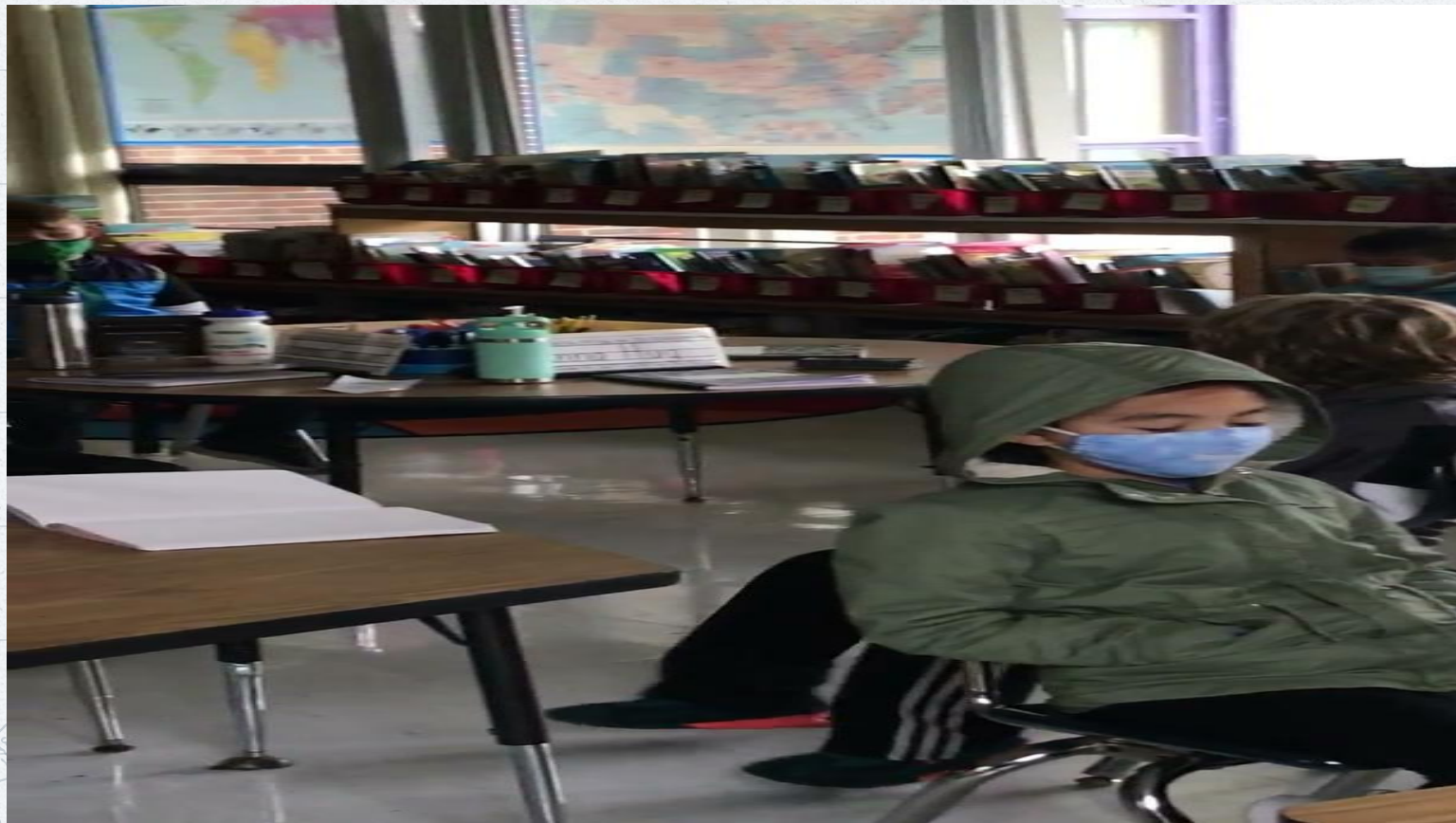
# RESPONSIBLE AND RESILIENT INDIVIDUALS

- ❖ Teachers will foster the emotional development and social and emotional skills, attitudes, and behaviors of students so they can be successful across a variety of settings
  - Second Step Implementation
  - Inner Explorer Daily Practice





# RESPONSIBLE AND RESILIENT INDIVIDUALS



# EMPOWERED LEARNERS



- ❖ Through data meetings and analyzing student work, teachers & administrators will monitor the achievement gap for specific subgroups of students and develop intervention plans to eliminate this gap for:
  - Economically disadvantaged students
  - English learners (ELs)
  - Students of color
  - Students with disabilities
- ❖ Students will receive targeted instruction to support math and literacy growth & achievement









## Needham School Committee

March 1, 2022

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Agenda Item:     **Discussion**

### **School Committee Policies**

#### Background Information:

The School Committee Policy Subcommittee met to review a number of policies that are outdated and were in place prior to the Massachusetts Education Reform Act of 1993 (MERA), are redundant, or need minor revisions. Also included for your review is a new policy (BG) which reflects current National School Boards Association letter designation and language.

AF Commitment to Accomplishment – Rescind: Outdated  
BA School Committee Operational Goals – Revision: To replace BAA which will be rescinded  
BAA Priority Objectives of School Committee Operations- Rescind: Included in BA  
BCA Organization Meeting- Revision: To reflect Town Charter  
BCBA School Committee Chairman – Revision: Change in language and incorporate BCBB  
BCBB School Committee Vice-Chairman – Rescind: Included in BCBA revision  
BCD Committee - Superintendent Relationship – Rescind: Redundant language; Pre-MERA  
BCG School Attorney – Revision: Updated language  
BD School Committee Meetings – Revision: Reflect updated language & current practice  
BDB Special Meetings – Rescind: Included in BD with updated language  
BDDJ/BDDI/KBCC Media Presence at SC Meetings – Rescind: Outdated language  
BFBA Policy Format and Content – Rescind: New Policy to update (BG)  
BG School Committee Policy Development - New Policy: to replace outdated policy BFBA  
BI School Legislative Program -Rescind: Outdated language

#### Person(s) Available for Presentation:


Superintendent of Schools Daniel Gutekanst  
Dr. Connie Barr, Policy Subcommittee member  
Ms. Elizabeth Lee, Policy Subcommittee member  
Mr. Matthew Spengler, Policy Subcommittee member

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SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

AF

|  |  |
|--|--|
| Policy for:<br><br>COMMITMENT TO ACCOMPLISHMENT                | Revision<br><br>0  |
| Date Approved by<br>School Committee:<br><br>September 5, 1995 | Signature of Chair:<br><br><br><br>Page 1 of 1 |

The School Committee accepts its ultimate responsibility for all facets of school operations and programs. Chief among its responsibilities is accomplishment of the goals and objectives it sets forth, subject to the financial support that must be given these aims by residents of the district.

As part of its accountability to residents of the Town, the committee shall maintain a program of accountability throughout the school system. This shall consist of the following elements:

1. Clear statements of expectations and purposes, as these relate to areas of operations, programs, departments, positions.
2. Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes.
3. Evaluation of operations, programs, instruction, and services to determine how well expectations and purposes are being met.
4. Evaluation of the efforts of the individuals employed by the Committee, with the first purpose of evaluation to be helping all individuals make a maximum contribution to the goals of the school system.
5. Revisions and modifications as needed to improve accomplishments.

Every effort shall be made by the committee, the Superintendent, and the staff to fulfill the responsibilities required by the concept of accountability.

DRAFT

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

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school system. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, develop a budget, and negotiate collective bargaining agreements. It must carry out its functions openly, while seeking the comments of public, students, and staff in its decision-making processes.

~~The School Committee is responsible to the citizens of Needham and should attempt to reflect the opinions of the community. At the same time Committee members must look to the future in thinking and planning for the total program. The Committee must consider a broader perspective than that of any individual citizen in thinking and planning for the total program. The results of many Committee decisions and actions will not be realized immediately but will set the course of education in Needham for future years. The Committee should support philosophies that promote the quality education which meet the needs of the students.~~

~~The School Committee is committed to the following goals:~~

- ~~• Maintenance of a public school system which will provide the opportunity for all students to develop their individual abilities and potentialities to the utmost and to become citizens of maximum values to their community, state, and nation.~~



SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: BAA

|  |   |
|--|---|
| Policy for:<br><br>PRIORITY OBJECTIVES OF SCHOOL<br>COMMITTEE OPERATIONS | Revision<br><br>0                             |
| Date Approved by<br>School Committee: 12/10/85                           | Signature of Chairman:<br>Colleen F. Schaller |
| Page 1 of 1  |   |

In keeping with its operational goals (Policy BA), the School Committee shall pursue the following priority objectives in the course of its operations:

- \* To interpret the educational needs and aspirations of the community through the formulation of policies which stimulate the learner and the learning process.
- \* To assure management of the school system in accordance with Committee policy and with local, state, and national laws.
- \* To assure effective leadership throughout the school system.
- \* To maintain communication with the various publics served by the schools in order to interpret public attitudes, to identify school policies and procedures, and to encourage public involvement with, and understanding of, the schools.
- \* To assure development and provision of the data appropriate for the management functions of planning, evaluating, organizing, controlling, and executing.
- \* To maintain vigilance over public funds and to insist that allocations are made in proper priority and prudently dispensed.
- \* To encourage a school system environment which is conducive to the stimulation of both teachers and students to exert their best efforts in the learning process.

**DRAFT**

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|---|---------------------|-------------------|-----|
| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS |                     | FILE              | BCA |
| Policy for:<br><br>ORGANIZATION MEETING           |                     | Revision<br><br>5 |     |
| Date Approved by<br>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.~~ 10 days following the annual Town Election. 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 Chair. 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 subcommittees by the first meeting in September.

Reference: Town Charter July 2021 Section 7 Town Meeting Members at Large





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SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

BCBA

|  |                                    |
|--|------------------------------------|
| Policy for:<br>SCHOOL COMMITTEE <del>CHAIRMAN</del> OFFICERS | Revision<br>2                      |
| Date Approved by<br>School Committee:                        | Signature of Chair:<br>Page 2 of 2 |

- In its proper order, announce the business to come before the Committee.
- Enforce Committee policies relating to the conduct of meetings and the order of business.
- Recognize persons who desire to speak, and protect speakers who have the floor from disturbance or interference.
- Explain motions and their potential effects when necessary.
- Restrict discussion to the question under consideration, particularly when a motion is before the Committee.
- Answer parliamentary inquiries, referring questions of legality to Committee counsel.
- Put motions to a vote, stating definitely and clearly the vote and its result.

Aside from the above described duties and responsibilities, the powers of the Chair~~man~~ are no greater than those of any other Committee member.

Duties of the Vice Chair

The Vice Chair of the Needham School Committee, an elected member of the Committee, will in the absence of the Chair, act to carry out the duties and responsibilities of the Chair.

Should both the Chair and Vice Chair be absent from a Committee meeting at which a quorum is present, the ranking member present in years of continuous service on the Committee will preside over the meeting.

**SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS**

**FILE: BCBB**


|   |   |
|---|---|
| <b>Policy for:</b><br><b>SCHOOL COMMITTEE VICE-CHAIRMAN</b> | <b>Revision</b><br><br><b>1</b>                         |
| <b>Date Approved by</b><br><b>School Committee: 1/11/83</b> | <b>Signature of Chairman:</b><br><b>John E. Carroll</b> |
| <b>Page 1 of 1</b>  |   |

The Vice-Chairman of the Needham School Committee, an elected member of the Committee, will, in the absence of the Chairman, act to carry out the duties and responsibilities of the Chairman.

Should both the Chairman and the Vice-Chairman be absent from a Committee meeting at which a quorum is present, the ranking member present in years of continuous service on the Committee will preside over the meeting.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: BCD

|  |  |
|--|--|
| Policy for:<br><br>COMMITTEE-SUPERINTENDENT RELATIONSHIP | Revision<br><br>1  |
| Date Approved by<br>School Committee: 3/15/88            | Signature of Chairman:<br> |

Page 1 of 2

The School Committee believes that the establishment of policy is an important function of the Committee, and that the execution of policy is the function of the Superintendent.

While the Committee reserves to itself the ultimate decision of all matters concerning policy and expenditure of funds, its delegation of executive powers to the Superintendent provides flexibility for the Superintendent to manage the school system in accordance with the Committee's policies and decisions, and allows the Committee to focus upon policymaking and appraisal functions.


The Committee holds the Superintendent responsible for administration of its policies within established guidelines, for the execution of Committee actions and decisions, for the economical operation of school programs, services, and facilities, and for keeping the Committee informed (within reasonable limits) about school system activities, operations, and concerns. The Superintendent shall notify all Committee members as promptly as possible regarding matters of a critical or emergency nature which may occur.

The Committee as a whole, and its individual members, will:

- \* Give the Superintendent complete administrative authority for properly discharging all professional and legal responsibilities.
- \* Hold all Committee meetings in the presence of the Superintendent or his/her designated alternate, except for certain deliberations regarding the Superintendent's contract or salary.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: BCD

|  |  |
|--|--|
| Policy for:<br><br>COMMITTEE-SUPERINTENDENT RELATIONSHIP | Revision<br><br>1  |
| Date Approved by<br>School Committee: 3/15/88            | Signature of Chairman:<br> |
| Page 2 of 2  |  |

\*Refer all concerns to the Superintendent for appropriate investigation and/or action.

The Superintendent will assist the Committee in establishing policy and making decisions by providing relevant information, reports, and recommendations for action. The Superintendent shall not perform nor cause/allow to be performed any act which is unlawful, which violates commonly accepted professional and business ethics, which violates any contract into which the Committee has entered, or which violates Committee policies and regulations.

The Committee will strive to procure for the Superintendent position, when a vacancy exists, the best professional leader available.



SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

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

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. Regular meeting: the usual official legal action meeting, held regularly
2. Special meeting: an official legal action meeting called between scheduled regular meetings to consider specific topics.

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

No quorum of aforementioned committees will 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 will 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: **BDB**

|   |  |
|---|--|
| Policy for:<br><br><b>SPECIAL MEETINGS</b>            | Revision<br><br><b>1</b>                             |
| Date Approved by<br>School Committee: <b>12/10/85</b> | Signature of Chairman:<br><b>Colleen F. Schaller</b> |
| Page 1 of 1   |  |

Special meetings of the School Committee may be called by the Executive Secretary:

- \* When so directed by the Chairman, or by the Vice-Chairman in the Chairman's absence; or
- \* At the written request of at least two Committee members.

Any special meeting shall primarily be used for the purpose of transacting that business which prompted calling of the meeting.

Except in an emergency, notification of special meetings must be received by each Committee member at least forty-eight hours in advance, and due notification filed with the Town Clerk in accordance with Policy BDDA.

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

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE:

BDDJ/  
BDDI/  
KBCC

|  |  |
|--|--|
| Policy for:<br><br>MEDIA PRESENCE/SERVICES<br>AT SCHOOL COMMITTEE MEETINGS | Revision<br><br>0                                |
| Date Approved by<br>School Committee: 3/7/89                               | Signature of Chairman:<br><i>Mary Ellen Reid</i> |

Page 1 of 1

It is the policy of the Needham School Committee to encourage the presence of news media representatives at all public sessions of the Committee. To this end, arrangements will be made at each meeting to provide for space for these representatives to work and to provide for copies of documentation of agenda items to be discussed at that meeting.

In order to minimize the disruption of meetings, members of the electronic media who require the use of lighting and recording equipment are requested to arrange appropriate locations within the School Committee meeting room for the use of this equipment with the Committee Chairman. The Committee requests that the use of lighting equipment to aid video or film recording of Committee proceedings be minimized to the greatest extent possible.

Citation: Massachusetts General Laws, Chapter 43, Section 35.



SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: BFBA

|   |   |
|---|---|
| Policy for:<br>POLICY FORMAT AND CONTENT      | Revision<br>0                             |
| Date Approved by<br>School Committee: 1/11/83 | Signature of Chairman:<br>John E. Carroll |
| Page 1 of 5                                   |   |

POLICY

While recognizing that policy documents will vary in nature and in style of writing, the School Committee wishes to adhere to the following Guideline in order to achieve reasonable standardization of School Committee policy format and content.

GUIDELINE

I. Policy Format

All policies developed, revised, or reaffirmed in 1982-83 or thereafter will be typed onto a standard form according to the following directions:

- A. The file code is assigned using the "code finder index" of the NSBA binder. When a policy has more than one file code, the codes should appear on the policy in alphabetical sequence.
- B. The policy for space should contain a clearly-worded policy title, using the wording suggested by NSBA wherever possible. (Judgment will need to be used in coding and titling a policy which does not fall under a specific NSBA heading.)
- C. Revision numbers are assigned sequentially (0, 1, 2, . . .etc.). A new revision number becomes official only after policy action is approved by the Committee. (This means that if a proposed "revision 3" is not approved, the next following proposed revision would become "revision 3".)
- D. Page numbers are assigned consecutively.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: BFBA

|   |   |
|---|---|
| Policy for:<br>POLICY FORMAT AND CONTENT      | Revision<br>0                             |
| Date Approved by<br>School Committee: 1/11/83 | Signature of Chairman:<br>John E. Carroll |

Page 2 of 5

GUIDELINE continued

- E. Date Approved by School Committee is typed onto each page following such action. . .this will be the date of the meeting at which approval was voted.

If an effective date other than the approval date was set by the Committee, that date will appear in parentheses immediately below the approval date, i.e.:

(Effective 11/7/84)

- F. Any attachments or exhibits should be identified by the proper file code(s) and revision number on the upper right-hand corner of each page.

II. Policy Content

Although any policy document may include supplementary Procedure and/or Guideline sections, the document always begins with the stated Policy of the School Committee.

Remember that a policy is a School Committee principle which charts the course of day-to-day action by the Administration. It must be clearly worded, concise, and must meet the following tests prior to being offered for Committee consideration:

- \* States in clear, unmistakable terms that Committee's position, intentions, and directed method of operating.
- \* Clearly delineates the scope of what is/is not included.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: BFBA

|   |   |
|---|---|
| Policy for:<br>POLICY FORMAT AND CONTENT      | Revision<br>0                             |
| Date Approved by<br>School Committee: 1/11/83 | Signature of Chairman:<br>John E. Carroll |

Page 3 of 5

GUIDELINE continued

- \* Has as its purpose the realization of an educationally valid and desirable objective.
- \* Conforms with state laws, rules and regulations of the State Board of Education, and rules/regulations of all other regulatory agencies of Needham, Norfolk County, Massachusetts, and the federal government.
- \* Does not counteract or infringe upon policies already established in existing contracts or in the School Committee policy manual.
- \* Conforms with educational objectives, procedures, and practices which are broadly recognized by authorities in the field of public education.
- \* Allows the Administration sufficient latitude of action to meet foreseeable circumstances. . .yet is specific enough to provide clear direction.
- \* Reflects sound judgment, wisdom, forbearance, and reasonable practicality.
- \* Is written in a formal style, yet maintains clearly understandable layman's language throughout. (If technical terms or acronyms must be used, they must be clearly defined at first use.)
- \* Provides clear reference to - but does not unnecessarily

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: BFBA

|   |   |
|---|---|
| Policy for:<br>POLICY FORMAT AND CONTENT      | Revision<br>0                             |
| Date Approved by<br>School Committee: 1/11/83 | Signature of Chairman:<br>John E. Carroll |
| Page 4 of 5                                   |   |

GUIDELINE continued

repeat - lengthy or frequently-revised policies which appear in separate policy documents (contracts, etc.).

- \* Does not include (except as separate sections or documents) detailed procedures or guidelines for executing the policy.
- \* Includes (at the end of the policy) specific reference to laws or regulations which govern the subject of the policy.

III. Associated Procedures and/or Guidelines

Generally speaking, it is preferable to completely separate the policies of the School Committee from those detailed administrative rules used to execute the policies.

There may be instances, however, where it is deemed advisable or necessary to include a procedure and/or a guideline for carrying out the policy. Such sub-sections can often serve to provide clarity, specificity, or political/legal safeguards.

Thus a policy document must contain a policy section, and may contain a procedure and/or a guideline section. It is important to clearly distinguish between the three types of section:

- \* Policies state principles which designate the course of action to be followed by the Administration.
- \* Procedures present the detailed steps which the Administration must follow in executing the policy.

|   |   |
|---|---|
| Policy for:<br>POLICY FORMAT AND CONTENT      | Revision<br>0                             |
| Date Approved by<br>School Committee: 1/11/83 | Signature of Chairman:<br>John E. Carroll |
| Page 5 of 5                                   |   |

GUIDELINE continued

- \* Guidelines provide a general framework for the actions of the administration in executing a policy. They are less imperative than procedures, and are normally used in cases where flexibility and adaptability is needed.

(For example: A class size policy might include a guideline rather than a procedure, in order to provide further detail regarding class size policy execution, since a guideline would provide more latitude than a rigid procedure.)

Procedures and guidelines should be so designated, and should immediately follow the "policy" section of the document. Their formats may take any one of a number of forms as appropriate:

- \* Prose narrative
- \* Step-by step instructions
- \* Outlines
- \* Play script (who does what)
- \* Flow diagrams, tables, or charts

DRAFT

|  |                     |               |             |
|--|---------------------|---------------|-------------|
| SCHOOL COMMITTEE POLICY<br>NEEDHAM PUBLIC SCHOOLS      |                     | FILE          | BG          |
| Policy for:<br><br>SCHOOL COMMITTEE POLICY DEVELOPMENT |                     | Revision<br>0 |             |
| Date Approved by<br>School Committee:                  | Signature of Chair: |               | Page 1 of 1 |

The School Committee will develop policies to guide the operations of the Needham Public Schools. These policies will be consistent with state and federal laws and, as appropriate, reflect local mandates and circumstances. The policies will be in writing so that they may serve as guides for the discretionary action of those to whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the Committee will exercise its leadership in providing for the successful and efficient functioning of the District. Through the study and evaluation of reports concerning the execution of its policies, the Committee will exercise its control over school operation.

As set forth by the National School Boards Association, policies are defined:

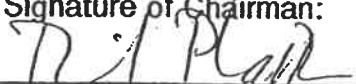
*Policies are principles adopted by a school committee to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.*

The policies of the Committee are framed, and are meant to be interpreted in terms of the General Laws, regulations of the Board of Elementary and Secondary Education, and other regulatory agencies of the various levels of government.

Source: Massachusetts Association of School Committees

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: BI

|   |  |
|---|--|
| Policy for:<br><br>SCHOOL LEGISLATIVE PROGRAM | Revision<br><br>0  |
| Date Approved by<br>School Committee: 3/15/88 | Signature of Chairman:<br> |
| Page 1 of 1                                   |  |

The monitoring of proposed and/or enacted federal, state, and local legislation which may impact the Needham Public Schools shall be a continuing priority of the School Committee, in order that:

- \* The Committee may communicate its views on pending legislation to the appropriate parties in a timely manner.
- \* The school system can make adequate advance preparation for necessary compliance with legislation which appears likely of enactment.
- \* The school system can assure compliance of its policies and practices with applicable enacted legislation.

Primary responsibility for compliance with this policy, including informing the School Committee in a timely manner, shall rest with the Superintendent, who will be supported and assisted by the Legislative Subcommittee of the School Committee.



## Needham School Committee

March 1, 2022

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Agenda Item:     **School Committee Comments**

Background Information:

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

Members of the School Committee available for comment:

Dr. Connie Barr, Chair

Mr. Matthew Spengler, Vice Chair

Ms. Andrea Longo Carter

Mr. Michael Greis

Ms. Elizabeth Lee

Mr. Michael O'Brien

Mr. Aaron Pressman

Dilin Meloni, Student Representative member of School Committee

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## Needham School Committee

March 1, 2022

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Agenda Item:     **Information Item**

- K-5 Special Area Programming & Scheduling



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February 18, 2022

To: Dan Gutekanst, Superintendent

From: Terry Duggan, Asst. Superintendent Student Learning

RE: K-5 Special Area Programming/Scheduling

The intent of this memo is to provide you with an update on the status of elementary special area programming and scheduling.

Since the onset of Covid in 2020, the K-5 special area programs have been in the position of having to adjust their offerings and reinvent how their offerings are delivered. Adapting programs that are designed for in-person learning to a fully online or hybrid environment has not been easy. The successes that we did have were due to teacher creativity that often made the previously impossible possible. From the 2019-2020 through the 2021-2022 school years, the special area program focused on the areas that could be taught in an uncertain learning environment. Students still experienced physical education, art, Spanish, music, technology and media. However, the existing curriculum and the frequency of these offerings had to be adjusted. In other instances, some programs, like STEAM, were highly dependent on physical materials in order to function so that it was not possible to adapt it to the online or hybrid environments. Consequently, this program along with other similar materials intensive units had to be put on hiatus until we could determine a more effective delivery model. For all these reasons we felt that it was time to re-examine the special area programming at the elementary level to ensure that it continues to reflect a robust learning experience for our students as well as incorporates some of the innovative learning opportunities that we discovered over the last two years.

### **Programming**

For the 2022-2023 school year, our elementary students will continue to participate in physical education, art, Spanish, music, technology and media. Moreover, we are looking to enhance the experiences and further connect the special area program to the core classroom curriculum.

Here are some of the program enhancements that are being planned/considered:

- Opportunities for homeroom and art teachers to collaborate on an arts integration project. Similar to the program that currently exists at the High Rock School, students will have the opportunity to demonstrate their learning in new and innovative ways.
- Art, Music, and Technology units used in the STEAM program will be integrated into the respective curriculum in each of these disciplines

- A renewed focus on wellness and social emotional learning in the physical education program that supports and enhances classroom programming in these areas
- Smaller groups of students in the grade 4 and 5 chorus program for a more focused experience for students
- A greater partnership between the classroom teacher and librarian to support the updated social studies curriculum especially with the integration of library and research skills
- The STEAM engineering units integrated into the Science Curriculum as outlined in the MA Science and Engineering Frameworks with assistance and support provided (as always) by the Science Center.
- Strengthen interdisciplinary learning as well as students' cultural and linguistic proficiency in Spanish

## **Frequency**

The scope and the frequency of special area programs are currently tightly coupled with the homeroom teachers instructional time. There is a delicate balance in ensuring appropriate time for core academics in the classroom, special and general education support, and ELL services along with time required to deliver a robust special area program.

Moreover, the time allocated to special area programming provides classroom teachers with planning and collaboration/consult time. This coupling has been the source of challenges in optimizing student classroom learning time, allocating support services, and developing elementary schedules that enable teachers to provide instruction in more student-centered ways. Partially or fully uncoupling homeroom teachers' planning and collaboration/consult time is a matter that is subject to negotiation with the NEA. We will be able to address the matter of frequency of special area programs at each grade level once agreements around this matter have been reached.

## **Schedule**

This year the elementary schools experimented with classroom block- schedules that included an intervention block. This was a 30 minute period that, to the extent possible, would be scheduled multiple times per week. The time would be used for remediation, extension or practice with a focus on math and/or literacy. Each school, having a range of different limiting factors (e.g. space, part time special area teachers, special education and ELL service delivery, etc.), implemented this experiment differently. Our plan is to evaluate these efforts and approaches and to make modifications or changes in light of the feedback we receive in conjunction with any of the agreements that may occur through negotiations.

Additional information will be forthcoming as the parameters needed for decision-making in the areas of programming, schedule, and frequency become available through the negotiation process.