



# *Needham School Committee*

## *Broadmeadow Performance Center*

*February 7, 2023*

*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 meeting for Public Comments:

<https://us02web.zoom.us/j/85355093059?pwd=c3h4czZmWkZlSUFNalNoeUVaSTh1UT09>

Webinar ID: 85355093059. Passcode: 73714 Or One tap mobile :US: +19292056099,

## Needham School Committee

February 7, 2023 6:30 p.m.

### Broadmeadow School Performance Center

Next School Committee Meeting: February 28, 2023 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 meeting for Public Comments:

<https://us02web.zoom.us/j/85355093059?pwd=c3h4czZmWkZlSUFNalNoeUVaSTh1UT09>

Webinar ID: 85355093059. Passcode: 73714 Or One tap mobile :US: +19292056099,

**6:30 p.m. Public Comments**

**6:35 p.m. School Committee Chair and Subcommittee Updates**

**6:40 p.m. Superintendent's Comments**

**6:50 p.m. Consent Items**

- FY23 Budget Transfers
- Disposal of Surplus Items
- Accept Donations

#### **Discussion Items**

**6:50 p.m.** Pollard Middle School Improvement Plan

**7:25 p.m.** Policy IJL Selection and Adoption of Library/Media Learning Resources First Reading

**8:00 p.m.** Bullying Prevention and Intervention Plan Update

**8:20 p.m. Action Items**

- Approve 2023-2024 Middle School & High School Program of Studies
- Approve Westborough Public Schools Admittance to ACCEPT Education Collaborative
- Approve Commercial Use of School Property for Documentary [Black Ice](#)
- Approve FY24 Revolving Fund Fees: Transportation and Athletics
- Award Bid for Before and After School Structured Program for Elementary Students FY2024-2026

**8:25 p.m. School Committee Comments**

#### **Information Items**

- FY24 Revolving Funds Budget Requests: Preschool and Needham Community Education
- School Committee Policies: Rescission
  - IIAC Selection and Adoption of Library/Media Learning Resources
  - EHAA Acceptable Use Policy for the Internet and the Wide Area Network
  - KNAM Relations With Conservation Commission – Nike Site



## Needham School Committee

February 7, 2023

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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

February 7, 2023

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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:

Matthew Spengler, Chair

Andrea Longo Carter, Vice Chair

Connie Barr

Michael Greis

Elizabeth Lee

Michael O'Brien

Alisa Skatrud

Dilin Meloni, Student Representative member of School Committee

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## Needham School Committee

February 7, 2023

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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

February 7, 2023

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Agenda Item:     **Consent Agenda**

- FY23 Budget Transfers
- Disposal of Surplus Items
- 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.”

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**NEEDHAM SCHOOL COMMITTEE**

**Agenda Item #:** \_\_\_\_\_

**Date:** February 7, 2023

**Item Title:** **FY 2022/23 Budget Transfers**

**Item Description:** Transfer of FY23 budget allocations between line items in the following amounts:

Salaries	\$0
Purchase of Service/Expense	\$0 **
Capital	\$0
Net Change:	\$ 0

\*\* All transfers occur within categories.

**Issues:** Under Massachusetts General Law Chapter 71, Section 34, and School Committee Policy #DBJ, the School Committee is empowered to make changes in allocations between line items within its budget, once approved by Town Meeting. In no case may a transfer result in the aggregate Operating Budget being more than authorized by the Town. Transfers between separate, non-operating appropriations are prohibited except as permitted by law.

**Recommendation/Options:** Approve the attached line-item budget transfers.

**Rationale:** The attached line-item budget transfers adjust the school operating budget to reflect anticipated expenditures during this fiscal year.

**Implementation Implications:**

**Supporting Data:** Attached listing of requested line-item budget transfers within the FY23 Operating Budget.

School Committee (circle one)

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

Will report back to School Committee (date): \_\_\_\_\_

Respectfully Submitted,

*Anne Gulati*

Anne Gulati  
Assistant Superintendent for Finance & Operations

G/L ACCOUNT #	DESCRIPTION	DEBIT	CREDIT
<b><u>SALARIES</u></b>			
N/A			
	<b>SUBTOTAL SALARIES</b>	-	-
<b><u>PURCHASE OF SERVICE &amp; EXPENSE</u></b>			
0001.3032.040.99.1220.099.99.520.030.5730.300.06	DIR OF PROG DEV DUES & MEMBERSHIPS		1,434.00
0001.3032.040.99.1220.099.99.520.030.5780.300.06	DIR OF PROG DEV OTHER EXPENSE	1,434.00	
0001.3260.005.26.2110.099.99.520.030.5730.300.06	High Rock-Curriculum Dir-Dues & Membership	50.00	
0001.3260.005.26.2356.099.99.520.030.5780.300.06	HIGH ROCK-HIGH ROCK-ALL OTHER EXP		50.00
0001.3260.005.26.2356.099.99.520.030.5780.300.06	HIGH ROCK-HIGH ROCK-ALL OTHER EXP		700.00
0001.3260.005.26.2358.099.99.520.030.5730.300.06	HIGH ROCK - OUTSIDE PD PROV - DUES & MEMBERSHIP		200.00
0001.3260.005.26.2358.099.99.520.030.5780.300.06	HIGH ROCK - OUTSIDE PD PROV - OTHER EXPENSES	200.00	
0001.3260.005.26.2430.099.99.520.030.5510.300.05	HIGH ROCK EDUCATIONAL SUPPLIES	6,000.00	
0001.3260.040.26.2210.090.99.520.030.5730.300.06	HIGH ROCK DUES & MEMBERSHIPS	700.00	
0001.3260.040.26.2455.099.99.520.030.5305.300.04	HIGH ROCK - INSTR SOFTWARE & LICENSES - P&T SOFTWA		6,000.00
0001.3560.005.25.2415.011.99.520.030.5512.300.05	READING ED SUPPLIES - TEACHING		600.00
0001.3560.005.26.2358.011.99.520.030.5303.300.04	READING - HGH ROCK - OUTSIDE PD PROV - P&T SEMINAR	230.00	
0001.3560.005.30.2358.011.99.520.030.5303.300.04	READING - POLL - OUTSIDE PD PROV - P&T SEMINAR & T	370.00	
	<b>SUBTOTAL PURCHASE OF SERVICES &amp; EXPENSE</b>	<b>8,984.00</b>	<b>8,984.00</b>
<b><u>CAPITAL OUTLAY</u></b>			
N/A			
	<b>SUBTOTAL CAPITAL</b>	-	-
	<b>GRAND TOTAL</b>	<b>8,984.00</b>	<b>8,984.00</b>



**NEEDHAM SCHOOL COMMITTEE**

**Agenda Item #:** \_\_\_\_\_

**Date:** February 7, 2023

**Item Title:** **Disposal of Surplus: Mitchell Elementary School, Pollard Middle School, Emery Grover**

**Item Description:** This request seeks approval to dispose of the following items, which are either obsolete, non-functioning, or the repair cost exceeds the value of the equipment.

**From Mitchell Elementary School:**

- 2 Obsolete Milk Coolers

**From Pollard Middle School:**

- 2 Nutrition Services Broken Warmers

**From Emery Grover:**

- 354 Pieces of outdated Curriculum Material

**Issues:** Chapter 30B Section 16 of the Massachusetts General Laws permits a governmental body to dispose of a tangible supply no longer useful to the governmental body, but having a resale or salvage value, at less than the fair market value to a charitable organization that has received a tax exemption from the United States by reason of its charitable nature. Transactions between governmental entities also are exempt from Ch30B. Chapter 30B Section 15 and Needham School Policy #DN further authorize the disposal of surplus school property, other than real estate, having a net value of less than \$10,000 through the exercise of sound business practices by the Procurement Officer.

**Recommendation/Options:** That the Needham School Committee be informed of the disposal of the above items, to the Town Transfer Station of the aforementioned surplus equipment in accordance with MGH30B Section 15&16.

**Rationale:**

**Implementation Implications:**

**Supporting Data:** None.

**School Committee (circle one)**

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

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance & Operations

# NEEDHAM SCHOOL COMMITTEE

Agenda Item#: \_\_\_\_\_ Date: February 7, 2023

**Item Title:** Approve School Department Donations

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

	<u>Value:</u>
• Ms. Augusta Haydock, Boston, MA donation in support of the Elizabeth L. Gardner Memorial Scholarship	\$7,002.00
• Ms. Robin Peters Schell, Amesbury, MA donation in support of the NHS Class of 1980 Scholarship Fund	\$1,150.00
• Jewish Community Foundation, West Hartford, CT donation through their donor advised fund to the Eliot Elementary School	\$500.00
• Coffee Pond Photography, Framingham, MA commission revenue from student portraits to support the Sunita Williams Elementary School	\$1,500.00
• Shutterfly, Lifetouch, LLC, San Jose, CA commission revenue from student portraits to support the High Rock School	\$1,889.50
• Bake Sale proceeds to support the NHS Class of 2023	\$174.00
• Bake Sale proceeds to support the NHS Endangered Species Club	\$98.00
• Bake Sale proceeds to support NHS Varsity Dance Group	\$112.00
• Bake Sale proceeds to support the NHS Book Club	\$60.00
• Bake Sale proceeds to support the future transportation needs for NHS Speech and Debate Club competitive events	\$104.75
• Coffee Cart Proceeds to support the NHS Coffee Cart Club	\$162.85
• Parents Night Out proceeds to support the NHS Class of 2026	\$591.00
• Toolbox Fundraiser to support the NHS Punta Gorda Trip	\$1,310.00
• Basketball Game fundraiser by the NHS Ellie Fund to support the Regional Ellie Fund	\$165.00
• Bake Sales proceeds raised by the NHS Ellie Fund to support the Regional Ellie Fund	\$82.00
• You've been Flocked fundraiser to support the Class of 2024	\$570.00
• Hearth Pizza & Craft Kitchen, Needham, MA donation in support of Class of 2024	\$300.00
• Mr. Mark Barrett, Needham, MA donation in support of the Class of 2024	\$15.00

**Issues:** M.G.L. Chapter 44, Section 53A and School Committee policy #DFC/KH authorize the School Committee to accept any grant of gifts or funds given for educational purposes by the federal or state government, charitable foundations, private corporations, PTCs or an individual. M.G.L. Chapter 44, Section 53A further stipulates that any monies received and accepted by the School Committee may be expended without further appropriation.

**Recommendations/Options:** That the School Committee accept with gratitude the aforementioned donations.

**School Committee:** Consent Calendar

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance and Operations



## Needham School Committee

February 7, 2023

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Agenda Item:     **Discussion**

### **Pollard Middle School Improvement Plan**

Background Information:

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

Persons Available for Presentation:

Ms. Tamatha Bibbo, Pollard Middle School Principal  
Pollard Middle School Council Members

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**Pollard Middle School**  
**School Improvement Plan**  
**September 2021 - June 2024**  
**Needham Public Schools**

***Presented to the Needham School Committee: February 7, 2023***

***School Council Members:***

Tamatha Bibbo, Principal and Co-Chair  
David Dussault, Teacher and Co-Chair  
Vipul Bhushan, Parent  
Elizabeth Bloom, Parent  
Donovan Hallmark, Student  
Ken Lundberg, Teacher  
Lisa Mancino, Teacher  
Susan Moffitt, Parent  
Joe Morrell, Parent  
Karen Mullen, Community Representative  
Leelah Murstein, Student  
Claudia Pape, Parent  
Max Shoemaker, Student  
Serena Tanna, Student

## **Pollard Middle School Statement of Purpose**

*We dedicate ourselves to cultivating academic excellence, civic responsibility, and the personal growth of each member of our community.*

### ***We Know:***

Students enter Pollard Middle School at a critical phase of their development. They experience rapid physiological and emotional changes, an emerging sense of self, and an increased need for self-assertion. Cognitively, middle school students move from concrete toward abstract thinking. Middle school students strive for self-acceptance and a sense of belonging which shapes their behavior and perceptions. Healthy connections with adults and peers are crucial. Adult recognition reinforces students' sense of worth and their ability to balance extreme and competing developmental needs.

### ***We Believe:***

- All students can learn, and it happens at varying rates through multiple learning styles.
- Active learning requires taking risks, and mistakes are valuable for learning.
- Learning through a broad-based curriculum and exposure to different perspectives is integral to educating the whole child.
- Learners should feel safe, cared for, and valued.
- Learning requires a partnership between school, home, and the community.

### ***We Work To Provide:***

- A student-centered curriculum that is experiential, interdisciplinary, and exploratory.
- A staff that plays multiple roles in fostering student growth as they share knowledge, serve as role models, and respond to each individual's needs.
- A middle school environment that stresses civic and global awareness and each student's role as a member of a family, a community, and society at large.

### ***We Strive To Develop:***

- Creative and critical thinkers.
- Confident and open-minded risk-takers.
- Responsible and thoughtful decision-makers.
- Articulate and reflective communicators.
- Collaborative and socially conscious contributors to the community.

### ***The Improvement Process:***

Pollard Middle School is committed to an improvement process that addresses both the short and long-term needs of all students in their middle school years. Our *School Improvement Plan*, which is aligned with the *Needham Public Schools' District Goals*, establishes

requisite strategies and actions that manifest themselves through our work and priority areas to support student achievement. We believe that it is necessary for staff, parents, students, and community to be involved and to work together in this process.

## **Needham Public Schools**



**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

### **POLLARD CORE VALUES:**

***All members of the Pollard community will be curious, confident, and independent learners; act with compassion, integrity, and inclusivity; and strive for personal growth.***

## **NEEDHAM STRATEGIC PRIORITIES:**

### **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.*

## Pollard SIP Goals, Action and Outcomes - 2023-2024

School Goal	Action Step	Person(s) Responsible	Status	Measure(s) of Success	Due date
<b>Goal #1</b>					
<b>Foster and maintain an environment in which staff and students' diverse backgrounds, identities, strengths are respected, affirmed, celebrated, and honored.</b>	Implement anti-bias/anti-racist curriculum for all students in SY 2023/2024- in all subject areas as well as in at least 3 extended advisory times.	Equity Team Principal APs	On Track	Students will acknowledge and appreciate the diversity of their world, town, school, and classroom and will learn how to foster positive relationships with others – including, but not limited to, different races/ethnicities, religions, cultures, sexual orientations and/or gender identities.	May 2023
	Expand repertoire of curriculum enrichment programs and field trip opportunities to intentionally include authors, performers, & artists from diverse cultures at least 2x/year.	PATM	On Track	Students will have opportunities to experience art from various cultures and begin to develop an understanding and appreciation of how where one comes from impacts their artistic work.	June 2024
	Develop and implement an annual anti-bias/anti-hate program for students and provide opportunities for parent partnership on this topic (at least 2x/SY).	Advisory Team/ APs	On Track	Students will, in Advisory, learn and practice skills to develop an environment or culture that is inclusive, kind, supportive and safe. Parents will attend school sponsored anti-hate and anti-bias events in order to promote a shared language and discussion with their students.	June 2024
	Evaluate current in-class and in-school cultural celebrations to ensure they are representative of our diverse community. Conduct needs assessment and determines which events remain, and which need altering by the end of SY 2024.	Principal/ PATM	On Track	Students will be exposed to in-school cultural celebrations that represent a diverse community and develop an awareness of which communities are over or under represented.	June 2024



Pollard SIP Goals, Action and Outcomes - 2023-2024					
	Ensure learners have opportunities for student efficacy, leadership, and voice in monthly community meetings and on committees (School Council, hiring, program reviews, mentoring).	Teachers/ Advisory Team/ PATM	Not Started	Students will be informed of specific opportunities, including clear steps on how they can join, in order for them to actively engage in monthly community meetings and committees to have their voices heard and develop leadership skills to continue to improve the environment surrounding diversity in the school. At least 10-20% of our committees will have student representation.	June 2024
<b>Goal #2</b>					
<b>Expand and imbed Portrait of a Needham Graduate (PONG) competencies.</b>	By the end of SY 2024, all staff and students will be familiar with and can articulate the 5 competencies (through education in advisories and classroom instruction).	Teachers	On Track	Staff and students will be able to demonstrate awareness of the 5 competencies by knowing where they can find the competencies and being able to summarize/articulate the competencies.	June 2024
	In SY 2024/2025 staff and students will make connections with their current programming/school work and the PONG outcomes.	PATM/ Teachers	Not Started	Students will be able to match experiences in their current curriculum to the corresponding competency in the PONG.	June 2025
2A. Assess opportunities of PONG	In SY 2025/2026, students will self-assess their opportunities in achieving PONG and provide feedback identifying gap areas (where PONG is limited).	Teachers	Not Started	Students will become more self aware of where they stand in relation to the competencies and identify next steps to fill the gaps.	June 2026
	Explore K-12 creation of portfolio to demonstrate PONG growth over time.	Principal	Not Started	All students will have at least one opportunity to develop a work portfolio in addition to the traditional assessment measures.	June 2026

<b>Pollard SIP Goals, Action and Outcomes - 2023-2024</b>					
2B. Incorporate Career/ College/ Post graduate planning appropriate for grades 7 & 8	In SY 2022-2023, to explore career and college Readiness Standards and Assessments and determine which assessments to offer.	Principal/ Guidance dept./ C&CR Team	On Track	Admin/Guidance will make a recommendation as to which assessments to offer.	June 2023
	In SY 2023-2024, to determine a plan for Career and College Readiness Programming for students in advisories/ classes.	Principal/ Guidance dept.	On Track	Students will begin learning about college readiness programming in at least 2 advisories over the course of the year. Again it is a period of growing awareness within the students.	June 2024
2C. Expand interdisciplinary learning opportunities	During SY 2022-2023, document classes/areas of interdisciplinary connection that currently exist.	PATM	On Track	Admin will publish documents of existing classes/areas of interdisciplinary connection.	June 2023
	Provide PD plan and allocate resources for staff to launch at least 1 interdisciplinary opportunity per cluster in SY 2023-2024.	Principal	On Track	Students will be able to make connections between their classes and PONG goals after experiencing at least one interdisciplinary opportunity. Experiential learning gives them the opportunity to feel and live in their body the competency and help them integrate the meaning of it. This goal helps them to embody the competency and start living them.	June 2024
	Create opportunities for clusters to share projects in T3 and determine at least 2 interdisciplinary opportunities per cluster in SY 2024-2025.	Principal	Not Started	Students will create and share projects that demonstrate their understanding of PONG. Students will start embodying and living the competency rather than just knowing about them and understanding them.	June 2025
<b>Goal #3</b>					
<b>Develop formalized Professional Learning Community (PLC)</b>	In SY 2023-2024, assess the current state of cluster meetings (agendas, minutes, data collection, growth plans,	APs	Not Started	Staff will utilize cluster time to center discussions around student outcomes and planning for student-centered PLCs.	June 2024

## Pollard SIP Goals, Action and Outcomes - 2023-2024

<b>model for cluster time</b>	Tier 1, 2, 3 interventions) during T1.				
	Explore and determine 6 hours of appropriate PD to support guidance counselors and teacher teams in creating more effective, student centered PLCs.	Principal/ APs	Not Started	Classroom teachers and guidance counselors will determine which PD is and will be most effective for use in classrooms for maintaining student-centered PLCs.	June 2024
	By T2, incorporate formal planning guides and expectations for meeting outcomes. In T3, apply new expectations for PLC work in cluster meetings.	APs	Not Started	Staff will document all meeting agendas and outcomes of meetings using a predetermined, straightforward, and realistic planning guide template provided by Pollard Administration electronically.	June 2024
	In T3 assess the efficacy of cluster meetings in supporting student growth and achievement.	APs	Not Started	Staff will use data and learnings from cluster meetings to assess student growth and achievement.	June 2024
	SY 2024-2025, gather data (feedback) on PLC effectiveness.	APs	Not Started	Staff will use data and knowledge from PLCs to determine their effectiveness.	June 2025
	<b>Goal #4</b>				
<b>Expand on Tier 1, 2, &amp; 3 Restorative Practices/ circles and chats</b>	Assess efficacy of newly developed Community Meetings and determine its continuation into SY 2023-2024.	PATM	On Track	Utilizing school community reports (via survey/ focus groups) that the community meetings are effective, students will communicate a sense of community and belonging, and demonstrate improvement on SEL skills.	June 2024
	To apply skills of Circle Training to at least 3 Extended Advisory Circles and at least 3 in-class circle discussion/	Teachers	On Track	Teachers will develop facilitation skills and report use of Circles as part of their practice (during advisory and in classes). Use of observational data and staff surveys will be analyzed.	June 2025

Pollard SIP Goals, Action and Outcomes - 2023-2024					
	lessons in SY 2023-2024.				
	To consistently use Restorative Circles in disciplinary cases, when applicable.	APs	On Track	APs will track discipline referrals and circles in applicable cases to quantify the efficacy of Restorative Circles.	ongoing
	To utilize small group/chats more effectively to practice SEL skills.	Guidance Dept./ APs	On Track	Guidance Team will gather data and report on numbers of students engaging in SEL practices and employing these skills following chats.	ongoing
	To utilize small group/chats more effectively to address conflict resolution.	Guidance Dept./ APs	On Track	Guidance Team will gather data and report on the number of students engaging in conflict resolution and outcomes of the chats (ie: decreased future incidents between same students, and decreased referrals).	ongoing
<b>Goal #5</b>					
<b>Enhance school-home communication and family/ caregiver partnerships.</b>	To offer monthly virtual coffees at two different times in order to solicit more attendance (AM and PM).	Principal	On Track	Families and caregivers will have an opportunity to attend virtual coffees. Currently, 50-100 families join each month. We would like to maintain and increase to at least 50% of families/caregivers.	ongoing
	To incorporate feedback, make adjustments, and listen to pertinent information from caregivers to meet their specific needs.	Principal	On Track	Families and caregivers will be afforded multiple methods for which to provide feedback to ensure that necessary adjustments are made. Adjustments that are made and the reasoning behind the adjustments will be openly shared with families and caregivers. Reasons for not making adjustments will also be transparent.	ongoing
	To create a weekly online newsletter to ensure access (language...) and timely information sharing to all families.	Principal	On Track	Families and caregivers will receive weekly emails with links to an online newsletter. The newsletters will also be available and archived in an easy to locate spot on the school's website.	ongoing

Pollard SIP Goals, Action and Outcomes - 2023-2024					
	To expand opportunities (at least 3) for parents/caregivers to visit Pollard - in order to share and celebrate student learning.	PATM/ Teachers	On Track	Families will report through a District Survey and also anecdotally that they feel welcomed and invited into the school. An increased sense of community and partnership (from PTC survey/ feedback)	ongoing

## Glossary

**Culturally Responsive Teaching**: Scholars developed teaching methods and practices—broadly known as asset-based pedagogies—that incorporate students’ cultural identities and lived experiences into the classroom as tools for effective instruction.<sup>1</sup>

**Pathways to Restorative Communities**: Grounded in the principles of Restorative Justice, [this Professional Learning Organization] uses Restorative Practices and Community Building Circles to give young people and adults the tools to build meaningful relationships and address the inevitable conflict that happens in any community when it does arise.<sup>2</sup>

**Pollard Administrative Team (PATM)**: Principal; 2 Asst. Principals; ELA, math, science, social studies, special education, and literacy coordinators.

**Professional Development (PD)**: Adult to earn or maintain **professional** credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage.<sup>3</sup>

**Project Based Learning (PBL)**: A teaching method in which students learn by actively engaging in real-world and personally meaningful projects.<sup>4</sup>

**Tier 1**: Primary—efforts applied universally across all students to create optimal learning outcomes.

**Tier 2**: Secondary—efforts applied for selected students in a targeted manner to reduce or eliminate learning difficulties as soon as they are identified.

**Tier 3**: Tertiary—efforts applied in response to significant and chronic learning problems to improve student success as much as possible.

<sup>1</sup> <https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04>

<sup>2</sup> <https://www.pathways2rc.com/>

<sup>3</sup> [https://en.wikipedia.org/wiki/Professional\\_development](https://en.wikipedia.org/wiki/Professional_development)

<sup>4</sup> <https://www.pblworks.org/what-is-pbl>



## Needham School Committee

February 7, 2023

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Agenda Item:     **Discussion**

### **School Committee Policy IJL Selection and Adoption of Library/Media Resources - First Reading**

#### Background Information:

- The School Committee Policy Subcommittee met to review policies that are outdated, redundant or irrelevant. Policy IJL will replace outdated IIAC and reflects current National School Boards Association letter designation.
- In addition, the Procedures for Dealing with Library Materials Challenges is included for your information.
- The policy will be brought back to a subsequent meeting for approval.

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

Daniel Gutekanst, Superintendent of Schools  
Connie Barr, Policy Subcommittee member  
Michael O'Brien, Policy Subcommittee member  
Alisa Skatrud, Policy Subcommittee member

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SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

IJL

Policy for:  <b>SELECTION AND ADOPTION OF LIBRARY/MEDIA RESOURCES</b>	Revision  0
Date Approved by School Committee:	Signature of Chair:  Page 1 of 4

**General Statement**

The library media centers in the Needham Public Schools exist to support teaching and learning in grades PreK-12, to encourage the development of critical thinking skills, to foster a love of learning and reading and to provide access to informational and recreational materials for its school communities. They support all learners to develop literacy, literature, research, information, and technology skills. They promote and advance the use of print and digital resources to support, enhance, and extend classroom curriculum. It is the duty of the professional staff to provide students with a wide range of materials at varying levels of difficulty with diverse content by and about a wide array of people and cultures to authentically reflect a variety of perspectives and experiences.

This policy provides guidelines for material selection for all library media centers in the Needham Public School System.

**Selection Principles**

The School Committee and the Needham Public Schools endorse the American Library Association Library Bill of Rights and selection guidelines, upon which these selection principles are based.

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

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3. Provide accurate and authentic factual content from authoritative sources that will enable students to make intelligent judgments in their daily lives.
4. Provide materials that represent different viewpoints of controversial issues so that students may develop the practice of critical reading and thinking.
5. Provide a global perspective and promote diversity by including materials by authors and illustrators of all religious, ethnic, and cultural groups.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

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**Selection Criteria**

The following criteria will be considered when adding material to the collection. Purchases and donations should:

- Meet the needs of the individual student and be based on knowledge of students, the curriculum, and requests of faculty, students, and families
- Foster love of reading, spark curiosity for learning, and inspire the development of imagination
- Reflect consideration of Award winners and starred reviews and best sellers
- Include a diversity of identities and perspectives
- Encourage global connections and multiple viewpoints
- Support learning goals and curriculum
- Strengthen social and emotional development



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- Provide age appropriate content
- Reflect current trends and high quality standards
- Include texts for a variety of learning abilities
- Be in acceptable condition
- Balance need with cost

Gift materials will be evaluated by the criteria outlined above and gifts that meet these criteria will be accepted under the gift policy of the Needham School Committee.

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**Responsibility for Material Selection**

The Needham School Committee delegates the responsibility for the selection of learning resources to the professional staff as agents of the School Committee.

The selection process is a collaborative effort involving administrators, teachers, students, and library media specialists. Initial purchase suggestions for library materials may come from any member of the school community. The responsibility for coordinating and recommending the selection and purchase of library media materials rests with the library media specialists. Final approval and authority for the purchase of library materials will rest with the Superintendent or the Superintendent’s designee.

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**Collection Maintenance**

Maintaining the library collection is an ongoing process; the professional staff will deselect and remove material on a regular basis.

The following criteria will be considered when removing material from the collection:

- Physical condition
- Currency
- Accuracy

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- Diversity
- Age appropriacy
- Relevancy and usage

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**Procedure for Dealing with Challenged Materials**

Despite the careful selection of library resources and the qualification of those involved in the selection process, objections to library resources that are deemed offensive or inappropriate may occur. Any resident, employee, or student of the school district may express an informal concern or formal request for reconsideration of a library resource.

The review process, *Procedures for Dealing with Library Materials Challenges*, is posted on the district website.

## Needham Public Schools

### Procedures for Dealing with Library Materials Challenges

Despite the careful selection of library resources and the qualification of those involved in the selection process, objections to library resources that are deemed offensive or inappropriate may occur. Any resident, employee, or student of the school district may express an informal concern or formal request for reconsideration of a library resource.

#### **School Library Procedures for Handling Informal Complaints**

Persons with a complaint about a library print or digital resource should state their concerns to the Director of Media and Digital Learning, the school librarian, or the principal. The NPS staff person hearing the complaint will listen to the concerns and attempt to resolve the issue informally. As part of the discussion, the school employee will explain the library's [selection protocol](#), selection criteria, the diversity of the collection with resources from many points of view, and the selection process. Additionally, we will share the concept that every parent/guardian has the right to determine the appropriateness of library resources for their children and that same right should be accorded to other families.

All complaints to staff members shall be reported to the building principal, whether received by telephone, letter, or in personal conversation. No library resources should be removed or restricted from use as a result of the informal complaint. If the complainant is still dissatisfied the person will be given the form: *Request for Reconsideration of Materials*. The librarian will notify the Director of Media and Digital Learning and the school principal of the complaint. The person will be directed to submit the completed form to the Director of Media and Digital Learning.

If the form is completed and returned, the procedures for handling a formal complaint will be followed.

#### **Procedures for Handling Formal Complaints**

The completed form will go to the Director of Media and Digital Learning. The Director of Media and Digital Learning will notify the building principal who will convene a building level committee. The building level committee will consist of the building principal, the school librarian, a teacher, the Director of Media and Digital Learning, and, optionally, a reading specialist or language arts teacher.

## **Formal Complaint at the Building Level**

The school librarian will provide the committee with a packet of materials which will include the library's selection protocol, reconsideration guidelines, and the Library Bill of Rights.

### **The building level committee will:**

- Select a chairperson
- Read, listen to, or view the objected material in its entirety prior to discussing
- Review the packet that was provided in order to evaluate the material in light of the submitted reconsideration form
- Interview the complainant
- Consult with outside expert, if necessary, to help in its decision-making process
- Reach a decision as to the appropriateness of the material for the building collection, by a simple majority vote
- Direct the chairperson to issue a report on the committee's decision, including upon the request of any member, a minority report
- Submit the report to the Director of Media and Digital Learning including any minority report

The Director of Media and Digital Learning will make an appointment with the complainant and discuss the committee's report.

## **Formal Complaint at the District Level**

If the complainant is still dissatisfied the complaint will be forwarded to a district level committee. A District-Level Reconsideration Committee will consider any appeals from the school level. The committee will consist of the Director of Media and Digital Learning, the Assistant Superintendent for Instruction and Innovation, a teacher representative appointed by the NEA, the chairperson of the building level committee, the building librarian, and, optionally, an additional librarian.

### **The district level review committee will:**

- Select a chairperson
- Read, listen to, or view the objected material in its entirety prior to discussing
- Review the packet that was provided in order to evaluate the material in light of the submitted reconsideration form
- Interview the complainant

- Consult with outside expert, if necessary to help in its decision-making process
- Reach a decision as to the appropriateness of the material for the building collection, by a simple majority vote
- Direct the chairperson to issue a report on the committee's decision, including upon the request of any member, a minority report
- Submit the report to the Director of Media and Digital Learning and the Superintendent of School or designee, including any minority report

### **Formal Complaint Unresolved at Building or District Level**

If the complainant is still dissatisfied, the Superintendent of Schools will review the report. If deemed necessary, the Superintendent could discuss the report with the district review committee and the complainant, before reaching a decision.

The Superintendent of Schools will make the final decision.



## Needham School Committee

February 7, 2023

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Agenda Item:     **Discussion**

### **Bullying Prevention and Intervention Plan Update**

Background Information:

- Ms. Lammi will provide information on the draft Bullying Prevention and Intervention Plan.
- While the School Committee does not need to vote to implement the plan, School Committee input is critical.

Person(s) Available for Presentation:

Mary Lammi, Assistant Superintendent for Student Support Services

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# **Bullying Prevention and Intervention Plan**

Revised February 2023

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## **I. INTRODUCTION**

In accordance with M.G.L. c. 71, § 37O prohibiting school bullying, the Commonwealth of Massachusetts requires all schools to develop, adhere to, and update a plan to address bullying prevention and intervention. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

The Needham Public Schools Bullying Prevention and Intervention plan (BPIP) was originally developed in 2010 and continues to be reviewed and updated as needed every two years.

### **Anti-bullying Priority Statement**

The Needham Public Schools is committed to providing all students with a safe, supportive and inclusive learning environment. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying, cyberbullying, and other harmful and disruptive behavior that can impede the learning process.

The Needham Public Schools recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

The Needham Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

In order to create a school culture that prevents bullying, students, staff, and parents/guardians all have a responsibility to recognize and report bullying when they see it. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore a sense of safety. We must also build a school environment that, by its very nature, prevents bullying before it occurs. This requires curricula and instructional programs, clear expectations for students, sound policies and procedures, professional development for all staff, and community education and outreach.

## **II. LEADERSHIP**

### **A. Development of the plan**

During school year 2022-23 the District Social Emotional Learning Committee comprised of school and district leaders, teachers, counselors, and special educators reviewed and revised the existing plan to reflect current policy, procedures, and best practices to prevent and respond to bullying. A draft plan was circulated for review and feedback from the School Leadership Team and members of the school counseling department. Additionally, the plan has been made available for public

comment prior to finalizing and approval by the school committee.

## **B. Assessing needs and resources**

The plan is the district's blueprint for enhancing its capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. The district has a long-standing commitment to Social and Emotional Learning for all students and has established a foundation of teaching approaches, curriculum and building leadership to support the continued implementation of social emotional and anti-bullying education.

Every two years, our district utilizes surveys to gather and analyze input from students, staff, parents and guardians on school climate and school safety issues as well as the prevalence and characteristics of bullying. This information helps to identify patterns of behaviors and areas of concern, and will inform future decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age appropriate curricula, and in school support services.

## **C. Planning and Oversight**

School and district leaders are responsible for specific tasks under the Plan as follows:

The Principal or Designee shall be responsible for the implementation and oversight of the Plan at their school including receiving and investigating reports on bullying, collecting and analyzing schoolwide data on bullying to assess the present problem and to measure outcomes, creating a process for recording and tracking incidents and accessing information related to targets and aggressors, planning supports for targets and aggressors, choosing and implementing appropriate bullying curricula, and leading family engagement efforts.

The Director of Digital Learning in collaboration with the Principal or Designee is responsible for choosing and implementing appropriate cyber-bullying curricula.

The Superintendent is responsible for the development and oversight of policies and procedures under the plan including an Internet Safety Policy/Acceptable Use Policy and ensuring the district's policies and Bullying Prevention plan are implemented and evaluated.

The Assistant Superintendent for Student Support Services in collaboration with the Assistant Superintendent for Human Resources and other District leaders is responsible for collecting and analyzing district-wide data on bullying to identify strengths and challenges and measure outcomes from bullying prevention initiatives, planning for professional development required by law, amending student and staff handbooks and codes of conduct, and reviewing and updating the plan.

## **III. TRAINING AND PROFESSIONAL DEVELOPMENT**

### **A. Annual Staff Training**

All employees are required to complete training on the district's bullying plan on an annual basis. Training includes:

- Staff duties/responsibilities described in the district Policy and Handbooks
- Reporting and investigation procedures

- Overview of anti-bullying curricula offered in the district

The district will provide in-person or synchronous online staff training for new employees during summer orientation sessions. Staff members hired after the start of the school year will complete training within 30 days of their employment.

The district will provide annual training to all employees including but not limited to educators, teaching assistants, nurses, office staff, recess and lunch duty teachers, athletic coaches, extra-curricular advisors, nutrition service works, bus drivers and monitors, administrators, and custodians

Annual Staff Training for returning employees will take place in several ways:

- An on-line training module will be completed by each returning employee within 30 days after the start of the school year
- In-person training will be provided periodically and in response to any district or legislative changes
- Reporting and Investigation procedures will be reviewed with Principals and their designees within 30 days after the start of the school year

School Counselors will review the Bullying Prevention and Intervention plan each year and will work with their school principal or designee to ensure that procedures are in place in each of the schools to implement the plan.

## **B. Ongoing Professional Development**

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying.

Professional development will include:

- Age-appropriate strategies to prevent and stop bullying
- Information regarding the complex interaction and power differential that can take place among an aggressor, a target, and witnesses to bullying
- Information about specific categories of students who are particularly at risk for bullying in the school environment
- Information on cyber-bullying
- Internet safety issues as they relate to cyber-bullying

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- Promoting and modeling the use of respectful language

- Fostering an understanding of and respect for diversity and difference
- Disability awareness among staff and students to increase understanding and empathy for students with social, emotional, communication, and behavioral differences
- Building relationships and communicating with families
- Using positive behavioral intervention strategies
- Applying constructive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy for others
- Engaging students in school or classroom planning and decision-making
- Maintaining a safe and caring classroom for all students

### **C. Written notice to staff**

The district will provide all staff with an annual written notice of the plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

## **IV. ACCESS TO RESOURCES AND SERVICES**

Creating a positive school climate requires that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyberbullying. In addition, the emotional needs of these students' families must also be addressed. The Needham Public Schools Bullying Prevention and Intervention plan includes strategies for providing supports and services necessary to meet these needs and enhance the districts' capacity to effectively prevent, intervene and respond to bullying. The district currently has many services available for students and families that will be used to address the needs of targets, aggressors and bystanders. These services include counseling or referral to appropriate services for students and family members.

### **A. Identifying resources**

On an ongoing basis and as key component of the annual budget process, the district reviews and identifies resources including staff, professional development programs, curriculum, and instructional materials necessary to support the creation of positive and supportive school environments for all students. This includes schools' capacity to provide counseling, casemanagement, and other services for students (targets, aggressors, bystanders) and their families. Additionally, the district works in partnership with local and state agencies to adopt evidenced based curricula and to provide additional preventative services to students, parents/guardians, and faculty.

### **B. Counseling and other services**

School counselors, nurses, school psychologists and special educators currently provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents/guardians and teachers as needed to collaboratively address students' academic, emotional and behavioral concerns. The district provides linguistically appropriate resources to identified families. The staff maintains up-to-date information on community-based mental health referrals, outside agencies and services for Medicaid eligible

students. School counselors, behavior specialists, and special education teachers work collaboratively to develop behavior plans and provide social skill groups for students. They also work to support parents/guardians, conduct parent workshops and inform parents/guardians of outside resources to enhance parenting skills and provide for the needs of children.

Supports and services offered include:

- One-on-one and small group counseling
- Case management
- Crisis intervention
- Facilitating classroom meetings to resolve problems
- Anti-bullying lessons
- Peer Mediation
- Lunch/friendship groups
- Parent-teacher conferences
- Behavioral plan development
- Classroom observations
- Teacher consultation

### **C. Students with Disabilities**

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may be vulnerable to bullying, harassment, or teasing because of a disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

The provisions apply if the student's disability (a) is on the autism spectrum, or (b) affects social skills development, or (c) makes the student vulnerable to bullying, harassment, or teasing.

For students on the autism spectrum, protection under the law will be automatic. For students in the other two categories, the Team must make a determination as to whether the student's disability affects social skills development or renders the student vulnerable to bullying, harassment, or teasing. Teams should be aware that students with emotional impairments, developmental delays, health impairments, communication disorders, and neurological impairments are likely to have a disability that affects their social skills development. However, Teams should carefully evaluate whether students with any type of impairment have delays in social skills development or are otherwise vulnerable to bullying, harassment, or teasing because of their disability.

Addressing the Needs of Students w/ Disabilities developed by DESE provides guiding questions and additional information to assist with this process.

### **D. Referral to outside agencies**

The Needham Public Schools has current protocols for referring students and families to outside services. School counselors and other specialists help students and families access appropriate and timely services. Referrals comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Needham Public Schools Bullying Prevention and

Intervention plan, and revised as needed.

## **V. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

The Needham Public Schools provides age-appropriate instruction on bullying prevention and social skills development that is incorporated into the curricula as well as through classroom approaches, whole school initiatives, and focused strategies PreK-12.

### **A. Specific bullying prevention approaches:**

- Using scripts and role plays to develop skills
- Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- Enhancing students' skills for engaging in healthy relationships and respectful communications and
- Engaging students in a safe, supportive school environment that is respectful of diversity and differences
- Teach students about the student-related sections of the Bullying Prevention and Intervention Plan through the student handbook, curricula, and schoolwide activities.

### **B. General teaching approaches that support bullying prevention efforts.**

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines
- Creating safe school and classroom environments for all students, especially those vulnerable to bullying (e.g. students with disabilities, LGBTQ students)
- Using appropriate and positive responses and reinforcement, even when students require discipline
- Using positive behavioral supports
- Encouraging adults to develop positive relationships with students
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- Using the Internet safely
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

### **C. Examples of the curricula and lessons used at each level:**

- **PreK:** Responsive Classroom, Friendship Groups
- **Elementary:** Responsive Classroom, Second Step Bullying Prevention Lessons, Digital

- Citizenship and Cyberbullying Prevention Lesson, PE/Health Curriculum
- **Middle School:** Advisory Units & Lessons, Digital Citizenship, Counselor-led sessions, PE/Health/Wellness Curriculum
- **High School:** Homeroom Units, Counselor-led sessions, PE/Health/Wellness Curriculum

## **VI. COLLABORATION WITH FAMILIES**

Needham Public Schools is committed to promoting a strong home-school partnership regarding bullying prevention. Each school will provide information to families that will support common language across the district as well as sharing prevention and identification strategies. Communication between home and school will be via school notices, school and district websites, and parent conferences/presentations on a regular basis.

### **A. Parent education and resources**

The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTC, School Councils, Special Education Parent Advisory Council, METCO Parent Advisory Committee, or similar organizations.

### **B. Notification requirements**

Each year the district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the plan and related information on its website.

## **VII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

**Please see School Committee Policy JCFB Bullying for full statement on the district's policy regarding bullying and cyber-bullying.**

Bullying, cyberbullying, and retaliation will not be tolerated in the Needham Public Schools. This includes forms of bullying that involve Needham students either on campus, on buses, or anywhere on school grounds or while engaged in school-sponsored events or activities. While it is recognized that we have an obligation to our students and school community to respond effectively to all bullying that happens while school is in session, personnel will also make every reasonable attempt to intervene with situations where bullying might happen outside of school, but the ramifications are brought into the school building.

In addition, Needham Public Schools will not tolerate retaliation against any individual who has brought harassment, bullying, and/or other inappropriate behavior to the attention of the school. Persons who engage in such behavior may be subject to disciplinary action including, but not limited

to: reprimand, suspension, expulsion, or other sanctions as determined by the school administration to be appropriate.

Further, the Needham Public Schools recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parents/guardians status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. Needham Public Schools will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor, or administrator through observation or direct report from a student, staff member, or parents/guardians. This support may be in the form of counseling, education to support both the student's ability to report bullying and their skills, knowledge and strategies to respond to bullying or harassment.

Preventing and reducing bullying will be addressed in the following ways:

- By establishing a school-wide culture where bullying is not acceptable and where students recognize that helping students who are bullied is the right thing to do
- By training staff in the identification of bullying, prevention, and intervention techniques for bullying By providing time in the classroom for teachers to focus on bullying prevention so that they can provide tools for students
- By establishing and enforcing school rules and policies related to bullying

## **A. Definitions**

**Aggressor** is a student or a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying, cyberbullying, or retaliation.

**Bullying**, as defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or of damage to his property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school, or
- materially and substantially disrupts the education process or the orderly operation of a school

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against their will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyber-bullying**, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system, including, but not limited to,



electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person;
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

**Hostile Environment**, as defined in M.G.L. c. 71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Target** is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

## **B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline**

The Needham Public Schools absolutely prohibits bullying, cyber-bullying, and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action, however, such disciplinary action must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action for students includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee. Staff who engage in bullying or retaliation will be subject to disciplinary action, based upon appropriate standards and expectations in light of the staff member's role and responsibilities. All discipline is subject to applicable procedural requirements and employee collective bargaining agreements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

## **C. Reporting Obligations**

**Reporting by Staff:** A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular

activity or paraprofessional, shall immediately report any instance of bullying or retaliation they witnessed or become aware of to the school principal or designee.

Reporting by students, parents/guardians, and others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to the Superintendent: A staff member, parents/guardians, student or others who witness or become aware of conduct by the principal or assistant principal that may be bullying or retaliation are expected to report it to the Superintendent or designee, who shall then be responsible for taking steps otherwise assigned to the principal under this Policy.

Reporting to School Committee: If the Superintendent is the alleged aggressor, the School Committee or its designee shall be responsible for investigating the report, and other steps necessary to address the safety of the alleged victim.

Reporting to parents/guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parents/guardians of the target and of the aggressor of this finding, and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school, or collaborative school, the Superintendent of the Needham Public Schools or designee will notify local law enforcement if they believe that criminal charges may be pursued.

Reporting to Administrator of another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Needham Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Needham Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

#### **D. Investigation**

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school

personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age-appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm the accuracy and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document themselves.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

## **E. Determination**

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation where appropriate:

- Holding parents/guardians conferences
- Enhancing adult supervision on school premises
- Limiting or denying students access to a part, or area, of a school
- Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities
- Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs
- Supportive Measures Action Plan and directives for future conduct, including providing the

target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student

- Arranging for communication between the parties, if appropriate, to assist them in resolving issues that have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power)
- Providing counseling (or other appropriate services) or referral to such services for the target and/or the student aggressor and/or for appropriate family members of said students
- Transferring student's classroom or school

## **F. Notice of Investigative Findings**

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents/guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal shall not be precluded from notifying the parents/guardians of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents/guardians of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents/guardians to whom the notice is provided. The principal shall ensure that any notice to the parents/guardians complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parents/guardians about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directives that the target must be aware of in order to report violations.

## **G. Responses to Bullying**

The Needham Public Schools have a range of individualized strategies and interventions that may be used in response to remediate a student's social skills or to prevent further incidents of bullying and/or retaliation.

### **1. Teaching Appropriate Behavior Through Skill Building**

Upon determining that bullying or retaliation has occurred, the law requires that the district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal (or designee) may consider include:

- offering individualized skill-building sessions based on the district's anti-bullying curricula
- providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel
- implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals
- meeting with parents/guardians to engage family support and to reinforce the anti-bullying curricula and social skills-building activities at home

- adopting behavioral plans to include a focus on developing specific social skills
- making a referral for evaluation

## **2. Taking Disciplinary Action**

If the principal (or designee) decides that disciplinary action is appropriate, the disciplinary action will be based on the facts found during the investigation, including the nature of the conduct, the age of the student/s involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Needham Public Schools Bullying Prevention and Intervention plan, the school's code of conduct as outlined in the student handbook and applicable state and federal law. The federal Individuals with Disabilities Education Improvement Act (IDEA), and state laws govern discipline procedures for students with disabilities. If the principal (or designee) determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

## **3. Promoting Safety for the Target and Others**

The principal (or designee) will consider what adjustments, if any, are needed in the school environment to enhance the target's and others sense of safety. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal (or designee) will follow-up with the target to determine whether there has been a recurrence of the prohibited conduct and if additional supportive measures are needed. If so, the principal (or designee) will work with appropriate school staff to implement them.

## **VIII. PROBLEM RESOLUTION SYSTEM**

Any parent/guardian wishing to file a claim/concern or seeking assistance outside of the district Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents/guardians of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

## **IX RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or

federal law, or school or district policies. In addition, nothing in the plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the plan covers the behavior.



## Needham School Committee

February 7, 2023

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Agenda Item:     **Action**

**Approve 2023-2024 Middle School and High School Programs of Studies**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the 2023-2024 Middle School and High School Programs of Studies as submitted.

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NEEDHAM PUBLIC SCHOOLS  
Needham, Massachusetts

MIDDLE SCHOOL PROGRAM OF STUDIES

GRADES 6 – 8

2023 - 2024

Dr. Dan Gutekanst  
Superintendent of Schools

Dr. Carmen Williams  
Assistant Superintendent of Instruction and Innovation



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# NEEDHAM PUBLIC SCHOOLS PORTRAIT OF A NEEDHAM GRADUATE



## **DISTRICT 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

## **DISTRICT CORE VALUES:**

- Scholarship
- Community
- Citizenship
- Personal Growth

## **HIGH ROCK SCHOOL VALUES:**

Engaging All High Rock Students in:

- Learning
- Self-Discovery
- Caring for Others

## **POLLARD MIDDLE SCHOOL VALUES**

Supporting ALL Pollard students to be:

- Curious, confident, and independent learners;
- Act with compassion, integrity, and inclusivity;
- Strive for personal growth

## NEEDHAM MIDDLE SCHOOLS STATEMENT OF PURPOSE

### ***We Know:***

Students enter Middle School at a critical phase of their development. They experience rapid physiological and emotional changes, an emerging sense of self, and an increased need for self-assertion. Cognitively, middle school students move from concrete toward abstract thinking. Middle school students strive for self-acceptance and a sense of belonging which shapes their behavior and perceptions. Healthy connections with adults and peers are crucial. Adult recognition reinforces students' sense of worth and their ability to balance extreme and competing developmental needs.

### ***We Believe:***

- All students can learn, and it happens at varying rates through multiple learning styles.
- Active learning requires taking risks, and mistakes are valuable for learning.
- Learning through a broad-based curriculum and exposure to different perspectives is integral to educating the whole child.
- Learners should feel safe, cared for, and valued.
- Learning requires a partnership between school, home, and the community.

### ***We Work To Provide:***

- A student-centered curriculum that is experiential, interdisciplinary, and exploratory.
- A staff that plays multiple roles in fostering student growth as they share knowledge, serve as role models, and respond to each individual's needs.
- A middle school environment that stresses civic and global awareness and each student's role as a member of a family, a community, and society at large.

### ***We Strive To Develop:***

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

## **PROGRAM OVERVIEW**

The middle school program has been developed with the understanding that the young adolescent is at a critical phase in their cognitive personal and social development. Given that students will face a rapidly changing world there is a core belief that students require a rigorous program that has a broad-based curriculum, which is experiential, interdisciplinary, and exploratory in nature. As a result, the program at the middle school level in Needham is comprehensive and it is expected that students, with few exceptions, will take all courses represented at each grade level outlined below.

## **CLUSTER MODEL**

At High Rock and Pollard we value the National Middle School Association's ideal of developing and sustaining a middle level program that embodies interdisciplinary teaming, advisory, varied instruction, exploratory programs, and transitional activities. The current design of interdisciplinary teams in our middle level program is referred to as our "cluster model."

The environment of a cluster assists in supporting the transition of students from an elementary school model to their high school experience. Clusters create smaller schools or "family units" within our larger school community and support students in their cognitive, social and emotional development. Having this team of teachers working with the same group of students provides flexibility in order to schedule a variety of curriculum needs and foster programs of interdisciplinary study.

Clusters are developed in order to have heterogeneous classes that maximize the educational possibilities for all children. Our primary goal is to create balanced classes in terms of gender, academic strengths, social maturity, special needs, and supportive peer groups that are likely to promote healthy and productive learning environments.

Students in each grade will receive instruction in the four (4) cluster subjects every day, which includes English Language Arts (ELA), mathematics, science, and social studies. In addition to the study in these cluster subjects, students will participate in Enrichment courses. Students participate in two Enrichment courses per day that occur on a rotating basis. These courses are scheduled as a half-trimester, trimester, or year-long courses.

## COURSE SCHEDULING

A typical daily schedule for students is as follows:

Advisory
English
Math
Science
Social Studies
Enrichment/Essentials 1
Enrichment/Essentials 2

Students participate in multiple essential/elective courses per day that occur on a rotating basis. These courses are scheduled as half-trimester, trimester or year-long courses. Outlined are courses assigned at each grade level.

<b>Grade 6 Enrichments</b>	<b>Grade 7 Essentials</b>	<b>Grade 8 Essentials</b>
Physical Education	Physical Education	Physical Education
Health	Health	Health
World Language - Spanish	World Language - Spanish, French, Mandarin	World Language - Spanish, French, Mandarin
Visual Art	Visual Art 7	Visual Art 8
Digital Technology	Digital Technology	Engineering Design
Literacy for Learning	Engineering Design	Data Science I
	Data Science I	Data Science II
Performing Arts Option*	Performing Arts Option* <b>or</b> Arts Rotation Grade 7**	Performing Arts Option* <b>or</b> Arts Rotation Grade 8**

### \*Performing Arts Options

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Beginning Band Concert Band Strings Ensemble Chorus/General Music	Concert Band Strings Ensemble Cambiated Chorus Treble Chorus	Concert Band Strings Ensemble Cambiated Chorus Treble Chorus

### \*\*Arts Rotations (For students not choosing a Performing Arts Option in Grade 7 or 8)

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	Ceramics/Sculpture 7 Music 7 Theater Arts 7	Ceramics/Sculpture 8 2D Design 8 Global Arts 8 Theater Arts 8

## **DEPARTMENT OVERVIEW**

### **ENGLISH LANGUAGE ARTS**

Through a wide variety of classroom learning experiences which are largely literature based, our goal is to teach children how to fully comprehend and respond to what they read and teach them how to use the English language most effectively in their writing and speaking. This program has three components: language arts, composition, and literature.

The English curriculum draws on the four main literary genres: fiction, nonfiction, poetry, and drama. Selected age-appropriate readings within these genres are meant to expose students to a vibrant cross-section of viewpoints, cultures, and communities from around the world, past and present, and to foster an appreciation of this diversity.

Along with gaining skills in comprehending text on a factual level, students also learn how to think critically while they read and are given the tools to respond analytically and personally. These responses include small group and whole-class discussions, written responses, and projects that tap students' strengths in visual and performing arts. Students are also encouraged to read independently outside of what is required in school by teachers who model for children a love of reading as a lifelong habit of mind.

In all three grades, emphasis is placed on using the five-step writing process (prewriting or brainstorming, drafting, revising, editing, and publishing) to meet success in conveying ideas on paper. Students will increasingly learn how to adapt the writing process to fit the demands of individual assignments and shape their writing to satisfy specific purposes and audiences.

Generally, writing assignments ask students to:

- provide information or explain what something is about (expository);
- tell a story (narrative);
- describe a place or person (descriptive);
- persuade others to understand and accept your point of view (persuasive);
- express thoughts and feelings and create fictional worlds (expressive).

In all the writing they do, students are encouraged to develop their own individual voices and styles.

### **FINE AND PERFORMING ARTS**

As an academic subject, Needham Public Schools students engage in a rigorous standards based arts education in both the visual and performing arts. Instruction is rooted in the creative process, where students are actively engaged in performing and producing. All students will become skilled in and develop an understanding of the four components of the creative process as outlined by the National and MA Standards for the Arts; 1. Creating, 2. Performing, Presenting, and Producing, 3. Responding, and 4. Connecting.

Instruction in the Fine and Performing Arts are inherently in alignment with the Vision of Portrait of a Needham Graduate. They encourage and teach students how to be “creative thinkers and problem solvers” and “communicators and collaborators”. The arts also are an avenue for social change and awareness, directly advancing the goal to create students who are “socially and culturally responsive contributors”. Instruction Arts further develops a child’s ability to communicate, think creatively, problem solve, and collaborate.

## **Visual Arts**

The Visual Arts are part of our nation’s Academic Core for all students. In our Visual Arts courses, students explore a variety of mediums and methods in both 2D and 3D. Our hands-on visual arts program captures the imagination, energy, and creativity of the students, while building a variety of skills. We have four distinct goals:

- To build upon and add a layer of complexity to student’s knowledge of art elements, principles, and techniques.
- To develop student’s critical and creative thinking skills through the process of making art (creating the idea, problem-solving, analyzing, evaluating, etc.).
- To develop intra and interpersonal skills through both independent and cooperative learning (including the ability to challenge themselves and explore new possibilities).
- To connect our visual arts program to the arts in life outside the classroom using art and cultural history, current events, etc.

## **Interdisciplinary Visual Arts Program**

Students at the High Rock School receive visual arts instruction throughout the year through a Visual Arts Interdisciplinary Program. The visual arts are integrated into and through the other academic subject areas. The Visual Arts Teacher co-teaches specific units and lessons in science, social studies and ELA, embedding visual art skills and concepts into other academic areas. This program greatly enriches all involved curricula areas and brings real-world elements into the schools, creating a higher level of personal connection and insight.

## **Performing Arts**

Music and theater are part of the performing arts, which are part of our Nation’s Academic Core for all students. The Theater classes offer students an opportunity for individual and group expression through dramatic presentations. The music program offers the middle school student opportunities in three distinct areas: music performance, music theory/skills, and musical self-expression. In addition to the curricular ensembles, students also have the opportunity to participate in several select co-curricular performing groups, which meet outside of the school day. Participation in these select ensembles are by audition and are fee based.

### **Select Performing Groups - After School Fee-Based**

These performing groups are open to sixth, seventh, and eighth grade students by audition. All ensembles rehearse in the afternoons, outside of the regular school day. Participating students must be members in good standing in the corresponding school ensembles or receive permission from the Fine and Performing Arts Director. There is an ensemble participation fee for each of the performing ensembles if admitted. Any family with financial concerns should contact the Fine and Performing Arts Director.

### **After School Theatrical Productions**

There are two Middle School Theatrical Productions held each year; a Musical in the Winter and a Play in the Spring. These productions are open to sixth, seventh, and eighth grade students. The cast is selected by audition. There are opportunities for interested students to participate in the many facets of a theatrical production including set building, costumes, and the technical theater crew.

## **HEALTH SERVICES**

The Nursing Department bridges healthcare and education and provides evidence-based, episodic care to all students. School nurses build collaborative partnerships with school staff, families, and community partners to ensure that the delivery of school health services is culturally responsive, equitable, and responsive to individual student needs. School Nurses are an integral part of each school's team and help students to optimize their health so that they can fully participate in educational programming and achieve academic success. Services include: illness and injury assessment and treatment, assessment of physical and mental health conditions, health record compliance, illness surveillance, implementation of State mandated screenings and referrals, anticipatory guidance, care coordination, development of individualized healthcare/medical 504 plans and promotion of disease prevention. During the COVID-19 pandemic, school nurses collaborate with community partners and the Public Health Department to address contact tracing, surveillance of COVID-19 cases, and case management.

## **LITERACY**

Literacy skills continue to be critical for success in secondary school as students are expected to tackle a wide-range of complex texts across multiple disciplines. Students must continue to hone the skills and strategies required to be expert readers and writers in each subject area. The middle school literacy curriculum supports empowered learners by increasing student metacognition about their own reading preferences, strengths, and areas for growth. All students strengthen these skills in 6th Grade Literacy for Learning; students who need additional support may be recommended for additional offerings.



## MATHEMATICS

The Middle School Mathematics Department aspires to equip students with the skills necessary to:

- value mathematics and recognize its importance in real-life.
- demonstrate confidence in their mathematical abilities.
- develop into enthusiastic mathematical problem solvers.
- communicate mathematically both verbally and in writing.
- reason mathematically.

The overarching goal of the Middle School Mathematics program is to provide a sequential transition between the basic arithmetic, geometric, statistical, and problem solving skills studied in the elementary grades to the advanced mathematical skills of algebra, geometry, analysis, calculus, and statistics taught at the high school. The study of pre-algebra and algebra at the middle level prepares students for a successful transition to high school mathematics and prepares students for a continued study of mathematics and fields that require the use of mathematics.

Our mixed ability groupings in the middle grades provide high expectations for all, with support for those who need it. It is important to build a strong foundation in mathematics in middle school, where we emphasize conceptual understanding, procedural fluency, and application of the mathematics students have learned. Our curriculum enables each student to develop deep mathematical understanding and opportunities to competently apply math concepts and skills in a variety of school, home, and outside settings. Throughout the middle school experience, students will begin developing proficiency in precise mathematical communication, honing skills in both verbal and written mathematical presentation. Students will be challenged by sophisticated mathematical ideas as they move through our program and will develop perseverance, and the ability to reason, prove, and justify.

An important part of student mathematical work in the middle grades is the Massachusetts Standards of Mathematical Practice. These eight practices frame how teachers and students engage with school mathematics:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Whenever possible, the middle school teachers attempt to integrate the mathematics curriculum with other disciplines. This integration demonstrates to the students that all subjects are connected and not separate entities. In these units, students take knowledge learned in one

subject and apply it to situations in other classes. The skills of analysis, synthesis, and generalization are the expected outcomes.

**Calculators are an essential part of the middle school mathematics program.** Students will use calculators to study certain mathematical topics where tedious computation detracts from the learning of concepts and development of problem solving strategies. Calculators will not be used for all units. Mathematical competency should not be dependent upon the use of a calculator.

## **MEDIA AND DIGITAL LEARNING**

Media instruction and information literacy skills, which emphasize research, are integrated into project based learning experiences that occur in all content areas. The library media teacher collaborates with all teachers to integrate these skills into curriculum topics being studied. Students work in the Library/Media Center to gather, organize, evaluate, and use information from a broad range of print and electronic sources.

The library media teacher also collaborates with the language arts teachers to explore varied genres of literature with students, including fiction, non-fiction, poetry, and biography. The library media teacher supports the independent reading programs of the language arts teachers by providing tools and strategies to students to assist them in the selection of independent reading books.

Digital technology instruction is part of a K-12 sequence of skill development. Through direct and integrated instruction, students expand their knowledge and use of various technology tools. There is a continued focus on 21<sup>st</sup> century skills such as collaboration, communication, creativity, critical thinking, and independent problem solving. In grades 6 and 7, students take direct technology instruction through a required one-trimester course. In addition, all teachers, with the support of Technology Integration Specialists, engage students in the use of innovative applications and tools while promoting digital literacy and citizenship.

## **SCIENCE**

It is increasingly important for all students to develop a firm understanding of scientific methods, content and skills. We aim to provide students with the content and skill set for viewing their world and communicating solutions as they make informed decisions about their environment, health, use and production of resources, and development of systems and products that will best serve the world's changing societies. Through a variety of lab investigations and experiments,

case studies, inquiry opportunities, class discussions, and presentations, students will better understand the integrated nature of STEM (science, technology, engineering and math) fields.

Earth and Space, Life, and Physical Sciences, as well as Technology and Engineering principles, are continually integrated throughout sixth, seventh, and eighth grades. An emphasis is placed on relating the various principles, practices and concepts to real life and multiregional experiences. Development of effective communication (reading, writing, speaking and listening), problem solving, laboratory techniques, and study skills are important objectives of the science program. The integrated, spiraled approach of the curriculum ensures that students develop a strong science foundation, and the regularly applied Science and Engineering Practices ensure that students develop and apply the skills for approaching new challenges and decisions with a scientific mindset and framework.

Thus, in accordance with the State standards, students in *each* grade have ample opportunity to:

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematical and computational thinking
- Construct explanations and define solutions
- Engage in argument from evidence
- Obtain, evaluate and communicate information.

## **SOCIAL STUDIES**

Now, more than ever, social studies is a key component of a child's education. In order to understand events in the world and to participate in a democratic society, children need to build their knowledge of public policy and the complex interactions of individuals, governments, and nations.

We aspire to equip children with a knowledge of history so that they can begin to understand the multiple reasons why events unfold as they do and that the future is a result of the past. Knowledge of governments, past and present, helps students understand how people organize themselves in different ways. Experience with the viewpoints of diverse cultures and individuals challenge students and teachers alike to examine different opinions and approaches to living. Close attention is paid to essential skills such as writing and reading in history and the social sciences, using geography to understand history and how to use these skills to conduct research. We also dedicate ourselves to providing important experiences in areas such as teamwork and public speaking as well as providing opportunities for students to discuss and analyze current events.

## WELLNESS

Health, Physical Education, and Experiential Education make up the middle school portion of our K through 12 comprehensive wellness program. Although each course is taught separately, they each incorporate a multidimensional approach to understanding human health and well-being. In a unique way, each course contributes to each student's ongoing development of skills, knowledge, and attitudes needed to participate in an active, healthy lifestyle. This comprehensive wellness curriculum emphasizes each student's responsibility for his or her own health and well-being based on a six-dimensional wellness model (social, emotional, physical, intellectual, spiritual, and occupational/leisure) with emphasis on personal growth. The middle school wellness program builds upon the knowledge, skills, and behaviors learned and practiced in grades K through 5, and is valuable in preparing middle school students for their high school experience.

## WORLD LANGUAGES

World language study in the middle schools focuses on developing students' linguistic and cultural proficiency in a modern language. Curriculum and instruction supports the development of novice range learners, consistent with the national standards for foreign language learning (ACTFL Proficiency Guidelines) and the 2021 Massachusetts Pre-K to 12 World Languages Curriculum Framework.

Students at each grade level will develop the four basic language skills of speaking, listening, reading, and writing. Teachers provide extensive comprehensible input in the target language, use authentic materials, integrate technology, create opportunities for purposeful play, design tasks with interactive exchanges, and use short stories to practice writing and speaking as well as reading comprehension. Teachers of world languages strive to nurture students' love of language learning, positive self-efficacy, and appreciation of diverse cultures.

At Needham High School, students are required to study at least two years of the same world language, though at three or four years is strongly recommended. We currently offer Spanish, French, Latin and Mandarin at NHS.

### **World Language in Grade 6 (full year)**

Students entering High Rock School will continue their study of Spanish through 6th grade. The 6th grade experience is designed to reinforce essential knowledge and skills introduced in the elementary Spanish program and further expand students' communicative capacity and cultural competence. Thematic units of study include: question words and expressions, intro to reading a short novel in Spanish, the school day, numbers, greetings and introductions, and an intro to South America (geography and various countries' practices and products).

### **World Language in Grade 7 (full year)**

Students entering Pollard in 7th grade will have the opportunity to:

- continue their study of Spanish;
- begin Spanish (select Spanish 7A);
- begin French; or
- d) begin Mandarin.

**The language selected at the start of 7th grade is a two year commitment.** It is designed to serve as the foundation for the 2 years of required language study at Needham High School.

### **World Language in Grade 8 (full year)**

Students entering eighth grade will continue to study the same language studied in seventh grade.

**The Pollard world language experience is a two year commitment.**

## **SPECIAL EDUCATION SERVICES**

The Needham Public Schools provide a wide range of specialized instruction that represents a continuum of service delivery options. In keeping with the federal mandate of Least Restrictive Environment (LRE), Teams will always consider providing specialized instruction in the general education classroom first. All curricula taught at the middle school level follows the standards specified in the Massachusetts Curriculum Frameworks while at the same time provides individual students with the support, modifications and accommodations students require in order to make effective progress. IEP services are individualized to meet a student's needs and are determined by a student's IEP Team.

### ***SKILLS CENTERS***

The Skills Centers provide academic support for students on IEPs who are included in general education classes for the four core academic subjects. The goals of the Skill Centers are to address the learning goals of the students' IEPs by teaching evidenced based data driven strategies through academic support, teaching students how to learn and how to use their strengths to compensate individual areas) of difficulty, helping students develop self awareness/advocacy, and supporting students to gain independence in managing their academic responsibilities.

The Skills Center is designed for students with mild to moderate learning, communication, health or other disabilities. Students who attend the Skills Centers require specialized instruction to allow them to access the general curriculum.

### ***BRIDGES***

The Bridges Program provides a structured environment with clear and consistent routines. Academics are tailored to student needs. Students often participate in a combination of General

Education (SS/Sci) and Pull-Out classes (ELA/Math). The student to staff ratios are low to ensure educational success. The program provides social, academic, functional academic (i.e. money & time skills), pre-vocational, and recreational activities (i.e. going into the community to make small purchases). These opportunities enhance students' skills and allow increased success in all life skills areas. Specially designed behavioral programs are implemented when necessary.

The Bridges program serves students with disabilities that include, but are not limited to expressive and receptive language processing issues, communication impairments, cognitive impairments, autism spectrum disorder and attentional difficulties. These disabilities significantly impact the student's overall functioning. The Bridges program is supported by a special education teacher and teaching assistant, as well as related service providers (speech, OT, counseling) as outlined in a student's IEP.

### ***INTERMEDIATE LEARNING CENTER (ILC) (Pollard)***

The Intermediate Learning Center (ILC) provides specially designed instruction for students with significant learning difficulties in a substantially separate setting, with a flexible inclusion model for students to learn alongside grade level peers when appropriate, students routinely attend advisory, lunch, and electives. Students receive 1:1 and small group intensive instruction in the sub-separate setting in the areas of cognitive skills, social skills, speech and language, occupational therapy, motor skills, and behavioral intervention. The ILC provides students with opportunities to practice life skills to increase independence in daily life, including purchasing routines, vocational roles, community safety, and hygiene.

The program is individualized to each student's specific learning and behavioral needs, instruction includes prompt hierarchies and discrete trial training. Students also participate in reverse inclusion and opportunities to participate in leisure activities with grade level peers. The ILC serves students who require intensive instruction (between 1:1 and 1:3 ratio) with significant modifications of the general education curriculum in order to make effective progress. Students served may be diagnosed with autism, severe communication disorder or delay, physical disability, neurological impairment and/or global developmental delay. This program is supported by a special educator, teaching assistants, a Board Certified Behavior Analyst and related service providers such as speech, occupational therapy, physical therapy, as identified by a students' IEP team and outlined in the IEP.

### ***INSIGHT***

Insight is a program designed for students who require support in the area of social/language pragmatic and executive functioning skills. A special education liaison and/or teacher assistants support the IEP needs of students in classes or through a consultative format. A specially designed skills center provides support for developing organizational strategies, re-teaching, breaking assignments down into manageable parts, clarification of directions, breaking down and

simplifying language. The Speech and Language Pathologist provides individual and group lessons and consults to the program. A Board Certified Behavior Analyst (BCBA) provides consultation and support to students, teachers, and families.

Insight is designed for students who have diagnoses of Autism Spectrum Disorders or Nonverbal Learning Disabilities (NVLD). These students have a range of cognitive abilities alongside social pragmatic, social emotional, and executive function skills that are oftentimes far below grade level expectations.

### ***LANGUAGE BASED PROGRAM***

The Language Based Program provides a highly structured environment with language-based instruction, consistent daily routines and positive reinforcement in a small, structured classroom for all or some of the academic subjects. The LB provides both substantially separate instruction in any of the four content areas or provides language based support for the curriculum material in inclusion general education subject classes, as designated in the students' IEPs. There is a low student to staff ratio with staff working collaboratively in creating academic and social activities for whole classroom groups, as well as for individual students. The Language Based program serves students with learning disabilities that significantly impact their ability to benefit from general education, due to difficulty in one or more of the following areas: receptive and/or expressive language, visual processing, reading, math, writing or attention skills. The Language Based program is staffed by special education teachers and teaching assistants. Students also receive related services as outlined in their IEPs.

### ***CONNECTIONS***

The Connections Program is a therapeutic program for students who have significant difficulty in meeting the day-to-day demands of general education classrooms without significant social, emotional and behavioral support. The program has the flexibility, due to a high staff to student ratio (special education teachers, adjustment counselor, and multiple teaching assistants) and multiple classroom locations, to offer students self contained, inclusion or a combination of both settings as needed. Staff work collaboratively to create academic, therapeutic, social and recreational activities for classroom groups as well as individual students. Connections serves students who exhibit social and emotional difficulties that sometimes result in disruptive classroom behaviors. These skill deficits are due to diagnosed neurological, emotional or behavioral disabilities. These students have average cognitive abilities, but may have learning disabilities, organizational and attention issues that greatly impact their performance in academic areas.

## **STRUCTURED LEARNING SUPPORT (SLS) (HIGH ROCK)**

At High Rock School, students have a Structured Learning Support class one period each day. This class is designed to help students slow down, provide guided practice, and deliver support for the diverse and sometimes competing needs of our adolescents. During this class there is a mixture of independent reading, math practice, self organization and planning, and teacher-led extra support.

Students in grade 6 are required to complete 180 minutes a week in their independent reading book and 60 minutes a week in their online math practice program. While there will be some time provided during the SLS class for independent reading and math practice, students will need to spend additional time outside of the school day to complete these weekly time requirements.

## **COMMUNITY SERVICE LEARNING PROGRAM (POLLARD)**

Students at Pollard Middle School participate in a Community Service Learning (CSL) Program. The program is implemented over the course of the 7th and 8th grade years and requires students to share their findings with their peers, faculty, and parents/guardians. The goal is to reinforce for students the importance of being active, responsible citizens who commit time and energy to “help make our world a better place.”

Research indicates that if students are involved in their learning in a hands-on way, they are likely to get more out of these learning experiences and feel that their efforts can and do make a difference. We hope that through this program, students will be inspired to become involved with human and animal rights issues in our community and the larger society, both now and in the future.

Students are exposed to service work on a local, national or international level. They consider areas of personal interest in the realm of humanitarian and social justice work, and select a specific social issue and an organization or project in which to base their community service learning. Students select community organizations in and outside of Needham as sites for their service projects. They have a wide range of choices and we encourage parents/guardians to participate in the selection process so that both the student and the parent/guardian can be informed and comfortable with the project and site selected.

The project consists of the following steps:

- Brainstorm and discuss social/societal issues of concern.
- Consider personal and academic interests related to service learning.
- Research the social issue selected for service work.
- Select an organization where a minimum of 10 hours of service is performed.
- Develop an action plan for service learning.



- Reflect on the service done, contributions made, and the learning and personal growth that occurs through the service experience.
- Share their findings with peers, staff, and parents/guardians.

Expectations of Student Involvement:

We expect that students will perform a minimum of ten (10) hours of service over their two years at Pollard. Students will begin their community service learning work midway through 7th grade and complete their work in the spring of 8th grade. Full participation in our end-of-year social activities is contingent on the participation in this CSL Program.

## COURSE DESCRIPTIONS

### ENGLISH LANGUAGE ARTS

#### ***GRADE 6 ENGLISH LANGUAGE ARTS (full year)***

Students are immersed in the study of literature, composition, and language arts. The goal is to help students become careful readers and thoughtful, expressive writers and speakers.

At the beginning of the year, students review “active reading” strategies and begin their independent reading logs. They review the rudiments of the short story while reading and analyzing classic and contemporary tales such as “The Necklace” by Guy de Maupassant “Charles” by Shirley Jackson and “All American Slurp” by Lensey Namioka. Over the course of the year, students read **novels** in whole-class and **book-club formats**, choosing from a curated list of novels that vary in style, from fantasy (like *Amari and the Night Brothers* by B.B. Alston) to realistic fiction (like *Half a World Away* by Cynthia Kadohata), to verse novels (like *Crossover* by Kwame Alexander). Additionally, students study a variety of short and long nonfiction texts, poems, and myths. Always the emphasis is on knowledge acquisition, interpretation of meaningful passages, and careful examination of theme or main idea. Students learn how to take notes, write analytical responses, back up interpretations with textual evidence, and identify effective craft techniques. Throughout the year, students also read numerous self-selected titles as part of the school’s Independent Reading Program.

In composition, students write in a wide range of genres that include fictional narratives, critical and persuasive essays, book reviews, reflections, journal entries, and various authentic texts such as letters or business memos. They begin by reviewing the steps in the writing process with examination of mentor texts and an emphasis on effective techniques, thoughtful revision of ideas and word choice, and careful proofreading/editing to ensure correct punctuation and capitalization. Students apply their knowledge of short story elements by constructing an original plot line and writing a well-developed story scene. They learn about expository structure and organization: how to write an effective introduction, how to support a thesis statement with

facts and evidence, and how to conclude with a summarizing paragraph. As part of the poetry unit, students create an anthology that includes analytical interpretations, original poems, and reflections about their growth as a poet. Throughout this exploration of language and self-expression, the emphasis is on finding one's voice as a writer, developing ideas, and learning effective organizational strategies.

In conjunction with reading and writing activities, students acquire new vocabulary, practice important grammatical constructs, and learn how to speak, argue, and listen effectively.

### ***GRADE 7 ENGLISH LANGUAGE ARTS (full year)***

In grade 7 ELA, students study literature, composition, vocabulary, grammar, and public speaking. The goal is to help students become careful, inferential readers, critical thinkers, and thoughtful, expressive writers and speakers.

At the beginning of the year, students review “active reading” strategies and effective note taking skills while reading and analyzing a variety of challenging short stories. Building on the work begun in grade 6, students study character development in relation to plot events (the ‘emotional journey’ of the main character), point of view, setting, and theme. Over the course of the year students read a variety of texts, including a young adult novel (The Outsiders, by S. E. Hinton), a complex novel (Roll of Thunder, Hear My Cry by Mildred Taylor), poetry, nonfiction articles and books, and a number of theme-based literature circle selections. The emphasis is on understanding the influence of history and culture on characters’ behavior and on authors’ decisions as well as appreciating the multiple themes of a complex young adult novel. In discussions and written responses, students learn to support claims and opinions with examples, reasons, and textual evidence. Students explore word choice, language, and writing, with special attention given to understanding figurative language. As students move from concrete understandings to more abstract generalizations, they are encouraged to think broadly and deeply about topical questions, the challenges of adulthood, and their own lives. They study several themes in depth, particularly *identity*, *the role of the individual in society*, and *culture as a determinant of point of view*. Throughout the year, students read numerous self-selected titles as part of the school’s Independent Reading Program.

Students in grade 7 continue to write and experiment with a variety of forms and genres. In addition to summaries and analytical responses, students learn to write short story scenes, poems, personal and persuasive essays, narratives, and informational pieces. Each student in grade 7 develops and presents a portfolio of original poems and interpretations of published poems. Building on the work begun in grade 6, students continue to learn about the elements of an essay, including a well-developed thesis statement, topic sentences, transition words, embedded quotations, and a conclusion that extends the main idea. Increasingly, attention is paid to developing and supporting persuasive arguments, employing effective word choice, and revising and polishing final drafts.

In addition, each week students acquire new vocabulary (including Latin and Greek root words and combining forms); learn about parts of speech, sentence structure, and sentence boundaries;

and practice speaking, arguing, and listening effectively. A culminating event is a declamation that is carefully practiced and delivered orally to the class.

***GRADE 8 ENGLISH LANGUAGE ARTS (full year)***

In grade 8 ELA students study literature, composition, vocabulary, grammar, and public speaking. The goal is to help students become careful, inferential readers, critical thinkers, and thoughtful, expressive writers and speakers.

Building upon previous work in grades 6 and 7, at the beginning of the year students review ‘active reading’ strategies, note taking techniques, and summarizing skills while reading a variety of challenging stories by Jackson, Poe, Connell, Bradbury, LeGuin, and a range of contemporary authors. The emphasis is on careful reading; identification of narrative techniques such as flashback, foreshadowing, and suspense; and understanding symbolism, mood, satire, irony, methods of characterization and theme. Students read, discuss, analyze, and write about short stories using examples and evidence from the text to support their interpretations. As a further assessment, students *apply* everything they have learned about short stories by choosing a story to either continue or re-imagine from another point of view.

As the year progresses, students move from shorter texts – both fiction and nonfiction – to a variety of longer texts, including complex adult novels, memoirs, plays, poetry, and nonfiction. Titles include *Fahrenheit 451* by Ray Bradbury, “*A Midsummer Night’s Dream*,”<sup>22</sup> by William Shakespeare, and *Friedrich* by Hans Peter Richter, among others. The emphasis is always on inferential thinking, identification of text structures particular to each form or genre, language and writing style, the creative choices an author makes, and a thorough evaluation of thematic content. Students learn to read deeply; that is, to reflect on themes and issues in relation to their own experiences, to generalize about larger issues that affect society as a whole, and to compare diverging points of view and the cultural and personal factors that influence an author’s – or a reader’s – perspective. Specific units of study focus on *heroic archetypes*, *moral courage*, *the role of the individual in an unjust society* and *freedom vs. independence*. With increasing sophistication, students learn to make claims about the texts they are reading and support those claims with reasons, examples and evidence rooted in the texts themselves. In the spring of grade 8, students engage in a six-week literature-based study of the Holocaust in which they examine historical roots of the Holocaust, issues of ethics and moral justice, and Holocaust-related contemporary issues such as the treatment of some cultural groups by other cultural groups. Throughout the year, students read, write about, and give oral presentations on numerous self-selected titles as part of the school’s Independent Reading Program.

Students in grade 8 increasingly take control of their own writing as they learn new forms, write longer essays and narratives, and become more sophisticated at revising and editing their pieces. In addition to autobiographical and fictitious narratives and vignettes, students write a number of expository pieces including persuasive essays, literary essays, speeches, and analytical responses to their reading. Learning how to write a sophisticated, well-structured essay is a primary goal as students grow their ability to express themselves in organized structures and with powerful prose. Over the course of the year, students learn to plan and organize their ideas, use examples and evidence to argue effectively, and choose words and phrases precisely. Students are

expected to use newly acquired vocabulary - including academic words and figurative language - in their writing and to demonstrate increasing control over the grammatical structures they have studied.

## **FINE AND PERFORMING ARTS**

### **6th GRADE:**

All students are enrolled in a Visual Arts and Performing Arts Course. Students may choose which Performing Ensemble they would like to participate in.

#### ***VISUAL ART 6 (trimester/ All students)***

This class focuses specifically on the skills outlined in the MA State Visual Arts Frameworks and bridges the elementary and middle school art programs. Skills learned in the elementary grade are reviewed and expanded upon as students demonstrate their understanding of Visual Art structures and functions. Students will complete units incorporating the elements and principles of art, techniques in drawing, color, design, and ceramics (including observation, abstraction, and expression), craftsmanship, and the creative process. As part of this course, students complete a digital portfolio of their work. This course lasts for one trimester.

### **PERFORMING ENSEMBLE: STUDENTS CHOOSE ONE OF THESE CLASSES:**

#### ***1. CHORUS AND GENERAL MUSIC 6 (full year)***

This course is part of the sixth grade curriculum for students to sing in a chorus and continue with general music. In this class, students will study and perform music representative of a variety of musical styles and cultures through which they learn to control their rapidly changing adolescent voice in a safe and supportive environment. Public performances are important culminating experiences for this class. In addition, chorus/general music students spend substantial class time engaged in composition, drumming, notation study, and listening analysis. Students develop and use creative and critical thinking skills and cooperative learning techniques as they study all the elements of music in addition to performance. This course focuses specifically on skills outlined in the MA State Music Frameworks. This is a yearlong course.

#### ***2. BEGINNING BAND 6 (full year)***

This course is open to and designed for sixth grade students WITHOUT any prior playing experience on a brass, woodwind, or percussion instrument. Students will learn the fundamentals of their specific instruments, proper playing technique, and note reading. Students will participate in sixth grade concerts, a district-wide band performance, as well as other performance opportunities that arise. This course focuses specifically on skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. At the end of this course, students will be ready to join Concert Band 7. This is a yearlong course.

### 3. ***CONCERT BAND 6 (full year)***

This course is open to sixth grade students with a minimum of one year playing experience on a brass, woodwind, or percussion instrument. Students continue to expand the fundamentals of musicianship and technical skill through the study of different styles of band literature. The concert band participates in sixth grade concerts, district-wide band performance, as well as other performance opportunities that arise. Band members may also audition for the Middle School Wind and Jazz Ensembles. This course focuses specifically on skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course.

### 4. ***STRING ENSEMBLE 6 (full year)***

This course is open to sixth grade students who play violin, viola, cello, or string bass with a minimum of one year's playing experience or with permission of the instructor. String Ensemble 6 performs in all Middle School string concerts as well as the annual district-wide strings performance. Sixth grade string ensemble members may audition for the Town Orchestra. This course focuses specifically on skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course.

## **7th GRADE:**

### ***VISUAL ART 7 (trimester/ All students)***

This class is a required class for all seventh graders regardless of Fine and Performing Arts focus area selected (Performing Ensemble or Essential Rotation). Art 7 reviews and continues to develop skills learned in Art 6 and expands upon their understanding of visual art structures and functions. Students will complete units incorporating the elements and principles of art, techniques in drawing, color, and design (including observation, abstraction, and expression), craftsmanship, the creative process (brainstorming, problem-solving, analyzing, evaluating and presenting). This course lasts for one trimester.

**In addition to Art 7, students must choose the Essentials Rotation Track or a Performing Ensemble Track.**

### **7th GRADE ESSENTIALS ROTATION TRACK**

Students enrolled in the Essentials Rotation Track participate in a trimester rotation of visual and performing arts courses as listed below.

#### ***CERAMICS/SCULPTURE 7 (trimester)***

This art class is part of the Fine and Performing Arts Grade 7 rotation. Students in this course will explore the 3D art process with a variety of materials, such as paper mache, clay, etc. Both functional and sculptural projects will be produced that demonstrate understanding of craftsmanship, while maintaining a workspace responsibly. This course focuses on 3D skills outlined in the MA State Visual Arts Frameworks. This course lasts for one trimester.

#### ***MUSIC 7 (half - trimester)***

In this class, students will study and perform music representative of a variety of musical styles and cultures through which they learn to control their rapidly changing adolescent voice in a safe and supportive environment. In addition, Music 7 students spend class time engaged in composition, drumming, notation study, and listening analysis. Students develop and use creative and critical thinking skills and cooperative learning techniques as they study all the elements of music in addition to performance. This course focuses specifically on skills outlined in the MA State Music Frameworks. Students will perform as part of this course, but will not be required to participate in a formal public performance. This is a half-trimester course that is scheduled in tandem with Theater Arts.

#### ***THEATER ARTS 7 (half - trimester)***

This is the performing arts class that is part of the Fine and Performing Arts Grade 7 Rotation. In this integrated performing arts class, students will expand upon and develop their theatrical skills by participating in a variety of roles used in professional and amateur productions. These roles include that of actor, director, and designer. Class activities may include rehearsal and performance of monologues and scenes, as well as script analysis and technical design. Students will perform as part of this course, but will not be required to participate in a formal public performance. -This is a half-trimester course that is scheduled in tandem with Music 7.

### **7th GRADE PERFORMING ENSEMBLES TRACK:**

Students receive one trimester of Art 7 and are enrolled in a yearlong performing ensemble (Chorus, Band, or Strings) of their choice.

### **PERFORMING ENSEMBLE: STUDENTS CHOOSE ONE OF THESE CLASSES:**

#### ***1. CAMBIATA CHORUS 7 (full year)***

This course is appropriate for all seventh graders whose singing voice corresponds to a voice in the tenor or bass range and/or is anticipated to change into one of these voice ranges. Students in this class are able to focus on developing and fine tuning their changing adolescent singing voice in a supportive and comfortable environment. Students experience a variety of musical styles designed to give them a strong artistic choral experience, while developing healthy vocal techniques. Students also learn the important skills of ear training, sight singing, and dictation. In addition to the two major concerts each year, the chorus may also perform for functions in Needham and surrounding communities. Members of Cambiata Chorus 7 are encouraged to audition for the Middle School Select Choir. This course continues the development of skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course. Students enrolled in this course receive one Trimester of Art (Art 7).

### **2. *TREBLE CHORUS 7 (full year)***

This course is appropriate for all seventh graders whose singing voice corresponds to a voice in the soprano or alto range and is expected to sing in one of these voice ranges. Students experience a variety of musical styles designed to give chorus members a strong artistic choral experience, while developing healthy vocal techniques. Students also learn the important skills of ear training, sight singing, and dictation. In addition to the two major concerts each year, the chorus may also perform for functions in Needham and surrounding communities. Members of Treble Chorus 7 are encouraged to audition for the Middle School Select Choir. This course continues the development of skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course. Students enrolled in this course receive one Trimester of Art (Art 7).

### **3. *CONCERT BAND 7 (full year)***

This course is open to seventh grade students who enter seventh grade able to play brass, woodwind, or percussion instruments at a beginning/intermediate level. A minimum of one-year experience on the instrument, or permission of the instructor, is needed to enroll. Students learn the fundamentals of musicianship and technical skill through the study of different styles of band literature. The concert band participates in a variety of school and district-wide bands performances, as well as other performance opportunities that arise. Band members may audition for the Middle School Wind and Jazz Ensembles. This course continues the development of skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course. Students enrolled in this course receive one Trimester of Art (Art 7).

### **4. *STRING ENSEMBLE 7 (full year)***

This course is open to seventh grade students who play violin, viola, cello, or string bass with a minimum of two year's experience on their instrument, or with permission of the instructor. String Ensemble 7 performs in all Middle School String concerts as well as the annual district-wide strings performance. Seventh grade String Ensemble members may audition for the select Town Orchestra. This course continues the development of skills outlined in

the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course. Students enrolled in this course receive one Trimester of Art (Art 7)

## **8th GRADE:**

### ***THE VISUAL ART 8 (trimester/ All students)***

This class is the required art class for all eighth graders regardless of the Fine and Performing Arts focus area (Performing Ensemble or Essentials Rotation). Art 8 reviews and develops skills learned in the earlier grades and further expands students' understanding of visual art structures and functions. Students will complete units incorporating the elements and principles of art, techniques in drawing (including observation, abstraction, and expression), craftsmanship, and the creative process.

**In addition, students must choose the Essentials Rotation Track or a Performing Ensemble Track.**

### **8th ESSENTIALS ROTATION TRACK**

Students enrolled in the Essential Rotation Track participate in a trimester rotation of visual and performing arts courses as listed below.

### ***CERAMICS/SCULPTURE 8 (half-trimester)***

This art class is part of the Fine and Performing Arts Grade 8 rotation. Students in this course will continue the exploration of the 3D art processes and materials (paper mache, clay, etc) used in Ceramics/Sculpture 7. Emphasis will be on producing 3D artwork that shows understanding of craftsmanship while maintaining a workspace responsibly. This course focuses on 3D skills outlined in the MA State Visual Arts Frameworks. This course lasts for half of one trimester.

### ***2D DESIGN 8 (half-trimester)***

This art class is part of the Fine and Performing Arts Grade 8 rotation. 2D Design 8 expands on the visual art skills developed during Art 7 with an emphasis on using color and design to develop expressive ***2D Design composition skills***. Students will also use color and craftsmanship to enhance the impact of their compositions. Some of the mediums used will be paint, pastels, colored pencils and markers. This course lasts for half of one trimester.

### ***GLOBAL ARTS 8 (half-trimester)***

This art class is part of the Fine and Performing Arts Grade 8 rotation. Global Arts enable students to produce individual works in a variety of media. Students study how artists around the globe express their culture through art, and then interpret the culture's style and symbolism in their own works. In addition to reinforcing the skills of creating and producing expressive art works; this course specifically brings focus to the standards relating to artistic meaning, critical response, and connection to different cultures. This course lasts for half of one trimester.



***THEATER ARTS 8 (half-trimester)***

This is the performing arts class that is part of the Fine and Performing Arts Grade 8 Rotation. In this integrated performing arts class, students will expand upon and develop their theatrical skills by participating in a variety of roles used in professional and amateur productions. These roles include that of actor, director, and designer. Class activities may include rehearsal and performance of monologues and scenes, as well as script analysis and technical design. This is a half-trimester course. Students will perform as part of this course, but will not be required to participate in a formal public performance.

**8th GRADE PERFORMING ENSEMBLES TRACK:**

Students receive one trimester of Art 8 and are enrolled in a yearlong performing ensemble (Chorus, Band, or Strings) of their choice.

**PERFORMING ENSEMBLE: STUDENTS CHOOSE ONE OF THESE CLASSES:*****1. CAMBIATA CHORUS 8 (full year)***

This is appropriate for all eighth graders whose singing voice corresponds to a voice in the tenor or bass range and/or is anticipated to change into one of these voice ranges. Students in this class continue to develop and fine-tune their changing adolescent singing voice in a supportive and comfortable environment. Students experience a variety of musical styles designed to give them a strong artistic choral experience, while developing healthy vocal techniques. Students also learn the important skills of ear training, sight singing, and dictation. In addition to at least one major concert each year, Cambiata Chorus 8 also spends time exploring techniques and concepts used in musical theater. Members of Cambiata Chorus 8 are encouraged to audition for Middle School Select Choir. This course continues the development of skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course. Students enrolled in this course receive one Trimester of Art (Art 8).

***2. TREBLE CHORUS 8 (full year)***

This course is appropriate for all eighth graders whose singing voice corresponds to a voice in the soprano or alto range and is expected to sing in one of these voice ranges. Students experience a variety of musical styles designed to give them a strong artistic choral experience, while developing healthy vocal techniques. Students also learn the important skills of ear training, sight singing, and dictation. In addition to the two major concerts each year, the chorus may also perform for functions in Needham and surrounding communities. Members of Treble Chorus 8 are encouraged to audition for the Middle School Select Choir. This course continues the development of skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course. Students enrolled in this course receive one Trimester of Art (Art 8).

### **3. *CONCERT BAND 8 (full year)***

This course is open to eighth grade students who enter eighth grade able to play brass, woodwind, or percussion instruments at a beginning/intermediate level. A minimum of one-year experience on the instrument, or permission of the instructor, is needed to enroll. Students learn the fundamentals of musicianship and technical skill through the study of different styles of band literature. The concert band participates in a variety of school and district-wide bands performances, as well as other performance opportunities that arise. Band members may audition for the Middle School Wind and Jazz Ensembles. This course continues the development of skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course. Students enrolled in this course receive one Trimester of Art (Art 8).

### **4. *STRING ENSEMBLE 8 (full year)***

This course is open to eighth grade students who play violin, viola, cello, or string bass with a minimum of two year's experience on their instrument, or with permission of the instructor. String Ensemble 8 performs in all Middle School String concerts as well as the annual district-wide strings performance. Eighth grade String Ensemble members may audition for the select Town Orchestra. This course continues the development of skills outlined in the MA State Music Frameworks. Participation in public concert performances are a required component to this ensemble. This is a yearlong course. Students enrolled in this course receive one Trimester of Art (Art 8).

## **SELECT PERFORMING GROUPS - AFTER SCHOOL AND FEE-BASED**

### ***MIDDLE SCHOOL SELECT CHOIR***

This performing group is composed of students selected by audition. Accepted students must be members of the sixth, seventh, or eighth grade curricular performing ensembles. Select Choir rehearses two afternoons per week at Pollard and members need to commit to attend both rehearsals to be admitted into the group with a successful audition. All Select Choir members need to commit to a minimum of two afternoons to be in the group. Some additional rehearsals may be added as the concerts approach. The Select Choir performs for professional and community organizations, and regional festivals. Interested students are strongly encouraged to consider studying voice privately, though it is not required. This is a fee based ensemble.

### ***JAZZ ENSEMBLE***

This performing group consists of students selected by audition from the sixth, seventh and eighth grade bands. Students study and perform multiple styles of jazz and popular music. The Jazz Ensemble performs at school events, and a variety of community and state events. Instrumentation includes saxophones, trumpets, trombones, drum set, guitar, bass, piano, and other instruments at the discretion of the director. The Jazz Ensemble meets two afternoons a week at Pollard. All accepted students must be in Concert Band preferably, or one of the other daytime performing groups, if the student is skilled and dedicated enough to manage both ensembles. Interested students are strongly encouraged to be studying their instrument privately, though it is not required. This is a fee based ensemble.

***TOWN ORCHESTRA***

This performing group consists of string players from grades six through nine who are selected by audition. Accepted students must be members of the sixth, seventh or eighth grade string ensembles, or one of the daytime performing ensembles, if the student is skilled and dedicated enough to manage both ensembles. The Town Orchestra performs in numerous school concerts, in addition to community and regional events. Town Orchestra meets one afternoon per week at Pollard. Interested students are strongly encouraged to be studying their instrument privately, though it is not required. This is a fee based ensemble.

***WIND ENSEMBLE***

This performing group consists of wind and percussion players from grades six through eight who are selected by audition. Accepted students must be members of the sixth, seventh or eighth grade concert bands, or one of the other daytime performing ensembles, if the student is skilled and dedicated enough to manage both ensembles. The Wind Ensemble rehearses one afternoon per week at Pollard and performs at a variety of concerts each year, including participation in the state concert band festival (MICCA). Interested students are strongly encouraged to be studying their instrument privately, though it is not required. This is a fee based ensemble.

***MIDDLE SCHOOL MUSICALS***

This co-curricular experience involves students from the sixth, seventh, and eighth grades in producing a classic fully staged musical production. Students with acting/singing roles on stage are selected by audition. Other students have the opportunity to join the technical theater crew, working backstage on set, costumes, lighting, props, and more. The majority of rehearsals take place 3-5 days a week after school, with some weekend and evening dates as the performance dates get closer. The production process usually runs from early November through early February. All students grades six through eight are welcome to audition.

***MIDDLE SCHOOL PLAY***

This co-curricular theater experience involves students from the sixth, seventh, and eighth grades in producing a traditional play. Students with speaking roles will be selected and cast based on auditions. Other students have the opportunity to join the technical theater crew, working backstage on set, costumes, lighting, props, and more. The majority of rehearsals take place 3-5 days a week after school, with some weekend and evening dates as the performance dates get closer. The production process usually runs from late March through early June. All students grades six through eight are welcome to audition.

**LITERACY*****LITERACY FOR LEARNING 6 (trimester)***

This trimester course is designed to ensure that students gain an introduction to the range of

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reading skills needed for the complex literacy tasks they will encounter in various academic areas throughout middle school and beyond. In this project-based learning course, students take on the personas of inventors and entrepreneurs and then study a variety of texts in order to understand their purpose and characteristics. Then, they use both their personal lens (consumers) and adopted professional lens (inventors/ entrepreneurs) to create their own texts in service of their companies.

Students explore a selection of real-world texts in order to see how information can be presented through different types of texts across a range of subject areas (i.e. descriptive texts, origin stories, advertisements, business memos, sales pitches, etc.) The texts themselves may vary over the course of the year, depending on the needs and interests of the students. The goal of the course is to enable students to apply the powerful literacy skills and strategies learned in this course to their academic texts in school, as well as in their lifelong reading experiences.

In this course students will:

- Build their awareness of disciplinary literacy, the idea that there are unique skills and strategies used by expert readers and writers in each subject area.
- Identify their personal reading preferences, strengths, and areas for growth.
- Talk about their reading processes with peers to uncover and strengthen how they make sense of challenging texts.
- Read a wide-range of texts while considering text structures and styles, the author or source, and the various skills and approaches a reader must use to navigate different types of challenging reading.
- Learn and apply a core set of strategies that they can use flexibly as readers depending on the text, context and purpose of their reading.

Students demonstrate their learning in various ways including through collaborative conversations, self-assessment, written responses, and project-based assessments.

### ***READING SUPPORT 6 (full year)***

This small group reading supports general education students who would benefit from additional literacy instruction. Reading Support in grade 6 provides students with explicit teaching of essential literacy skills, guided practice, and ongoing assessment. Groups are small, and instruction is targeted toward the unique individual needs of the student. Students are identified for Reading Support using a wide variety of data, including MCAS, formative assessment data, and teacher recommendation. While this is a year-long program, based on need and/or progress, students may enter or exit at various times during the year.

### ***LITERACY SUPPORT 7 (trimester)***

Pollard offers small group Literacy support to general education students who would benefit from additional literacy instruction. Literacy Support 7 provides students with explicit teaching of essential literacy skills, guided practice, and ongoing assessment. Groups are small, and instruction is targeted toward the unique individual needs of the student. Students are identified for Literacy Support using a wide variety of data, including MCAS, formative assessment data, and teacher recommendation.

## **MATHEMATICS**

### ***MATH 6 (full year)***

The Massachusetts Mathematics Curriculum Frameworks Incorporating the Common Core State Standards frame the major mathematical work in this course. It is aligned with the recommended pathway for grade 6 students as outlined in these mathematics standards.

The purpose of the MATH 6 course is to ensure that all students have been introduced to and have mastered the necessary prerequisite skills and essential knowledge to begin the transition to algebraic reasoning. This course will review and extend the students' mathematical knowledge and skill development. Students study the following topics: number theory, fractions, decimals, ratio and proportion, percents, geometry, integers, statistics, probability, and an introduction to variables and equations.

The Standards for Mathematical Practice complement the content standards so students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout middle school. In addition, preparation for the Grade 6 MCAS will be provided. Calculators, iPads, and units integrated across the curriculum are used, when appropriate, to meet instructional goals.

### ***MATH 7 (full year)***

The Massachusetts Mathematics Curriculum Frameworks Incorporating the Common Core State Standards frame the major mathematical work in this course. It is aligned with the recommended pathway for grade 7 students as outlined in these mathematics standards. Students study the following topics: simplifying expressions, computation and analysis with integers and rational numbers, solving and graphing equations and inequalities, two-dimensional and three-dimensional geometry, ratios, proportions, percents, probability, and statistics.

The MATH 7 course is designed to develop basic arithmetic and pre-algebraic skills and concepts. Students will apply arithmetic and pre-algebraic skills to real-world situations involving ratios, proportions and percents; understanding and application of proportional reasoning is emphasized. Variables are used in working with patterns, formulas and graphing.

Integer and rational number operations are introduced. Students simplify numerical expressions and evaluate variable expressions. Geometric relationships and spatial sense are developed by drawing, measuring and classifying geometric figures; real-world applications such as scale drawings, area, surface area and volume frame the focus. Experiments and simulations help students determine probabilities, make predictions and inferences based on experimental and theoretical probabilities.

The Standards for Mathematical Practice complement the content standards so students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout middle school. In addition, preparation for the Grade 7 MCAS will be provided.

Calculators, iPads, and units integrated across the curriculum are used, when appropriate, to meet instructional goals.

### ***MATH 8 (full year)***

The Massachusetts Mathematics Curriculum Frameworks Incorporating the Common Core State Standards frame the major mathematical work in this course. It is aligned with the recommended pathway for grade 8 students as outlined in these mathematics standards. Students study the following topics: solving and graphing equations and inequalities, graphing linear equations, slope, and intercepts, writing linear equations in slope intercept form, solving systems of linear equations, exponents and scientific notation, radicals and pythagorean theorem, geometry, and polynomials.

This course focuses on formulating and reasoning about expressions and equations, using functions to describe quantitative relationships, analyzing two and three dimensional space and figures and understanding and applying the Pythagorean theorem. Students use linear equations and systems of linear equations to represent, analyze and solve a variety of problems. Understanding of distance and angles, translations, rotations, reflections and dilations, and ideas about congruence and similarity are used to describe and analyze two-dimensional figures and to solve problems. Students apply the Pythagorean theorem and complete their work on volume by solving problems involving cones, cylinders and spheres. Students will derive formulas, explain the advantages of different forms of equations, and apply these algebraic skills to a variety of real world applications and mathematical problems. Problem solving, communicating mathematical ideas, technological connections, and reading a text for understanding are stressed throughout the course.

The Standards for Mathematical Practice complement the content standards so students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout middle school. In addition, preparation for the Grade 8 MCAS will be provided. Calculators, iPads, and units integrated across the curriculum are used, when appropriate, to meet instructional goals.

### ***MATH SUPPORT 6, 7, 8 (trimester)***

High Rock and Pollard offer small group math support to general education students who would benefit from additional mathematics instruction. Math Support Class provides students an opportunity for repeated practice, pre-teaching, re-teaching and/or explicit teaching of essential math concepts and skills. This additional math course allows students to address any areas of need and gain critical support on topics students are learning in their grade level math course. Groups are small, and instruction is targeted toward the unique individual needs of the student. Students are identified for Math Support using MCAS, in-class assessment data, and teacher recommendation.

***DATA SCIENCE I (trimester)***

This course builds upon the mathematical and problem-solving skills taught in grade level classes, while encouraging students to reason with, interact with, and think critically about data in many forms. Students will actively engage in the exploration of the intersection of math with the real world and other school subjects while studying data sets that require organization and analysis. Throughout this course, students will be encouraged to develop rich questions, be curious, determine patterns through an exploratory approach, use evidence, and demonstrate strong reasoning. In addition, students will work with spreadsheets, studying measures of central tendency and manipulating data to “tell a story” using a data set. In the final weeks of the trimester, students will be required to complete a capstone project through which they will explore personal meaning and relevance, conducting a data inquiry and exploring questions that are interesting to them and potentially supportive of the Needham community.

***DATA SCIENCE II (trimester offering for grade 8 only)***

This course builds upon mathematical and problem-solving skills taught in grade level classes and the Data Science I course. Students will continue and enhance their study of data by incorporating the statistical content and skills learned in their Math 7 courses and deepen their understanding of big data, spreadsheets, and “telling a story” using data sets. Students will extend their work with data sets requiring organization and analysis to linear regression and exploring confounding variables and their effects on data results. Throughout the trimester, students will develop their capstone project, including choosing a topic of their own, researching a statistical question, and conducting a data inquiry.

**MEDIA & TECHNOLOGY*****DIGITAL TECHNOLOGY 6 (trimester)***

In this class, using a variety of applications and platforms, students develop technology skills that they will be able to transfer to other academic areas. Students learn to access, use, and organize files and applications on multiple devices. Students will practice and apply skills in multimedia presentations, video editing, interactive games, and coding. Focusing on effective communications, they will author creative works in a variety of media, including video, animation, and podcasts. Students will build upon their knowledge of coding and will develop a simple interactive program. Students will expand their knowledge and understanding of digital citizenship and anti-cyberbullying, and will learn that what they do online can be permanent and can impact themselves and others, now and in the future.

***DIGITAL TECHNOLOGY 7 (trimester)***

In this class, students will improve their use of digital tools to collaborate, communicate, and create. Students will explore new technologies through project-based learning with an emphasis on developing independent problem solving skills and practicing concepts of the design process. Internet safety and anti-cyberbullying instruction continue to be a focus of the digital citizenship curriculum in this course. Students will develop 21<sup>st</sup> century skills transferable to other applications, devices, and a variety of academic areas.

## **SCIENCE**

### ***SCIENCE 6 (full year)***

This is a general science course focusing on topics in the physical, life, and earth sciences. It includes the study of matter and its interactions **with energy**, waves and communication, force interactions and motion in our universe, cellular and body systems, fossils as evidence of past events, and aspects of engineering design.

Laboratory activities are an integral part of the course. Emphasis is placed on the development of laboratory, writing, and study skills through an integrated learning approach. The Science & Engineering Practices (skills) and Crosscutting Concepts (themes) are emphasized throughout the course.

### ***SCIENCE 7 (full year)***

This is a general science course focusing on topics in the physical, life, and earth sciences. It includes the study of energy and heat concepts, ecology, electromagnetism, human impacts and interactions with the environment, and Earth's changing surface. These units of study are united through an overarching theme of systems and cycles.

Concepts are reinforced by multiple teaching strategies including teacher led instruction, hands-on activities, inquiry and student presentations. Considerable emphasis is placed on the development of problem solving, and science thinking skills, as well as student decision making based on specified and diverse case studies. The Science & Engineering Practices (skills) and Crosscutting Concepts (themes) are emphasized throughout the course, and students are often asked to consider the role that humans play in shaping and being impacted by their environment.

### ***SCIENCE 8 (full year)***

This course is an integrated program relating the important physical science, earth science, and engineering and technology concepts of our world. The principles of forces, motion, density, forms of energy, **heredity and evolution** and chemistry are studied and related to concepts that describe the features and processes of the Earth and its resources. The principles and processes of technology and engineering are also woven into the above scientific concepts. Teacher led instruction, hands-on activities, and inquiry based learning are an integral part of the course. Emphasis is placed on the development of communication, reading, writing, problem solving, inquiry, and laboratory skills. The Science & Engineering Practices (skills) and Crosscutting Concepts (themes) are emphasized throughout the course.

### ***ENGINEERING DESIGN 7 & 8 (trimester)***

This course is a hands-on (prototype based) course that applies engineering and technology principles to challenges based on systems and materials. The investigated technologies are in the fields of manufacturing, construction, transportation, communication, and environmental



engineering. The course integrates science, engineering, and technology concepts and relates them to improving the environment and people's lives.

Problem solving and critical thinking skills are developed as students examine real-world applications of science and math. Classroom studies take place in a shop and laboratory environment where practical safety procedures are emphasized during the learning. In **grade 7**, students apply the Engineering Design Process as they develop products, design or improve systems, and reflect on the interactions of products and systems. In **grade 8**, students look at materials and manufacturing. Within this framework, they develop an understanding of how we can sustainably support the wants and needs of a growing and evolving population.

## **SOCIAL STUDIES**

### ***SOCIAL STUDIES 6 (full year)***

The course begins with a study of archaeology and traces human development from prehistoric times through the ancient time period in the Near East, Eastern Africa, and Southern Europe. Students learn about civilizations in each region including Sumer, Babylonia, Assyria, Phoenicia, Israel, and Palestine in the Near East; Egypt and Nubia in Eastern Africa; and Greece and Rome in Southern Europe. The regional approach provides students with the opportunity to extend their knowledge of the physical world and expand their capacity for geographic reasoning.

Developing students' critical thinking skills around how we study history using primary and secondary sources to understand the past is a key component of the course. Special attention is paid to exposing students to a wide variety of sources, especially traditionally underrepresented voices, as students learn about each region. Additionally, through a variety of research projects, the course strengthens students' ability to develop research questions and conduct historical inquiries.

### ***SOCIAL STUDIES 7 (full year)***

Grade 7 Social Studies builds on the foundation set by Grade 6 Social Studies. Similar emphasis is placed on introducing students to the cultural achievements of ancient and classical civilizations worldwide. The course is also organized by geographic region as students continue to extend their knowledge of physical geography and expand their capacity for geographical reasoning. The regional approach challenges students to understand the movement of peoples and ideas across time and place. Students learn about the ancient history, indigenous peoples and cultural traditions of Australia and Oceania, South Asia, East Asia, the Middle East, and Central America, the Caribbean Islands, and South America.

This course broadens students' understanding and appreciation of diverse and indigenous people around the world while empowering students to be critical thinkers. It helps students to recognize

the universal human conditions while providing opportunities to learn about the unique contributions of each region to world history. Special attention is paid to exposing students to a wide variety of sources, especially traditionally underrepresented voices, as students learn about each region.

Fostering students' religious literacy skills is a major component of the course. Students learn about the origins of various belief systems, and make connections between geography, theology, and culture. Additionally, through a variety of research projects, the course strengthens students' ability to develop research questions and conduct historical inquiries.

### ***SOCIAL STUDIES 8 (full year)***

Grade 8 Social Studies focuses on civics and early American history. The course introduces students to key ideas contained within the Declaration of Independence and the Constitution, their history, and their impact today. By focusing on the time period before, during, and after the American Revolution, students gain knowledge about how our government developed and its contemporary legacy.

The course provides opportunities for students to practice skills needed as citizens, such as how to express their ideas and respectfully participate in conversations with those of differing opinions. Special attention is paid to exposing students to a wide variety of sources, especially traditionally underrepresented voices, as they learn about American history. Other important civics concepts include how to get involved with one's community or government and the rights and responsibilities of citizenship.

Developing students' critical thinking and media literacy skills are major components of the course. The course challenges students to use evidence to develop persuasive arguments orally and in writing. Conducting inquiries through a variety of short and long-term research assignments helps students solidify skills taught in prior years and prepare for subsequent courses.

## **WELLNESS**

The Middle School wellness program is designed to influence healthy behaviors and provide students with the knowledge and skills necessary to make lifestyle decisions that will promote optimal health and well being throughout their entire lives. The program comprises Health Education, Physical Education, and Experiential Education. The curriculum in each of these disciplines emphasizes students' responsibility for their own health and well being and fosters the development of skills and knowledge that will help them to nurture and care for themselves in the social, emotional, physical, and intellectual areas of their lives.

### ***Notice to Parents about sex and sexuality education in grades 6, 7, and 8:***

A unit focusing on sex and sexuality education is included in the **grade 6** and in the **grade 8** health education programs as part of our comprehensive sexuality education program. Detailed information about the content of these courses can be viewed on the Needham

Public Schools website:

[http://www.needham.k12.ma.us/departments/curriculum\\_and\\_academics/wellness/sexuality](http://www.needham.k12.ma.us/departments/curriculum_and_academics/wellness/sexuality)

In 7<sup>th</sup> grade, there will be **no formal sex education presented**. Issues of sexuality related themes will be included, however, within other health units. There is mention of how the use of alcohol can influence your decisions around sexual behavior, and how peers can pressure you to do things you really don't want to do. The issue of sexual harassment will be discussed during a presentation by Needham Youth Services. HIV/AIDS is discussed briefly within the context of a unit on diseases.

**Parent Engagement:** We believe that parents/guardians are their children's primary educators and that each family has its own values and beliefs about sex and sexuality. The units with sexuality related topics/themes are designed to include homework assignments that promote discussion between students and a parent/guardian or other trusted adult about topics that are being covered in class.

**Parent Notification:** Parents/guardians will receive a letter in the fall from the Superintendent's Office that will inform them that topics related to sex and sexuality will be included in their sons/daughters 6<sup>th</sup> grade and 8<sup>th</sup> grade health classes. Prior to the start of these curriculum units, an additional communication will be sent home by the school. Detailed information about our curriculum can be viewed online at [http://www.needham.k12.ma.us/departments/curriculum\\_and\\_academics/wellness/sexuality](http://www.needham.k12.ma.us/departments/curriculum_and_academics/wellness/sexuality)

Under Massachusetts law, parents/guardians have the right to decide whether their child will participate in any single lesson or unit that includes information about human sexuality. If you want your child to be exempted from any lesson(s) that contain information about human sexuality, a note or letter to the building principal requesting that your child not participate in the sexuality portion of the health education curriculum is all that is needed. An appropriate alternative activity will be provided for students whose parent(s)/guardian(s) chooses to have them not participate.

### ***WELLNESS GRADE 6 (trimester)***

In Grade 6, health education and physical education are combined to make up our wellness program. Students are assigned to a wellness class and spend part of that time in physical activity and part of that time in the classroom devoted to the study of health education. Both disciplines contribute to each student's ongoing development of the skills, knowledge, and attitudes needed to participate in an active healthy lifestyle.

The ***physical education*** portion of the wellness course provides a natural opportunity for students from five different elementary schools to develop physical skills, get to know one another, make friends, and develop lasting relationships. Physical education provides students with an opportunity to interact with one another through their physical involvement in games, sports, dance, and other movement activities. A special emphasis is placed on improving physical fitness and creating positive social experiences. In sixth grade physical education classes, teachers modify traditional games to increase students' opportunities to apply skills learned in elementary school, practice new skills, and develop a better understanding of

movement concepts and game strategies. In addition, students learn the fitness benefits of daily physical activity and begin to understand how goal setting can help to improve personal fitness. Specific units for students in the sixth grade physical education classes include activities such as basic sports skill practice, basketball, creative games, fitness, invasion games, self-exploration, team handball, and volleyball. Students are expected to change into appropriate clothing for physical activity. This includes loose fitting shorts or sweatpants, T-shirts or sweatshirts, socks and sneakers.

The ***health education*** portion of the wellness course begins with an introduction to our wellness model and includes activities that help students make new friends and understand the qualities of healthy friendships. Conversely, students are taught how to identify characteristics of harmful friendships and resolve conflicts in their relationships. Students also study diet, food marketing, and nutrition fads as they relate to issues of healthy and unhealthy eating behaviors. They learn practical skills, such as how to choose healthy snacks and how to read food labels. They compare food products to learn how to make the best choice out of three different brands of the same food (e.g., name brand, store brand, organic brand).

A unit called Healthy Relationships is taught within health education and contains issues of sex and sexuality. This unit defines sex, sexuality and intimacy and teaches communication and decision-making skills to help support the healthy relationships and the new social expectations these students will encounter in middle school and beyond. Students will be given a homework assignment that promotes communication with a parent/guardian or other trusted adult about the topics and experiences covered in this unit. The specifics of this unit can be viewed on the Needham Public Schools website:

[http://www.needham.k12.ma.us/departments/curriculum\\_and\\_academics/wellness/sexuality](http://www.needham.k12.ma.us/departments/curriculum_and_academics/wellness/sexuality)

### ***PHYSICAL EDUCATION 7 (trimester)***

The seventh grade physical education program recognizes the uniqueness of the middle school child and is designed to support students' healthy social development by emphasizing the qualities of cooperation, competition, and good sportsmanship. Through their active participation in games, sports, adventure activities, fitness, and dance, students develop physical skills and improve their individual fitness levels. Specific units for students in the seventh grade include basketball, circuit training, creative games, invasion games, paddle tennis, survivor challenge, team handball, volleyball, and weight training.

### ***HEALTH EDUCATION 7 (trimester)***

In seventh grade health classes, students are expected to be more reflective by exploring how their behaviors, and the behaviors of others, influence health and well-being. Students revisit the wellness hexagon, identify areas where their habits contribute positively to their overall well-being and target a few behavior changes for improvement (physically, socially, emotionally, spiritually, and intellectually). They explore the website *MyPlate.gov* to learn about the five major food groups and how to incorporate them into their meal planning. They learn to read food labels and carefully analyze some of their favorite foods. Students study the causes, signs

and symptoms of communicable diseases and non-communicable diseases with a focus on strategies for keeping the immune system healthy. They examine the spread of communicable diseases including direct contact (sexual contact, close touching, etc.), indirect contact (airborne, foodborne, waterborne, animal/vector – e.g. rabies transmitted by an animal bite or malaria transmitted by a mosquito bite) and explore prevention strategies.

Students learn ways to prevent and manage non-communicable diseases with emphasis on prevention. For example, they learn how to check their skin for melanoma and are given a homework assignment that requires them to teach a parent/guardian to do this life-saving skin check. Students study the physical, social, emotional and spiritual consequences of substance use (tobacco, electronic cigarettes (vaping), hookah, marijuana, and alcohol). They learn about the effects of smoking on the different systems of the body and the connection between tobacco and cancer. Students learn about the consequences of addiction and the dangers of other forms of smoking (electronic cigarettes, hookahs, marijuana). Students learn about the short and long-term effects of marijuana and discuss social and emotional consequences. They use a decision-making model and refusal skills to practice getting out of a situation in which they are being pressured to use marijuana.

Students learn about the dangers of using alcohol at an early age, calculate blood alcohol levels for different types of alcoholic drinks (beer, wine, hard liquor) and study the short and long-term effects of using alcohol (including the effects on the teenage brain). Students research current events to find a real-life consequence of binge drinking or heavy drinking. They share their article with the class and are asked to take the article home to discuss with a parent/guardian. Students also study mental health illnesses such as anxiety, depression and suicide prevention. They are taught how to recognize warning signs of a mental illness, ask for help, or respond as a bystander (S.O.S. training – Acknowledge, Care, Tell (ACT)). A unit called “risky behaviors” has been established to deal with current student issues, which fall into the categories of peer pressure, friendship/gossip, and social media safety. Although the skills taught in this unit remain consistent, the specific examples used within these units are fluid and designed to respond directly to current health and social issues within the Pollard community.

### ***PHYSICAL EDUCATION 8 (trimester)***

The eighth grade physical education program recognizes the unique role that eighth grade students play as leaders in the middle school community. Through the use of games, sports, adventure activities, fitness, and dance, students are encouraged to be active, improve their fitness levels, and model good sportsmanship. Health fitness assessments are conducted to help students assess their own cardiovascular health, abdominal strength and endurance, upper body strength and flexibility. Students are given the results of their individual tests and are encouraged to develop exercise practices that will help them to improve their scores. Specific units for students in the eighth grade include basketball, circuit training, creative games, invasion games, paddle tennis, survivor challenge, team handball, volleyball and weight training.

### ***HEALTH EDUCATION 8 (trimester)***

In eighth grade health classes students examine the causes and potential influence of body image, and eating disorders. Students explore gender stereotypes to see how culture can influence our

feelings about our bodies and the bodies of others. They are encouraged to identify the positive qualities and characteristics of themselves in an effort to improve self-esteem.

Students also explore mental health to better understand anxiety and depression. Students learn that it is just as important to seek help for a mental health concern as it is for a physical health concern. Students will continue to study the effects of alcohol and marijuana as well as other drugs (e.g. cocaine, heroin, prescription drugs) as a progression to the substance abuse prevention units.

They study the vocabulary of important drug terms (illicit drug, prescription drug, over the counter drug, synthetic drug, ingestion, inhalation, absorption, etc.). Students gain an understanding of how drugs affect the teenage brain and how repeat use can cause addiction. They explore marijuana, cocaine, heroin, (what does it look like, what type of drug is it, how is it used, how does it affect the body, and practice ways to say no to drugs (refusal skills). Members of the Students Advocating Life without Substance Abuse (SALSA) group at the high school speak to the advantages of living substance free and reiterate and practice the use of refusal skills. Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Identities as well as other terms relevant to sexuality are reviewed at the start of the sexuality education unit.

Students learn the structure and function of the male and female reproductive systems and examine the advantages (physically, socially, emotionally) of delaying sexual activity. Students examine the characteristics of healthy and unhealthy relationships. They learn about the pressures involved in being in a relationship and focus on skills to deal with the pressures that some may feel to make choices in order to please another person (this will include the pressure to participate in sexual behaviors). Students will discuss personal boundaries, practice assertive communication skills, and practice strategies for making good decisions that reflect their values and goals. They will also learn skills for resolving conflict in their relationships. Needham Youth Services will present a workshop about sex in the media called “Picture Perfect”.

### ***EXPERIENTIAL EDUCATION 7 (trimester)***

This course uses the Needham Public Schools social and emotional learning standards as guidelines for student outcomes. In this course, the teacher purposefully engages students in a variety of indoor and outdoor challenge activities to facilitate a process of participation, reflection, and growth. Participation in these activities provides an opportunity for students to practice skills for decision-making, communication, cooperation, conflict resolution, problem solving and developing a healthy relationship with self and others. Students will be given problems to solve that will require them to practice these skills and then participate in a process of reflection and discussions to encourage them to think about ways to apply these skills to their daily lives now, and in the future. At the core of this program, is the student’s need for a safe, risk-taking environment, which fosters appreciation of others and promotes individual contribution, commitment, and follow-through. Specific activities stress creating community, developing healthy interpersonal relationships, group problem solving, and building trust and empathy.

***EXPERIENTIAL EDUCATION 8 (trimester)***

This course uses the Needham Public Schools social and emotional learning standards as guidelines for student outcomes. The eighth grade experiential education course was developed, specifically, to address the high levels of stress students have reported in the MetroWest Adolescent Health Survey (MWAHS). Survey data suggests that stress has become a significant health factor in the lives of adolescents in Needham and beyond. According to the 2016 MWAHS, 38% of Needham High School students report life being “very stressful in the past 30 days.” Data shows that students report that stress steadily increases as they progress through high school (19.8% in the 9th grade - rising to 61.9% in 12th grade). Pollard Middle School students are also reporting that school issues, social issues, appearance issues, and family issues represent four areas of significant stress in their daily lives. Given that students will encounter life situations that are stressful, and that these encounters will become more frequent as they grow older, this course will teach eighth grade students a variety of different skills and strategies that they can use to help them cope with stress. This course will also teach strategies to recognize the difference between healthy stress and unhealthy stress and help students discover ways to monitor their own capacity for stress.

**WORLD LANGUAGES*****SPANISH 7A (full year)***

Spanish 7A is an introductory, novice level course designed for students who have not previously studied Spanish. Like Mandarin 7 and French 7, Spanish 7A is a two-year language commitment. Students who enroll in Spanish 7A continue to Spanish 8A. Thematic units of study include: greetings & cultural courtesies, likes & dislikes (sports, arts, extracurricular activities), weather, the calendar, family and pets, the house, food and ordering at a restaurant, and places around town. This course also introduces students to elements of Spanish culture (products, practices and perspectives).

***SPANISH 7 (full year)***

Spanish 7 is a continuation of Spanish 6 and is conducted primarily in Spanish. In Spanish 7, students’ capacity to understand and be understood continues to grow, as does their knowledge of Spanish-speaking countries. Throughout the school year teachers intentionally review previously learned content to reinforce knowledge and skills acquired in Spanish 6. Thematic units of study include: describing oneself, family and pets, friends, and one’s home.

***SPANISH 8A (full year)***

Spanish 8A is a continuation of Spanish 7A. It is a novice level course designed for students who began studying Spanish in grade 7. (Students who have been studying Spanish since elementary school should continue to Spanish 8). In Spanish 8A, students broaden their use of previously learned vocabulary and continue to develop their communicative capacity in the

novice-mid range. Throughout the year, there is intentional spiraling of previously studied vocabulary and expressions to reinforce essential knowledge and skills. There is also an emphasis on celebrating what students “can do” and developing students’ confidence as communicators.

Students who choose to continue with their Spanish studies at Needham High School will move on to “Spanish 2” in 9th grade and then “Spanish 3” in 10th grade.

### ***SPANISH 8 (full year)***

Spanish 8 is a continuation of Spanish 7 and is conducted primarily in Spanish. In Spanish 8, students broaden their use of previously learned vocabulary and continue to develop their communicative capacity in the novice range. In this course, students transition from the production of short phrases (speaking and writing) to the creation of complete sentences and short paragraphs. Students’ comprehension of conversations and short passages in the target language expands as does their capacity to ask and answer basic questions. Throughout the year, there is intentional spiraling of previously studied vocabulary and expressions to reinforce essential knowledge and skills. Thematic units of study include: community, clothes and shopping, food, and ordering at a restaurant.

Students who choose to continue with their Spanish studies at Needham High School will move on to “Spanish 2” in 9th grade and then “Spanish 3” in 10th grade.

### ***FRENCH 7 (full year)***

French 7 is designed for students who wish to learn French and who have not previously studied French. Like Mandarin 7 and Spanish 7, French 7 begins a two-year language commitment. Students who enroll in French 7 continue to French 8. French 7 offers an introduction to French language and culture at the novice level. Thematic units of study include: greetings & cultural courtesies, likes & dislikes (sports, arts, extracurricular activities), weather, the calendar, family and pets, the house, food and ordering at a restaurant, and places around town. This course also introduces students to elements of French culture (products, practices and perspectives).

### ***FRENCH 8 (full year)***

This course is a continuation of French 7. It is conducted primarily in French. In French 8, students broaden their use of previously learned vocabulary and continue to develop their communicative capacity in the novice range. In this course, students’ capacity to ask and answer basic questions expands as does their comprehension of conversations and short passages in the target language. Students transition from the spoken and written production of short phrases in the target language to the creation of complete sentences and short paragraphs. Throughout the year, there is intentional spiraling of previously studied vocabulary and expressions to reinforce essential knowledge and skills. Thematic units of study include: community, shopping (for food and clothing), film study (les Choristes), study of literature (Fama va en Californie), descriptive



language (people, places, things), and leisure activities.

Students who choose to continue with their French studies at Needham High School will move on to “French 2” in 9th grade and “French 3” in 10th grade.

***MANDARIN 7 (full year)***

Mandarin 7 is designed for students who wish to learn Mandarin and who have not previously studied Mandarin. Like French 7 and Spanish 7, Mandarin 7 begins a two year language commitment. Students who enroll in Mandarin 7 continue to Mandarin 8.

Mandarin 7 offers an introduction to the pronunciation and intonation of Mandarin as well as the development of novice level speaking, listening, reading and writing skills. Thematic units of study include: Greetings, numbers, the calendar, age, polite expressions, and classroom objects. This course also introduces students to elements of Chinese culture (products, practices and perspectives).

***MANDARIN 8 (full year)***

Mandarin 8 is a continuation of Mandarin 7. In Mandarin 8, students broaden their use of previously learned vocabulary and continue to develop their communicative capacity in the novice range. Thematic units of study include: Family, animals, sports and leisure activities, physical descriptions, and food. This course also introduces students to elements of Chinese culture (products, practices and perspectives). Students who choose to continue with their Mandarin studies at Needham High School will move on to “Mandarin 2” in 9th grade and “Mandarin 3” in 10th grade.

***INTRODUCTION TO CHINESE LANGUAGE & CULTURE 8 (trimester)*** This trimester course is part of the Performing Arts rotation in grade 8. It is an option provided to students who do not select band, strings, or chorus. This course is designed to enable students to gain some exposure to the extensive and profound Chinese civilization. It will introduce students to various Chinese cultural forms, including fine arts, language, festivals, and cuisine, as well as give students a glimpse of both ancient and modern Chinese life. The course will include hands-on projects, arts and crafts, a taste of Chinese food, and simple conversations in Mandarin.



2023 - 2024

# Program of Studies



A Caring Community Striving for Personal Growth and Academic Excellence  
Needham High School • Needham, Massachusetts

# NOTICE OF NON-DISCRIMINATION

Every person shall have a right to attend the public schools of the town where s/he actually resides. No person shall be excluded from or discriminated against in admission to the Needham Public Schools or in obtaining the advantages, privileges and courses of study of the Needham Public School on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or limited English-speaking ability.

The following person has been designated to handle inquiries regarding the school district's non-discrimination policy:

**Name and Title:** Mary Lammi, Assistant Superintendent for Student Support Services

781-455-0400 x11213

mary\_lammi@needham.k12.ma.us

## SCHOOL COMMITTEE

Matthew Spengler, Chair

Andrea Longo Carter, Vice Chair

Dr. Connie Barr

Michael Greis

Dr. Elizabeth Lee

Michael E. O'Brien

Alisa Skatrud

## ADMINISTRATIVE STAFF

Dr. Daniel Gutekanst, Superintendent

Dr. Alexandra McNeil, Assistant Superintendent for Human Resources

Ms. Mary Lammi, Assistant Superintendent for Student Support Services

Dr. Carmen Williams, Assistant Superintendent for Instruction and Innovation

Ms. Anne Gulati, Assistant Superintendent for Finance and Operations

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# INTRODUCTION

The Needham High School Program of Studies is a reflection of our Core Value that Needham High School is a Caring Community Striving for Personal Growth and Academic Excellence. The Program of Studies provides essential information including course offerings, descriptions, and diploma requirements for all Needham High students. The program is designed to guide the course selection process and should be consulted whenever academic information is needed.

There are three time periods in a student's day that are not reflected in the Program of Studies since they are not credit bearing and do not appear on transcripts, yet are important parts of the NHS experience. Our **X-block** is a designated time in our schedule for academic support from teachers. Students are highly encouraged to meet with teachers for additional help, especially in any classes where they may be struggling in any way. Our **9th Grade Seminar** is a class that our first-year students take part in during their first semester and provides a chance for some foundational skills and supports to be provided as they transition into the high school setting, without interfering with academic classes. Students have the opportunity to complete academic work when not engaged in any of the activities or modules. Finally, our **Directed Study** is an opportunity for 10th - 12th grade students to complete independent work, assignments, and requirements in a self-directed manner in the library or other study spaces throughout the building and campus. Directed study time is also an opportunity for students to meet with their counselor, check in with an available teacher or staff member, and provides time for school-related programs and activities.

The leaders of each of the departments and the school counselors are available to answer any questions regarding the Program of Studies. Students and parents need to select courses carefully. The staffing at Needham High School is based on the courses students select in February/March of the preceding year. It is important to note that it is highly unlikely that course change requests will be honored once the school year has begun. Therefore, parents and students should seek the advice of teachers, department directors/chairs, and counselors in preparing an academic program for next year. Students and parents new to Needham will meet with a counselor before selecting courses. Final responsibility for course selection decisions rests with students and their parents. Students should elect the equivalent of seven full periods of instruction each semester including monitored study time. Final course offerings will be based on enrollment, budgetary considerations, and the impact on the required curriculum. Thank you for your attention to this very important process. I wish you all the best for a successful 2023- 2024 school year.

Aaron Sicotte  
Principal

# CORE VALUES, BELIEFS, & LEARNING EXPECTATIONS

Needham High School is a caring Community Striving for Personal Growth and Academic Excellence.

Needham High School draws from the strengths of the community to create partnerships between faculty, parents, and students, both on an individual level and in groups, in order to provide a high quality education. Teaching and learning are central to our mission, as is integrity.

The school offers students a variety of opportunities to excel and a diversity of perspectives from which to learn in an environment that is both nurturing and challenging.

The balanced student is able to participate actively in school and society, be creative, and self-advocate while determining their unique path to fulfillment.

At Needham High School, we believe meaningful critical inquiry empowers all students to collaboratively navigate challenging ideas and topics, embrace a variety of experiences, identities and viewpoints, and connect authentically with the world they inhabit and for which they share responsibility. We are dedicated to establishing and maintaining communities throughout the school that are safe, inclusive and supportive academic and interpersonal spaces, where students can explore nuanced curricula, safely pilot their ideas and perceive disagreement as an opportunity to learn.

## TEACHING & LEARNING FRAMEWORKS

In conjunction with our school-wide learning expectations (e.g., Communication; Research; Analysis; Personal Responsibility; Civic Responsibility) and our Portrait of a Needham Graduate Core Competencies (e.g., “Preparing all Needham Public School Students to be...Creative Thinkers and Problem Solvers; Communicators and Collaborators; Knowledgeable; Responsible and Resilient; Socially and Culturally Competent”), student achievement and growth will be measured in the following domains:

**Skill Enrichment** -We embrace a growth mindset in our work to empower all Needham High School students to write effectively; research effectively; read critically for comprehension; solve complex problems; think critically; demonstrate non-written communication skills; demonstrate effective organizational skills; and monitor and direct their learning using various feedback sources. We believe that academic skills and social-emotional wellness are the foundation for students’ social and civic inquiry and outreach.

**Positive & Proactive Digital Citizenship** – We believe in a thorough source analysis, through which students consider the reliability, bias, and transparency of materials that supplement their exploration of core course texts, resources, and artifacts. Teaching students to be discerning consumers of online information is an essential skill, and our instruction empowers the discovery of trustworthy content, responsible online sharing practices, and negotiation of online communication.

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**Equitable Inquiry** – We believe in engaging students in challenging critical inquiry as a means to achieve more equitable classroom, local, and national communities. This is most effectively accomplished through rigorous discourse exploring the role of history, power and privilege through lenses (i.e., race, ethnicity, faith, class, power, culture, gender, gender identity, sexual orientation, ability) that inform students’ understanding of core content as well as their own evolving views, values, and identity.

**Civic Expectations & Student Voice** – Through student-centered, collaborative and personally relevant inquiry, students will develop individual and collective voice, heightened self-confidence, agency and purpose. We aspire to increase students’ capacity to participate in dialogue across differences and - through authentic engagement and reflection - consider the perspectives of those whose experience and position in the world differ from their own. As students increasingly understand and define their own civic disposition, they will also expand their awareness of others’ fundamental needs and rights. Lastly, students will be encouraged and empowered to take thoughtful action, make informed choices and work together on projects that promote a public good beyond the classroom, forging reciprocal connection with the large communities of which they are a part.

## DIPLOMA REQUIREMENTS

A. To be eligible for a diploma from Needham High School, a person must complete these standards prescribed by the Needham School Committee:

1. Successfully complete courses in this Program of Studies described as follows:
  - a. Four full years of English
  - b. Three full years of Mathematics
  - c. Three full years of History and Social Sciences including one year of United States History
  - d. Three full years of Science
  - e. Two full years of the same World Language
  - f. Two full years of Fine & Performing Arts; a maximum of one semester of Media/Technology may be substituted
  - g. One semester of Health/Physical Education for each year enrolled at Needham High School
  - h. Two credits in Community Service Learning
2. Successfully complete the equivalent of an additional five full year courses or its equivalent as described in the Program of Studies.
3. Earn a minimum total of ninety-two credits in the course of study outlined above or in credits earned with the prior written approval of the Principal.
4. Complete all state-mandated requirements.

B. The Principal may suitably recognize students who have completed all Needham High School requirements but not the state mandated diploma requirements.

C. Students may complete these requirements in less than four years upon prior written application and the approval of the High School Principal.

D. The Principal may make changes in requirements when, in his/her opinion, the best interest of the student will be served.

**All 9th grade students must take a minimum of 24 credits and a maximum of 26 (\*\* the 26 credit max may only be exceeded if a student requests Skills Center, PLC, or an after school class); Grade 10 and 11 students must take at least 24 credits with a maximum of 28; and seniors must have a minimum of 22 credits and a maximum of 28 (\*\* For grades 10, 11, and 12, the 28 credit maximum may be exceeded if a student selects an after school course in addition to the full schedule).**

## COURSE LEVEL DESCRIPTIONS

Needham High School offers courses at the College Prep, Honors, and Accelerated levels. The descriptions below are meant to facilitate meaningful conversations about appropriate choices.

Prior to course selection each year, teachers will provide students with a recommendation for the appropriate level based on their assessment of a student's progress. Families are encouraged to review the recommendations and partner with the teachers to consider the most appropriate placement. As they do, students and families should consider the following details in their decision:

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- All courses are aligned to the Massachusetts State Frameworks and are designed to appropriately challenge all students in a variety of ways.
- These explanations are meant to be a guide and overview. Teachers will provide appropriate learning experiences and growth toward further independence in each classroom setting.
- The course that is appropriate for each student will vary by subject area and may change as the student moves from 9th grade through to 12th grade and will appropriately shift to meet the developmental readiness as students mature.
- Class sizes tend to be smallest at the College Prep level and largest at the Accelerated level, reflective of the level of direct teacher support that students can expect in each level.
- Students may change class levels from one year to the next, as they and their teachers feel it is appropriate. Moving mid-year is limited to the opening weeks of each semester.
- Additionally, students enrolled in *Advanced Placement (AP)* courses can expect a fast-paced, rigorous, independently-managed learning experience through curriculum established by the College Board for each college-level course.
- **Students and families are encouraged to consider balancing their academic interests, co-curricular activities, and other commitments when reviewing teacher course recommendations for the upcoming year.**

	College Prep (CP)	Honors (Hon)	Accelerated (Acc)
Expected Independence	Students will receive teacher directed support and monitoring to build on skills and help facilitate mastery of the core and advanced curriculum.	Students will receive teacher directed support and monitoring for all except the basic components of the core content, with students expected to develop an understanding of the basic content largely independently.	Students will receive teacher directed support and monitoring for primarily the most advanced aspects of the content, with students expected to develop an understanding of the core content largely independently.
Content and Skills	Content and skills will concentrate primarily on core State Frameworks for knowledge, concepts, and skills supporting a foundational understanding of the subject with some focus on advanced content and skills.	Content and skills will balance core State Frameworks for knowledge, content, and skills with advanced content and skills.	Content and skills will concentrate primarily on advanced content and skills, with limited emphasis on foundational content and skills. Class emphasis will be primarily on advanced content and skills with some review of foundational understandings.

<p><b>Homework Expectations</b></p>	<p>Homework is designed to reinforce and enrich the content and skills learned in class</p>	<p>Homework is designed to advance the curriculum and provide skill development with some reinforcement.</p>	<p>Homework is designed to advance the curriculum and provide skill development.</p>
<p><b>Assignment Management</b></p>	<p>Students will develop the organization needed to balance both short-term and long-term assignments through the course.</p>	<p>Students should possess the strong organizational skills needed to balance short-term and long-term assignments throughout the course.</p>	<p>Students will need to independently balance a variety of short-term and long-term assignments throughout the course.</p>

# **COURSE CHANGE PROCEDURES & ADD/DROP POLICY**

## **PHILOSOPHY BEHIND THE ADD/DROP POLICY**

At Needham High School we encourage all students to make thoughtful decisions in selecting courses, to challenge themselves appropriately, to persevere and develop resilience when presented with growth opportunities, and to balance their academic responsibilities with their extra-curricular activities and life outside of school.

The partnership between students, families and teachers begins with the course selection process. Students and families are expected to very carefully choose courses for the following year. The high school follows a specific procedure at course selection time that requires input from teachers and students and encourages input from families. Students and families with questions at that time should consult teachers, counselors and other staff to assist in making appropriate choices regarding courses. Student course selection is the first step in crafting the high school master schedule, a process that takes months, and creating course sections based on student enrollment.

## **COURSE CHANGE PROCEDURE**

There can be times when, despite everyone's best efforts, a particular course placement may not meet the student's needs. In those cases a student's options are:

- drop the course;
- drop the course and replace it with a different course;
- or change the level (College Prep, honors or accelerated) of the course.

These course changes can be characterized as either 'add/drop' or 'level change'. In both cases there is a specific process and timeline to be followed. Students should see their school counselor to initiate a course change request. All course changes require the approval of the appropriate Department Chair/Director, who must balance the needs of an individual student with the needs of all students impacted by the proposed change.

## **ADD/DROP**

A student may request to drop a course at any time during the school year. If a student drops a course after one complete quarter, the course will be represented on the permanent high school transcript with a grade of 'W'. There is no guarantee that if a student drops a course there will be room for the student in another course. Most often the only option for a student's schedule is a study hall. A student should be cautious when dropping a course that they are still carrying the required minimum number of credits for the school year and that they are still on track to fulfill all the graduation requirements.

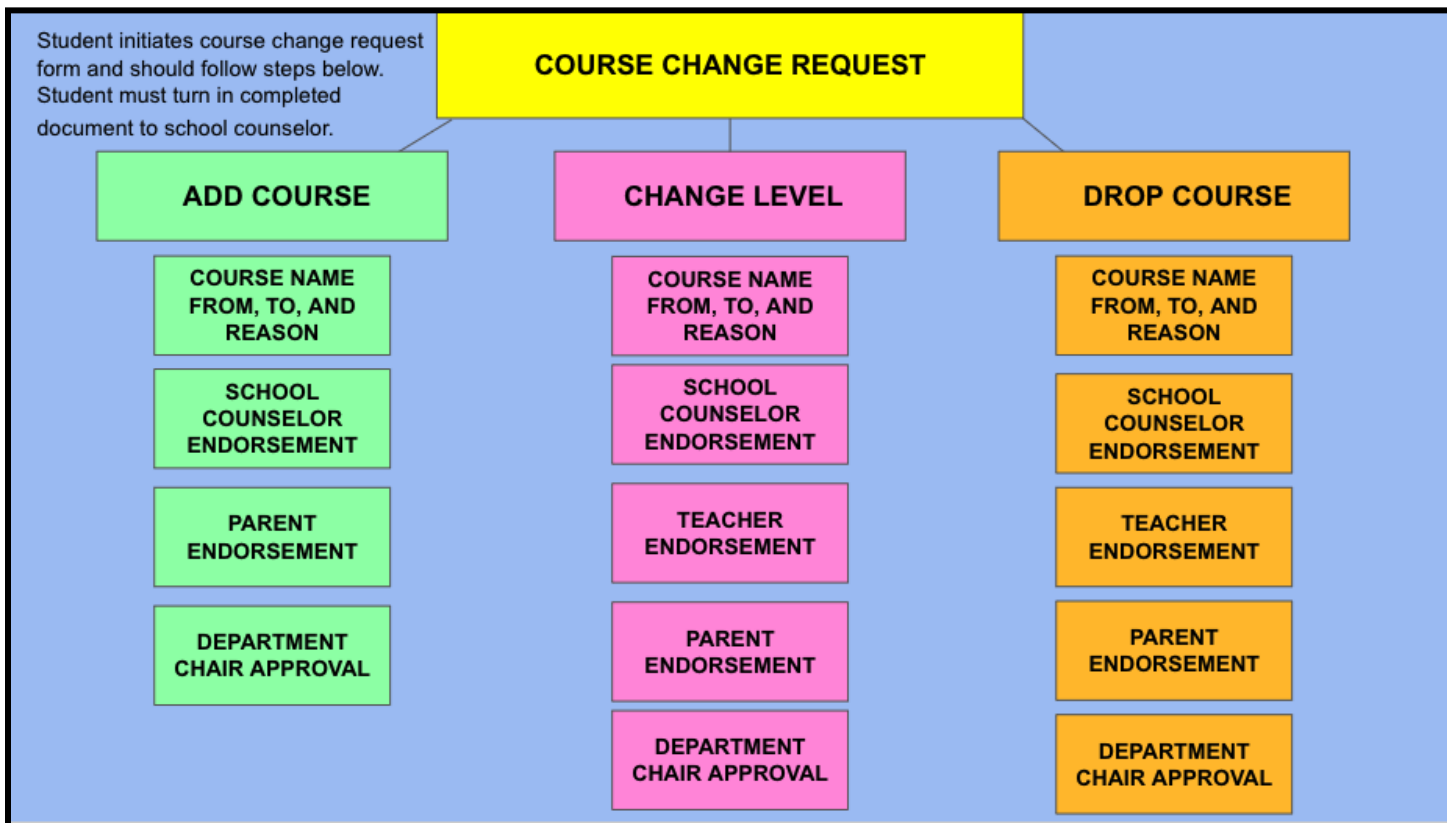
A student who wishes to add a course must make that request by the end of the first two instructional cycles of the class. No student will be allowed to enter a new course after that time unless there are extenuating circumstances.

## **LEVEL CHANGES**

A student may request to change the level of a course up until the end of Term 1. Level changes after that time will be considered only under extenuating circumstances.

Transfer of grade: If a level change takes place before the final two weeks of Term 1, the teachers of the two courses will consult with each other in conjunction with the department chair regarding the student's term grade. If a student requests a level change within the final two weeks of the end of Term 1, the student's grade for Term 1 will stand and the student will begin the new class on the first day of term 2.

## COURSE CHANGE FLOW CHART



## SUMMER SCHOOL

All summer school work must be approved IN ADVANCE by the principal or director/chairperson of the department. A form for this purpose is available in all department offices.

Credit received in summer school does not automatically entitle the student to elect the next higher course in a sequence. No more than three courses repeated in summer school and/or by tutoring will be allowed for credit toward a diploma. Only one course in a sequential subject may be made up in summer school or by tutoring. Additional credits will not be granted for a repeated course. The director must approve remedial courses prior to registration.

In any case, the original grade recorded by a Needham High School teacher is not to be changed as a result of summer study. The grade received from summer school will be recorded on the permanent record card in addition to the original grade.

## REMEDIAL AND MAKE-UP COURSES

1. The student who does not complete a course satisfactorily and receives an F grade (of at least a 50) may:
  - A. Receive credit for the subject by repeating the course successfully in an accredited summer school.
  - B. Repeat the subject as an additional course and attain a satisfactory grade.
  - C. A student who fails English must make up the course in an approved summer school or repeat the course the following year. Two years of English cannot be taken simultaneously in grades 9 and 10.
2. The student who does not attain a necessary prerequisite grade for continuation in a sequential course may:
  - A. Repeat the course in an accredited summer school.

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- B. Repeat the course and obtain a qualifying grade.

## **ENRICHMENT PROGRAMS**

Needham High School encourages students to participate in enrichment programs. There are programs offered in the Needham Summer School, through the TEC collaborative, and in various public and private schools. Participation in such programs may be recorded on your official transcript, may be awarded credit, and may fulfill core requirements. Students must receive prior approval from the Principal for enrichment courses to be recorded on the transcript and to receive credit.

## COURSE OFFERINGS

The Program of Studies booklet is divided by departments.

<a href="#">English</a>	<a href="#">Media</a>	<a href="#">Wellness</a>
<a href="#">English Language Learner</a>	<a href="#">Mathematics</a>	<a href="#">World Languages</a>
<a href="#">Fine and Performing Arts</a>	<a href="#">Science</a>	<a href="#">Other Elective Offerings</a>
<a href="#">Performing Arts</a>	<a href="#">History and Social Sciences</a>	

Course descriptions are written by department chairs and directors and are approved by the Needham School Committee.

### COURSE NUMBERS

The first digit defines the department.

The second and third digits are for scheduling purposes.

The fourth digit of the course number indicates the level of difficulty.

1=AP or Acc; 2=Honors; 3=College Preparatory

0, 5, 6, 7, 8, 9 are unlevleed or independent study.

### LENGTH/CREDIT

F/4 = A full year course meeting every scheduled block earning four credits

F/2 = A full year course meeting only half the scheduled blocks earning two credits

S/2 = A one semester course meeting every scheduled block earning two credits

/4 or /2 = Course not regularly scheduled earning four or two credits



A yellow star indicates a new course offering for 2023-2024.

## ENGLISH

Num	Length	Credit	Course	Num	Length	Credit	Course
0101	F	4	English 9 Acc	0548	S	2	Journalism 1 - <i>The Hilltopper</i> 2 credit
0102	F	4	English 9 Hon	0632	F	4	Braver Newer World Hon
0112	F	4	English 9IP	0301	F	4	English 11 Acc
0103	F	4	English 9 CP	0302	F	4	English 11 Hon
0201	F	4	English 10 Acc	0303	F	4	English 11 CP
0202	F	4	English 10 Hon	0421	F	4	AP Literature & Composition
0203	F	4	English 10 CP	0431	F	4	English 12 Acc
0212	F	4	English 10IP	0432	F	4	English 12 Hon
0311	F	4	AP Language & Composition	0433	F	4	English 12 CP
0631	F	4	Braver Newer World Acc	0491	F	4	Greater Boston Project Acc
0510	S	2	Public Speaking	0520	S	2	Experimental Writing
0530	S	2	Film Studies	0547	F	4	Journalism 1 - <i>The Hilltopper</i>
				0645	S	2	★ LGBTQIA Literature

The goal of the English curriculum is to strengthen critical communication skills and to encourage an appreciation of literature. Accelerated and Advanced Placement courses are designed for students who demand especially challenging academic experiences and who are comfortable working independently with advanced materials. Although the course essentials at each grade are consistent, the pace and depth are different at each level. Nightly reading and writing assignments are progressively defined according to grade level and depend upon the complexity of a given text and corresponding class assignments.

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### ENGLISH 9

*0101; 0102; 0103*

*(4 credits)*

*Full Year*

*Grade 9*

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Ninth grade English includes the study of literary forms in conjunction with the development of foundational language arts skills. Students examine characteristics and critical elements of Fiction, Poetry, Nonfiction, Memoir, and Drama. Students will develop and refine organization and clarity of expression in critical writing and personal

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essays, practice effective speaking and listening skills and study vocabulary, usage and writing mechanics. All ninth grade students will complete a comprehensive research assignment, the Grade 9 Research Paper. Representative texts include Harper Lee's *To Kill a Mockingbird*, Marjane Satrapi's *Persepolis*, John Steinbeck's *Of Mice and Men*, James McBride's *The Color of Water*, George Orwell's *Animal Farm*, Lorraine Hansberry's *A Raisin in the Sun*, William Shakespeare's *Romeo and Juliet*, Sue Monk Kidd's *The Secret Life of Bees*, Elie Wiesel's *Night*, Mark Haddon's *The Curious Incident of the Dog in the Night-Time*, Wes Moore's *The Other Wes Moore*, and a collection of core poems.

Students enrolling in 9 Accelerated should be prepared for nightly reading assignments of approximately 30-35 pages; in 9 Honors 20-25 pages; in 9 College Prep 10-15 pages. Similarly, writing amounts vary by level.

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## ENGLISH 9IP

0122 (4 credits)

Full Year

Grade 9

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### **Students who choose this course must also sign up for Math 9IP, Biology 9IP, and World History 9IP.**

Ninth grade English includes the study of literary forms in conjunction with the development of foundational language arts skills. Students examine characteristics and critical elements of Fiction, Poetry, Nonfiction, and Drama. This course draws explicit connections to the other 9IP subjects using a project-based learning approach to the interdisciplinary themes of Observations and Patterns, Systems, Power and Influence, Disease; and Revolutions. Students will develop and refine organization and clarity of expression in critical writing and personal essays, practice effective speaking and listening skills and study vocabulary, usage and writing mechanics. Students will also complete a comprehensive research assignment, the Grade 9 Research Paper, which will be connected to at least one other 9IP subject. Representative texts include Mark Haddon's *The Curious Incident of the Dog in the Night-Time*, Harper Lee's *To Kill a Mockingbird*, George Orwell's *Animal Farm*, Marjane Satrapi's *Persepolis*, Elie Wiesel's *Night* and a collection of core poems. Students enrolling in English 9IP should be prepared for nightly reading assignments of 20-25 pages, which is the established amount for the honors level.

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## ENGLISH 10

0201; 0202; 0203 (4 credits)

Full Year

Grade 10

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Tenth grade English offers a detailed examination of archetypes within the literary genres of Romance, Tragedy, Comedy and Satire & Irony. Students continue to explore a variety of literary forms and develop and refine their understanding of critical writing, with particular focus on conventions, organization, analysis, interpretation and style. Additionally, students learn and practice skills emphasized in the Massachusetts State Frameworks and the Common Core Curriculum, particularly those assessed by standardized tests. All tenth grade students will complete a comprehensive research project, the Sophomore Oral Presentation. Representative Texts include J.D. Salinger's *The Catcher in the Rye*, Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*, William Shakespeare's *Macbeth*, Laurie Halse Anderson's *Speak*, Maya Angelou's *I Know Why the Caged Bird Sings*, Benh Zeitlin's *Beasts of the Southern Wild* (film), Jesmyn Ward's *Sing, Unburied, Sing*, Ken Kesey's *One Flew Over the Cuckoo's Nest*, Barbara Kingsolver's *The Bean Trees*, George Orwell's *1984* and Sophocles' *Oedipus the King*.

Students enrolling in 10 Accelerated should be prepared for nightly reading assignments of approximately 35-40 pages; in 10 Honors 25-30 pages; in 9 College Prep 15-20 pages. Similarly, writing amounts vary by level.

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**ENGLISH 10IP**

0212

*(4 credits)**Full Year**Grade 10*

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Students who choose this course must also sign up for Math 10IP, Physics 10IP, and World and America 10IP. Tenth grade English offers a detailed examination of archetypes within the literary genres of Romance, Tragedy, Comedy and Satire & Irony. Students continue to explore a variety of literary forms and develop and refine their understanding of critical writing, with particular focus on conventions, organization, analysis, interpretation and style. This course draws explicit connections to the other 10IP subjects using a project-based learning approach to the interdisciplinary themes including Making an Argument, Relationships & Change, and Force, with a focus on skills around presentations and communication. Students will develop and refine organization and clarity of expression in critical writing and personal essays, practice effective speaking and listening skills and study vocabulary, usage and writing mechanics. Students will also complete a comprehensive research project, the Sophomore Oral Presentation which will be connected to at least one other 10IP subject. Representative texts include William Shakespeare's *Macbeth*, *Boxers* by Gene Luen Yang, *The Girl Who Smiled Beads* by Clemantine Wamariya and Elizabeth Weil, *1984* by George Orwell, and other common grade 10 texts. Students enrolling in English 10IP should be prepared for nightly reading assignments of 20-25 pages, which is the established amount for the honors level.

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**AP LANGUAGE & COMPOSITION**0311 *(4 credits)**Full Year**Grade 11*

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AP Language and Composition focuses on techniques of persuasion and formal rhetoric. The bulk of the curriculum is American non-fiction. The four main units are as follows: Unit 1: Introduction to Rhetoric; Unit 2: Freedom (The Democratic Ideal); Unit 3: Equity (Social Justice); Unit 4: Opportunity (The American Dream). AP Language explores these ideas through a variety of texts and media and prepares students to enter into historical and contemporary conversations about matters of great importance to America. Texts include fiction, historical and contemporary essays, speeches, advertisements, biographies, studies, reports, films, cartoons, TED talks, poetry, etc.. Students write for a variety of purposes, audiences, and occasions, and write in a variety of forms including personal narrative, rhetorical analysis, online discussion, and persuasive argument. All students will complete a comprehensive, issue-based research paper that explores a self-selected topic from multiple points of view and synthesizes a range of sources. Students conduct a comprehensive review of usage, grammar and compositional mechanics. The course prepares students to take the AP Language exam offered by the CEEB.

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**ENGLISH 11**

0301; 0302; 0303

*(4 credits)**Full Year**Grade 11*

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Eleventh grade English offers a detailed examination of American literature and thought, focusing on the ways in which the various literary movements have shaped the idea of America. Students will think critically about how

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American Literature constructs and reflects shifting beliefs about religion, government, race, gender, morality, beauty and truth itself. In addition to developing critical insight into the works of major American writers and an awareness of the historical context of these writings, students identify and analyze how literary elements enhance meaning and review/refine usage, grammar and mechanics. All eleventh grade students must complete a comprehensive research project, the Junior Research Paper. Representative texts include Arthur Miller’s *The Crucible*, Nathaniel Hawthorne’s *The Scarlet Letter*, essays by Henry David Thoreau and Ralph Waldo Emerson, Charlotte Perkins Gilman’s “The Yellow Wallpaper,” *The Narrative Life of Frederick Douglass*, Zora Neale Hurston’s *Their Eyes Were Watching God*, Mark Twain’s *The Adventures of Huckleberry Finn*, August Wilson’s *Fences*, F. Scott Fitzgerald’s *The Great Gatsby*, Arthur Miller’s *Death of a Salesman*, Gene Luen Yang’s *American Born Chinese*, and Kurt Vonnegut’s *Slaughterhouse-5*.

Students enrolling in 11 Accelerated should be prepared for nightly reading assignments of approximately 40-45 pages; in 11 Honors 30-35 pages; in 11 College Prep 20-25 pages. Similarly, writing amounts vary by level.

**AP LITERATURE & COMPOSITION**

0421 (4 credits)

Full Year

Grade 12

Advanced Placement Literature and Composition is designed to enable advanced students to gain first year college mastery of writing and literature. Units on nonfiction, drama, fiction and poetry review the elements and terms of each genre and require students to demonstrate their analytical and expository skills in writing and discussion. Students practice for the AP Literature and Composition exam, assume major responsibility for small group presentations and conduct research and analysis using critical sources. Continuous outside reading is assigned. Upon completion of the course, students may take the AP Exam in Composition and Literature offered by the CEEB if they so choose.

**ENGLISH 12**

0431; 0432; 0433 (4 credits)

Full Year

Grade 12

Twelfth grade English offers students an intricate examination of critical literary lenses through diverse, dynamic and didactic artifacts. Students will explore the purpose, assumptions, strategies and critical vocabulary that define Formalist Criticism, Biographical Criticism, Historical Criticism, Psychoanalytical Criticism, Postcolonial Criticism (Honors & Accelerated only) Feminist Criticism (Honors & Accelerated only) and Marxist Criticism (Accelerated only). In addition to demonstrating an understanding of critical lenses and applying their strategies to analyze and interpret literature, students will demonstrate through close textual analysis and interpretation of fiction, poetry, nonfiction and drama an understanding of the relationship between the form of a literary work and its meaning. The course offers students regular opportunities to refine creative, personal and critical essay writing skills, employing various strategies to generate and organize their ideas, draft and revise clear, focused, and coherent compositions and evaluate their own writing.

All twelfth grade students must complete a comprehensive research project, the Senior Paper. Representative texts include William Shakespeare’s *Hamlet*, Toni Morrison’s *Song of Solomon*, Jhumpa Lahiri’s *Interpreter of Maladies*, William Golding’s *Lord of the Flies*, Albert Camus’ *The Stranger*, Margaret Atwood’s *The Handmaid’s Tale*, Ta Nehisi Coates’ *Between the World and Me*, Ryan Coogler’s *Fruitvale Station*, David Mamet’s *Oleanna*.

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Students enrolling in 12 Accelerated should expect to read 40-45 pages per night; in 12 Honors 40 pages; in 12 College Prep 25 pages. Similarly, writing amounts vary by level.

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### **BRAVER NEWER WORLD**

0631, 0632 (4 credits)

Full Year

Grade 12

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Offered for both Accelerated and Honors credit: In this full-year, 12th grade English course, students will explore contemporary identity paradigms through exclusively 21st century literature and media in order to understand the influence of diverse forms of literacy on modern character and voice. Navigating a range of texts and expressive forms—novel, play, podcast, film, music, digital news platform, social media, television, wikis/blogs—students will examine the influence of power, culture, race, gender, sexual orientation, class, and age on popular culture and present-day narrative structures. In the second semester, students will collaboratively design, manage, and deliver a capstone project in which they articulate a contemporary question or problem of their choice, research its nuanced history, and participate in a series of class-designed events during which groups may deliver presentations, facilitate community discussions, organize speakers, and engage in meaningful student activism. Students enrolling in Braver Newer World should expect to read 40+ pages per night. This is a single block, four credit course that fulfills the senior year English requirement.

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### **INTEGRATED SENIOR STUDIES: THE GREATER BOSTON PROJECT**

0491 (4 credits)

Full Year

Grade

9:

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This course explores how individuals and groups have worked throughout history to effect change in Greater Boston. Students will look at various historical moments through a variety of different lenses - population, government, economy, education, and arts and leisure - and consider how these have molded what Greater Boston has become today. The course of study is expressly interdisciplinary, as skills from the disciplines of English, history, and mathematics are brought together to explore Greater Boston's past and present and it is project-based, so group projects make up the majority of the course assessments. The course culminates in the Community Action Project, which entails collaborative exploration into and analysis of at least one area of study from the course; the project allows students to become agents of change as they work to develop, propose, present, and possibly implement their resolutions to existing real-world problems. **This is a double block, eight credit course that fulfills the senior year English requirement.**

## **ENGLISH ELECTIVES**

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### **EXPERIMENTAL WRITING**

0520 (2 credits)

Semester

Grades 9, 10, 11, 12

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Experimental writing is an elective course designed to enable students to approach writing with a sense of

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freedom. Students have experiences in a variety of forms such as letters, personal narratives, journals, short stories, dramatic monologues, dialogues and one-act plays. They write poetry and experiment with different voices and styles. They have opportunities to discuss ideas and to share their writing with other students. Students are expected to complete reading and writing exercises for classroom discussion and evaluation. They are required to respond to both teacher and peer evaluation of their work and to complete the process of writing by editing their work carefully and precisely. Class time is given for individual conferences and evaluations of students' progress.

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**PUBLIC SPEAKING (0510):**

*0510 (2 credits)*

*Semester*

*Grades 9, 10, 11, 12*

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Public speaking is designed to enhance students' oral communication skills and to help students develop poise and confidence in public speaking situations. The course provides an opportunity to explore personal attitudes toward public speaking, the verbal and nonverbal dynamics of communication, listening skills, the speech-making process, various delivery styles and techniques and speech evaluation.

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**FILM STUDIES**

*0530 (2 credits)*

*Semester*

*Grades 9, 10, 11, 12*

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In this course, students consider the medium of film both as audience and creator. Extensive film viewing and analysis are essential course components as students assess films both in and outside of class to develop their own aesthetic values. Students need to be able to think and write critically about film. Students study the history of film and film theory, learn to analyze their experience as an audience and place themselves within the position of director, cinematographer, editor and screenwriter by creating all elements of a film.

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**JOURNALISM 1 -- THE HILLTOPPER**

*0547 (4 credits)*

*Full Year*

*Grades 9, 10, 11, 12*

*0548 (2 credits)*

*Semester*

*Grades 9, 10, 11, 12*

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This semester and full year course will focus on writing for publication and critical consumption and analysis of news media. Students will interact with a variety of article types, including news articles, features, columns, editorials and reviews. The primary emphasis of the course will be the development of all phases of our school-based newspaper, *The Hilltopper*. Students will research and write pieces, edit and layout the paper. Students who have taken the previously titled Journalism and Media class are eligible to enroll in this new offering, though it is not a prerequisite.



This course will focus on examination and analysis of short stories, fiction, drama, memoir, film, and graphic fiction **by, for, and about** LGBTQIA (lesbian, gay, bisexual, transgender, queer, intersex, asexual) people's lives and experiences. Focus will broaden to include the cultural and social history of LGBTQIA rights and visibility. Coursework will include reading assignments, critical analysis and essays, and class discussions. This elective course is available to students in grades 9-12 and carries two graduation credits. As an elective, this course is supplemental to students' four-year English requirement. Representative texts may include *This Book is Gay* by Juno Dawson; *Fun Home* by Alison Bechdel; *All Boys Aren't Blue* by George M. Johnson; *Gender Queer* by Maia Kobabe; *Giovanni's Room* by James Baldwin; *Rubyfruit Jungle* by Rita Mae Brown

## **ENGLISH LANGUAGE LEARNERS**

The goal of the **English Learner Education (ELE) Program** is to provide English Learners with systematic, explicit, and sustained English language development and meaningful participation in Needham High School's general educational program. English Language Development happens in two places: SEI content classrooms and EL classes.

### **SEI Classes**

Teachers across all content areas receive a sheltered English instruction endorsement from the state in teaching English learners. English learners learn grade-level content alongside their proficient English-speaking peers in classes across the content areas.

### **EL Classes**

ELs are grouped together and licensed EL teachers guide students in a systematic, dedicated, and sustained study time to develop various aspects of the English Language that proficient English-speakers already know. The goal of EL instruction is to advance English language development and to promote academic achievement. EL instruction includes social and academic language in all four domains including listening, speaking, reading, and writing. Depending on their language needs, a student may enroll in more than one English Learner Education course during the school year.



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This course is designed for students who have recently arrived in the United States and have little or no proficiency in English. The course will support language acquisition to help students succeed academically. Students will practice reading, writing, listening, and speaking through a variety of different activities and lessons. Content includes grammar, reading comprehension, presentations, and support with adjustment to American culture and life. Prerequisite: Placement by EL Teacher.

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**English Learner Education: Entering/Beginning**

0987

*(4 credits)*

*Full Year*

*Grades 9-12*

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This course is designed for students at a foundational level of English proficiency. It focuses on the development of reading comprehension and writing skills in English and will advance instruction in English grammar, vocabulary and usage. Students will continue to develop English listening and speaking skills. Prerequisite: Placement by EL Teacher.

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**English Learner Education: Developing/Expanding**

0988

*(4 credits)*

*Full Year*

*Grades 9-12*

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This course is designed for advanced English Learners who are transitioning to English proficiency. This course will advance instruction in English grammar, vocabulary and usage in order to polish and refine writing. It will also emphasize close reading and analysis of text and students will continue to practice and develop speaking and listening skills. Prerequisite: Placement by EL Teacher.

## FINE AND PERFORMING ARTS

All Visual Arts and Performing Arts courses offered may be used to meet the NHS arts requirement of 8 credits for graduation.

### Visual Art Courses

Num	Length	Credit	Course	Num	Length	Credit	Course
7010	F	4	Art 1	7158	S	2	Introduction to Sculpture
7022	F	4	Art 2 Hon	7159	S	2	Digital Art and Animation
7041	F	4	Art 3 Acc	7176	S	2	Intro to Photography 1 (grades 10, 11, 12)
7031	F	4	AP Art and Design 3 (name change and description update)	7177	S	2	Intermediate Photography 2
7141	F	4	Art 4 Senior Studios Acc	7178	S	2	Advanced Photography 3
7116	S	2	Introduction to Ceramics 1	7185	S	2	Advanced Digital Portfolio
7118	S	2	Intermediate Ceramics 2	7193	S	2	Drafting and Linear Perspective 1
7109	S	2	Advanced Ceramics 3	7196	S	2	Drafting and Linear Perspective 2
7199	S	2	Advanced Ceramics Portfolio	7245	S	2	Design & Production 1
7120	S	2	Crafts 1	7235	S	2	Design & Production 2
7128	S	2	Drawing & Painting 1	7237	S	2	Advanced Design & Production 3
7136	S	2	Drawing & Painting 2	7246	S	2	Motion Design
7258	S	2	Product Design & Development	7255	S	2	A Glimpse Through Time: Visual Language and Culture
7238	S	2	Comics	7020	S	2	★ Explorations of Art

Courses are designed to enable students to meet the National Standards, the Massachusetts Frameworks in Arts Education, and the Fine and Performing Arts Processes: Creating, Responding and Presenting, and Performing. Students will also further develop Social-Emotional and 21st Century Skills in all of the Visual Art Courses. Critiques, which are class discussions of student artwork aimed at providing feedback as part of the design process, are an integral part of all Art courses. Homework is assigned on a continuing basis for all courses, and students will experience a variety of strategies dealing with personal artistic assessment.

The Department offers a variety of full year art courses and semester based courses. The full year art courses are designed to be taken in sequential order and are recommended for those students who have the desire to work towards the development of a 2D Portfolio either for submission to the AP College Board or for college applications. It is also possible to work towards a 3D or Digital portfolio with the appropriate sequence of semester based art classes (Please contact the Director of Fine and Performing Arts for guidance if this is a desired outcome).

## FULL YEAR ART COURSES

Designed as a sequential curriculum, students enrolled in Art I through Art IV explore a more challenging dive into personal expression through the visual arts and design. By completing research and planning for artworks, experimenting with various media, tools, and processes, and creating inquiries into topics of interests, students create portfolios of increasingly high level work. These portfolios can be used as part of the college application for studio and design majors or as an enhanced supplement to other programs. In addition, students can choose to enroll in Advanced Placement Art and Design in grades 11 or 12 to submit an exam for potential college credit. Art I-Art IV courses develop a student's ability to communicate visually with intent, develop design vocabulary, and practice methods of presentation. A wide variety of artists are introduced to students to help strengthen their historical understanding of the arts and create connections to larger themes. Through sketchbook use, experimentation with materials, and revision of ideas and pieces, students apply problem solving skills while being challenged to think creatively. Homework is assigned regularly and students participate in various methods of critiques to give and receive feedback about their work and process. Each full year art course earns four credits.

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### ART 1

7010 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This full year course is open to anyone, and is perfect for those who have an interest in visual art. This is a prerequisite course for Art 2. Students experiment with a variety of two dimensional and three dimensional materials and processes. They will learn basic visual art concepts in design and technique, creative development, critical analysis and reflection, and create a variety of artworks throughout the year. Students will use sketchbooks to develop their personal voices, sketch and brainstorm, and touch upon cultural and historical



contexts in art. Minimal homework is assigned on a continuing basis. Students who pass this course may sign up for Art 2, and Drawing and Painting 2.

Students who are unable to enroll in the full year Art 1 class and have a desire to enroll in Art 2 and AP Art 3 in the future, should enroll in the semester based Explorations of Art course.

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**ART 2**

7022 (4 credits)

Full Year

Grades 10, 11, 12

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**Prerequisite:** Art 1, or both Drawing & Painting 1 and 2, or Explorations of Art, or permission of the department with a portfolio review.

Art 2 Honors is offered for Honors credit and builds upon the fundamentals developed in Art 1 at a more complex, meaningful level. As the bridge that connects Art 1 to Art 3 Advanced Placement and Accelerated courses, a greater time commitment and level of investment is required. Activities, homework assignments, and in class pieces will continue improving technical and conceptual skills. Students will be required to make artistic decisions independently as they begin to develop a personal voice and style. Assignments include both two- and three dimensional media, such as drawing, painting, printmaking, design, and sculpture. In-class critiques, reviews, and self-assessments take place on a regular basis. Weekly homework completion, sketchbook assignments, and the development of a second year portfolio are basic expectations of Art 2 Honors.

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**ART 3**

7041 (4 credits)

Full Year

Grades 11, 12

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**Prerequisite:** Art 2

Offered for Accelerated credit, this course expands upon skills developed in Art 1 and 2. Art 3 students work towards mastery of technical skills in a range of two and three-dimensional media. Students focus on their personal growth and strive to develop a personal voice in their work. A high level of competence will be expected with project development and problem solving, as these skills enable students to push the boundaries of visual concepts and thematic focus. Students must have a strong grasp of the Elements of Art, the Principles of Design, and participate in critical analysis of their work. There will be a heavy homework obligation. A portfolio will be assembled for students to use during college interviews.

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**AP ART AND DESIGN 3**

7131 (4 credits)

Full Year

Grades 11, 12

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**Prerequisite:** Art 2, or Explorations of Art, or both Drawing 1 and 2, and teacher recommendation.

AP Art and Design offers students an opportunity to receive college credit through a hands on studio based portfolio that is submitted digitally. Throughout the year, students complete 15 works of a sustained investigation as their exam, following a chosen line of inquiry and providing evidence of growth and development through photographic documentation. Students can choose from a Drawing, 2D, or 3D portfolio, and are scored with a required rubric developed by the College Board. Work must show evidence of a high level of competence in project development, visual problem solving, technical skill, personal expression and understanding of the elements and principles of design. In addition, students practice writing statements describing their processes and ideas that are submitted with images of their work online. This advanced placement course carries a heavy homework obligation. It challenges students to experiment with many materials, techniques, and ideas. Critical analysis, ongoing critiques, assessment are important components of the course.

To learn more about AP Art and Design, visit their [program page](#) on AP Central.

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**ART 4 SENIOR STUDIO**

7141 (4 credits)

Full Year

Grade 12

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**Prerequisite:** Art 3 Accelerated or AP Art 3 Portfolio, or departmental permission

This is a challenging, Accelerated course that is intended for students who are working toward a sense of mastery and personal growth in their work. This course is for students who are willing to take risks to develop personal ideas and to refine them into skillfully and finely crafted statements. Students will continue preparing and assembling a portfolio that may be used for college admissions and/or scholarships, whether or not they are art-school bound. Part of the class time is devoted to critical analysis of student work and individual assessments. Throughout the year, students participate in curating exhibits at various locations.

## SEMESTER ART COURSES

The Fine Arts program includes a variety of semester length two credit courses. These courses are open to all students. Please note the sequential nature of courses, and be sure to register for the proper level. All students should register for the first level as the entry into a specific course sequence, unless they have Department permission to do otherwise. Homework is assigned on a regular basis. Students who are interested in pursuing a particular medium in depth are encouraged to do so and are able to work towards a portfolio with the option to submit to the AP College Board.

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**★ EXPLORATIONS OF ART**

7025 (2 credits)

SEMESTER

GradeS 9, 10, 11, 12

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This semester based course is open to all students and is perfect for those who have an adventurous  
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interest in visual art and would like to develop skills for future courses in various media. Students will experiment with a variety of 2D, 3D, and Digital materials and concepts, with the intent to understand the artistic process, cultivate their personal interests, and build connections to the outside world. They will learn basic visual art concepts in design and technique, idea development, collaboration, critical analysis and reflection, and portfolio development. Students who are successful in this course may enroll in Art 2, Drawing and Painting II, Digital Art and Animation, Introduction to Photo, Introduction to Ceramics, and Design and Production I.

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**INTRODUCTION TO CERAMICS 1**

7116 (2 credits)

Semester

Grades 9, 10, 11, 12

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This semester course introduces students to the use of clay as a medium for art expression. Students will have the opportunity to explore the properties of clay, the history of clay, and create functional and sculptural pieces. Each student will experience the three basic hand building methods (pinch, coil, slab), the basics of the wheel, various surface decoration techniques, and the glazing and firing of all completed pieces.

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**INTERMEDIATE CERAMICS 2 (7118):**

7118 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Introduction to Ceramics

Intermediate Ceramics will engage students in more sophisticated techniques using clay and glazes. Students will learn more complex hand building and wheel throwing techniques, with emphasis on researching and developing personal styles of expression and design concepts. Students will learn and participate in the complete cycle of processing a ceramic work from the recycling of clay to the firing process.

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**ADVANCED CERAMICS 3 (7109):**

7109 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Intermediate Ceramics

This advanced course is designed for students who want to challenge themselves and work independently to master the medium of clay. Building on the skills and techniques developed in Introduction and Intermediate Ceramics, students will be presented with complex visual challenges that will require them to develop, design, and create solutions through hand building and the potter's wheel. A main focus of the course will be for students to design their own unit to explore individual interest and style in depth.

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**ADVANCED CERAMICS PORTFOLIO (CERAMICS 4)**

7199 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Advanced Ceramics 3 and/or permission of the Department

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This is a semester course designed for advanced ceramic students who have successfully completed Advanced Ceramics (ceramics 3). There will be some challenging techniques introduced to push students into experimenting with more difficult ceramic concepts. A main focus will be to continue exploring their individual interest and style to accumulate works to create a portfolio of expressive works suitable for submission to college, and/or possibly for AP submission. Interested students should consult their art teacher and/ or the Director of Fine & Performing Arts to ensure they are qualified for this course.

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**DESIGN & PRODUCTION 1**

7245 (2 credits)

Semester

Grades 9, 10, 11, 12

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This semester course presents a broad range of assignments based on the principles of design and typography. Students learn by progressing through a series of hands-on projects using Adobe Illustrator and Adobe InDesign.

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**DESIGN & PRODUCTION 2 (7235):**

7235 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Commercial Design & Production 1 or permission of the department.

This is an advanced course that provides students with computer based graphic design and production experience through layout and design assignments. It builds upon the skills developed in Design & Production 1, with an increased focus on real world applications of these skills.

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**Advanced Design & Production 3 (7237):**

7237 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Design & Production 2 or permission of the department.

This semester course, which utilizes the Graphics Production Lab, is for students who wish to gain skills in graphics production. Students interface with customers and are involved in all aspects of job production, including interviewing clients, designing, estimating cost, planning, purchasing materials, and the production of the final product. Examples of projects include concert programs, posters and event T-Shirts which are used by the school and community. Successful students may have the opportunity to become paid interns in the summer Graphics Production program.

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**CRAFTS 1**

7120 (2 credits)

Semester

Grades 9, 10, 11, 12

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Students design and create utilitarian and non-functional works using a variety of techniques and materials. A wide variety of crafts, media, forms and techniques from diverse cultures are explored. Assignments emphasize

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the fundamentals of good design, visual creativity, technical skill, and craftsmanship.) Students compare and contrast 'Crafts' with other forms of visual art.

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**DIGITAL ART & ANIMATION**

7159 (2 credits)

Semester

Grades 9, 10, 11, 12

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This course, open to all students, engages students with the world of computer generated art including digital painting and animation. This course takes place in the Fine and Performing Arts Computer lab. Students learn Photoshop, Flash, and other appropriate software to create works of art. Upon successful completion of this course, students will be ready for more advanced creative work in the areas of Photography, Graphic Design, and other arts media that utilize the potential of 21st Century digital tools.

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**MOTION DESIGN**

7246 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Digital Art and Animation.

This semester course is for students wishing to take the skills they have obtained through Digital Art, Design and Animation, and expand and utilize them in the study and creation of 3D renderings and more complex animation. A variety of digital creating tools will be used, such as Maya, as well as non-digital animation techniques, such as stop motion.

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**ARCHITECTURAL DRAWING AND DESIGN 1** (formally called DRAFTING & LINEAR PERSPECTIVE 1)

7390 (2 credits)

Semester

Grades 9, 10, 11, 12

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This semester course, open to all students, is ideal for those who enjoy a more mathematical and technical approach to drawing. Students will be introduced to the fundamentals of drafting, and the representation of three dimensions on a two dimensional plane by using 1 and 2 point perspective. Students will design and draw from observation and imagination, applying the elements and principles of design. A 3D construction unit will give students the opportunity to articulate design decisions in real space, as determined by a specific challenge and set of criteria. Students will be expected to participate in mini-lectures, coursework critiques and reflections.

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**ARCHITECTURAL DRAWING AND DESIGN 2** (formally DRAFTING & LINEAR PERSPECTIVE 2)

7395 (2 credits)

Semester

Grades 9, 10, 11, 12

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**Prerequisite:** Drafting & Linear Perspective 1, or permission of the department.

This semester course develops and builds upon the content explored in Drafting and Linear Perspective 1. During

this class, students will work from observation and imagination, finding new applications for rendering in 2 point perspective and will also undertake a drawing that uses three vanishing points. As with Drafting and Linear Perspective 1, there will be at least one 3D challenge. Reference will be made to specific historical architectural styles and developments , to enrich and inform the student’s aesthetic and design decisions.

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**DRAWING & PAINTING 1**

7128 (2 credits)

Semester

Grades 9, 10, 11, 12

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This semester course is open to anyone who is interested in learning how to paint and draw. It provides a solid foundation in the fundamentals of drawing and painting skills as a vehicle for thinking, seeing and communicating. Using a wide variety of tools and techniques, students learn to develop thoughtful and well-crafted pieces which pull from a broad range of subjects and techniques. Students will practice creative brainstorming and process development as a way to make their work personally meaningful. There is a light homework component.

\*\* This course is NOT open to students who have completed Art 1 with a C- or higher. Note: Upon completion of D/P 1 and 2, students may present their portfolio to the FPA staff to determine eligibility for Art 2 Honors.

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**DRAWING & PAINTING 2**

7136 (2 credits)

Semester

Grades 9, 10, 11, 12

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**Prerequisite:** Drawing & Painting 1 or permission of the Department.

This course is a continuation of Drawing & Painting 1. Students will expand and refine their drawing and painting skills and utilize a wide variety of tools and techniques to communicate visually. Journals, self-analysis, and daily critiques are an important part of the course. Upon successful completion of both Drawing & Painting 1 and Drawing & Painting 2, students may present their portfolio to the department to determine eligibility for Art 2 Honors.

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**INTRODUCTION TO SCULPTURE (7158)**

7168 (2 credits)

Semester

Grades 9, 10, 11, 12

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This semester art course is suitable for ALL LEVELS who are interested in diving into the world of three dimensional art. Students discover and explore sculpture through hands-on exploration of a variety of 3D media. They will be introduced to physical, cultural and social contexts in which traditional and modern sculptures are created. A wide range of sculptural disciplines will be touched upon, which may include realistic, figurative, abstract, kinetic and site specific/ public works. Learning the essentials of principles and elements of design, critical reflection and analysis, and creative development are part of this course. There is a minimal homework requirement. (Please note: Interdisciplinary collaboration may take place when schedules allow)

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**INTRODUCTION TO PHOTOGRAPHY 1 (7176):**

7176 (2 credits)

Semester

Grades 10, 11, 12

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This course gives students an introduction to shooting, processing, printing black and white photographs in the darkroom, as well as digital photography and computer enhancing/manipulation techniques with photoshop. Students learn the fundamentals, including how manual cameras work and understanding exposure. When not shooting, processing, or in the darkroom, in class assignments strengthen students' design and conceptual skills. The work of several photographers will be introduced throughout the course. When not shooting, processing, or in the darkroom, in class assignments strengthen students' design and conceptual skills. The work of several photographers will be introduced throughout the course. Students will borrow and sign-out materials, such as cameras from the school, and would benefit from access to a digital single lens reflex (DSLR) camera for personal use outside of school. There is a minimal homework component to this course. It can be applied to the fields of Photography, Design, Advertising, Marketing, and many more! This course is only open to students entering grades 10, 11 or 12.

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**INTERMEDIATE PHOTOGRAPHY 2 (7177):**

7177 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Introduction to Photography 1

This course is a continuation of Photography 1 and provides the student with increased experiences in producing high quality photographs. Students progress through a series of incrementally challenging assignments using traditional photography techniques. Advanced techniques are designed to help students develop the skills necessary to translate creative ideas into more personal and compelling images. Since this course requires outside of class photo shooting, students would benefit from having access to a digital single lens reflex (DSLR) camera for their personal use. There is a light homework component to this course. It can be applied to the fields of Photography, Design, Advertising, Marketing, and many more!

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**ADVANCED PHOTOGRAPHY 3**

7178 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Intermediate Photography 2

This course is designed for the student who has successfully completed Photography 1 and 2. Students will intensify their use of photography, both traditional and digital, as a means of self-discovery and personal expression while expanding and refining technical control of the medium. Students will learn to identify and articulate a personal response to the environment. The course emphasizes visual problem solving through in-depth photo essays. Since this is an advanced course and requires outside of class photo shooting, students

must have access to a digital single lens reflex (DSLR) camera for their personal use. Students who would like to continue to develop their skills after the completion of Advanced Photography are encouraged to enroll in Advanced Digital Portfolio.

There is a medium amount of homework expected to complete in this course, as students will be asked to regularly make imagery outside of the classroom setting. This course can be applied to the fields of Photography, Design, Advertising, Marketing, and many more!

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**ADVANCED DIGITAL PORTFOLIO**

7185 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisite:** Advanced Photo 3, Commercial Production, or permission of the Department.

This semester course is designed to allow advanced art students who have successfully completed Advanced Photo 3, or Commercial Production 2, to use their digital art skills and accumulated works to create a portfolio of expressive works suitable for submission to college, and/or possibly for AP submission. Interested students should consult their Art teacher and/ or the Director of Fine & Performing Arts to ensure they are qualified for this course. Currently offered during Fall Semester.

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**PRODUCT DESIGN & DEVELOPMENT**

7258 (2 credits)

Semester

Grades 10, 11, 12

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**Prerequisites:** Digital Art & Animation; Commercial Design & Production 1; or Engineering Design 101 courses offered at NHS.

In this two credit semester course students will develop and design products, focusing on toys, board games, and musical instruments. They will use the Design Thinking process while creating, testing, and refining the product. Students will explore the design development process in the fields of Product and Toy Design from conceptualizing/ problem solving, drawing, creating presentation boards, models, prototyping etc. The course will cover the importance of functionality, ergonomics, preserved value, play patterns, and demographic needs. The history of product, toy and instrument design will be incorporated to inform student design decisions. They will use simulations and statistics to predict game flow/outcomes; study the physics behind the instruments/sound to inform their design. Instruction includes lectures, literature, design critiques and hands on modeling & utilizing the tools in Studio 605 and The DaVinci Workshop.

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**COMICS**

7236 (2 credits)

Semester

Grades 10, 11, 12

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Whether a Mayan codex or a Superman comic, humans have been expressing ideas and telling stories using

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images in sequence for hundreds of years. In this class, students will explore the history and uses of 'sequential art', and develop skills to create their own comics and graphic novels. Comic books and graphic novels have become an incredibly powerful, varied, and popular form of visual storytelling. Marvel and DC superheroes reach a vast audience, as does Manga, the Japanese form of comic books. Comics are used to express a range of themes, from comedy, to adventure and fantasy, as well as memoir, and social and political commentary. In this class, students will mostly use traditional art tools - pencil, pen, ink, and brush - to develop their work and vision. We will build upon our drawing skills while also exploring concepts unique to the world of comics, such as lettering, panel structure, panel transitions, and cinematic shots. Character Design and Narrative Structure will also be explored.

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**A GLIMPSE THROUGH TIME: VISUAL LANGUAGE & CULTURE**

7255 (2 credits)

Semester

Grades 9, 10, 11, 12

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This process based course will travel through time to unleash the visual voices that are commonly left out of the conversation. Students will learn what it means to be a visual communicator through a multicultural lens. Regions such as Northwest Africa, the Middle East, pre and post Columbian Latin America, East and Southeast Asia will be the primary focus in this hands-on studio course. Students will get an opportunity to develop work using traditional materials and techniques such as; Calligraphy on Maobianzhi paper, Batiks with wax reduction, and much more. In this course, students will spend approximately thirty percent of time investigating cultural art practices and stories and seventy percent of the time designing, developing and creating pieces influenced by these stories. Together we will study how that language has changed over time, what voices stood out and what voices were left out of the conversation. Students will work together to redirect the conversation to build a more equitable future of visual communicators.

## Performing Art Courses

Num	Length	Credit	Course	Num	Length	Credit	Course
8020, 8029	F	4	Concert/Symphonic Band	8165	S	2	Theatrical Construction & Design
8121/ 8011	F	4	★ Concert/Symphonic Band Acc	8166	S	2	Acting & Improvisation
8036/ 8131	F F	4 4	Jazz Ensemble (after school) ★ Jazz Ensemble Acc (after school)	8167	S	2	Introduction to Theatre
8040	S	2	Jazz Improvisation	8168	S	2	★ Advanced Acting Study
8060	F	4	String Orchestra	8216	S	2	Music Production 1
8061	F	4	String Orchestra Acc	8217	S	2	Music Production 2
8080, 8077	S	2	Chorus/Bella Você Chorus	8075	S	2	AP Music Theory 2
8081, 8041	F	4	Chorus Acc/ Bella Voce Chorus Acc	8070	S	2	Music Theory 1
8074	F	4	Concert Chorale	8067	F	2	Modern Music Laboratory
8051	F	4	Concert Choral Acc	8125	S	2	Guitar Class 1
8056	F	4	Chamber Orchestra	8126	S	2	Guitar Class 2
8151	F	4	Chamber Orchestra Acc	8135	S	2	Piano Lab 1
				8136	S	2	Piano Lab 2

All Performing Arts courses are designed to meet the National Standards and Massachusetts Frameworks in Music or Theater Education and the Fine and Performing Arts Domains: Creating, Responding and Performing. Performing Arts courses are divided into two categories: Performance Courses and Semester Classroom Courses. Performance Courses require students to continually refine their performance skills and to participate in public performances outside of the regular school day. Semester classroom courses do not require public performance.

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# PERFORMANCE COURSES

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## CONCERT/SYMPHONIC BAND

8020/8029 (4 credits)

Full Year

Grades 9, 10, 11, 12

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**Prerequisite:** Previous experience playing a traditional band instrument in an ensemble. Membership in Concert or Symphonic Band is required to audition for Jazz Ensemble, MMEA District and All-State Festivals.

While this is a full year course, accommodations to enroll in one semester of the ensemble are made for students who are on an IEP or 504. Please contact the Director of Fine and Performing Arts and Special Education.

The High School Band is open to students in grades 9 through 12 who have previously or are currently studying a band instrument (e.g., Woodwind, Brass, or Percussion) at an intermediate to advanced level. The band program is divided into two groups, the Concert Band and the Symphonic Band, based upon playing ability (auditions), teacher recommendation, and balanced instrumentation between the bands. In both ensembles students will study music of a variety of styles and time periods in preparation for concert performance. Rehearsals will include section and/or small ensemble development in addition to the large ensemble playing. The Concert and Symphonic Bands perform in high school concerts, evaluation festivals, and community events throughout the year. Students in both Concert and Symphonic Band will also be exposed to Marching Band repertoire and technique and are encouraged to participate in the selected football game performances. Public concerts are part of each band's formal curricula and attendance at them is mandatory.

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## ★ CONCERT/SYMPHONIC BAND ACC

8121/8011 (4 credits)

Full Year

Grades 9, 10, 11, 12

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**Prerequisite:** a minimum of one year's previous experience in high school band or department permission.

While this is a full year course, accommodations to enroll in one semester of the ensemble are made for students who are on an IEP or 504. Please contact the Director of Fine and Performing Arts and Special Education.

Students enrolled in Symphonic Band may elect to take Symphonic Band Accelerated to receive academic credit for advanced study and performance on their chosen instrument. Students enrolled in this course must meet all of the Symphonic Band requirements, study their instrument with an approved private instructor, audition for District/Honors groups, perform in an additional ensemble beyond the regular school day, and present a formal solo for their instrument in a recital once each semester. In addition, Symphonic Band Accelerated students are expected to attend one non-Needham formal concert each marking period and complete a written review of the event.

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## JAZZ ENSEMBLE/★ JAZZ ENSEMBLE ACCELERATED

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**Prerequisite:** Students must be members of Concert Band or Symphonic Band, ~~or Marching Band~~ to be eligible for Jazz Ensemble.

Students who are not enrolled in Accelerated Symphonic Band or Concert Band may request to enroll in Accelerated Jazz Ensemble.

This class is open to students by audition only. Instrumentation is for standard Big Band (i.e. saxophones, trumpets, trombones, piano, guitar, bass and drums). The Jazz Ensemble studies and performs a wide range of music, including Swing, Latin, Funk, and contemporary Jazz. Rehearsals emphasize understanding and playing the various styles, as well as balancing and blending within sections and the entire ensemble. Students also work on improvisation, scales, modes and chord construction. Auditions are held in the spring and the ensemble meets after school throughout the school year. The Jazz Ensemble performs at school concerts, an evaluation festival, and various school and community functions; these public concerts are part of the formal curricula and attendance at them is mandatory.

## JAZZ IMPROVISATION

8040 (2 credits)

Semester

Grades 9, 10, 11, 12

**Prerequisite:** At least two years of successful performance in a middle or high school performing ensemble, or permission of the instructor.

The purpose of this course is for students to develop confidence in independent playing and in the art of spontaneous composition in a jazz style. Students start by learning blues progressions, followed by other typical chord changes and progressions. Additionally, students engage in considerable study of scales, chords, and combo playing. Students are placed in groups according to their ability.

## STRING ORCHESTRA

8060 (4 credits)

Full Year

Grades 9, 10, 11, 12

**Prerequisite:** Previous playing experience in an orchestral style ensemble or department permission. Membership is required to audition for District and All-State Festival Orchestras.

While this is a full year course, accommodations to enroll in one semester of the ensemble are made for students who are on an IEP or 504. Please contact the Director of Fine and Performing Arts and Special Education.

The String Orchestra is open to students in grades 9 through 12 who play an orchestral string instrument. Students pursue the development of instrumental technique and musicianship through the study of orchestral works from various stylistic periods. Students receive coaching in sight-reading, ear training, and theory. There is opportunity for interested students to explore the art of conducting. Solo literature and chamber music are explored as well.

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The Orchestra performs at school concerts and at various evaluation festivals and community events throughout the year. Public concerts are a formal part of the orchestra's formal curricula and attendance at them is mandatory.

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**STRING ORCHESTRA ACC***8061**(4 credits)**Full Year**Grades 9, 10, 11, 12*

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**Prerequisite:** a minimum of one year previous experience in high school String Orchestra or department permission.

While this is a full year course, accommodations to enroll in one semester of the ensemble are made for students who are on an IEP or 504. Please contact the Director of Fine and Performing Arts and Special Education.

Students enrolled in String Orchestra may elect to take String Orchestra Accelerated to receive academic credit for advanced study and performance on their chosen instrument. Students enrolled in this course must meet all the classroom and performance requirements of the String Orchestra, along with studying their instrument with an approved private instructor, auditioning for District/Honors groups, performing in an additional ensemble beyond the regular school day, and presenting a formal solo for their instrument in recital once each semester. In addition, Accelerated students are expected to attend one non-Needham formal concert each marking period and complete a written review of the event.

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**CHAMBER ORCHESTRA***8056**(4 credits)**Full Year**Grades 9, 10, 11, 12*

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**Prerequisite:** Enrollment is open by audition.

While this is a full year course, accommodations to enroll in one semester of the ensemble are made for students who are on an IEP or 504. Please contact the Director of Fine and Performing Arts and Special Education.

The Chamber Strings Ensemble is open by audition to students in grades 9 through 12 who have previously or are currently studying an orchestral string instrument. Auditions are held in the Spring. Students pursue the development of instrumental technique and musicianship through the study of orchestral works from various stylistic periods. Students receive coaching in sight-reading, ear training, and theory. There is opportunity for interested students to explore the art of conducting. Solo literature and chamber music are explored as well. The Orchestra performs at school concerts and at various evaluation festivals and community events throughout the year. Public concerts are a formal part of the orchestra's formal curricula and attendance at them is mandatory. Membership is required to audition for District and All- State Festival Orchestras.

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**CHAMBER ORCHESTRA ACC***8151**(4 credits)**Full Year**Grades 9, 10, 11, 12*

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**Prerequisite:** a minimum of one year previous experience in high school Orchestra or department permission.

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While this is a full year course, accommodations to enroll in one semester of the ensemble are made for students who are on an IEP or 504. Please contact the Director of Fine and Performing Arts and Director and Special Education.

Students enrolled in Chamber Orchestra may elect to take Chamber Orchestra Accelerated to receive academic credit for advanced study and performance on their chosen instrument. Students enrolled in this course must meet all the classroom and performance requirements of the String Orchestra, along with studying their instrument with an approved private instructor, auditioning for District/Honors groups, performing in an additional ensemble beyond the regular school day, and presenting a recital on their instrument once each semester. In addition, Accelerated students are expected to attend one non-Needham formal concert each marking period and complete a written review of the event.

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**CHORUS/BELLA VOCE**

8080/8077 (4 credits)

Full Year

Grades 9, 10, 11, 12

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The High School Chorus is a performance course open to all students. No previous formal vocal experience is needed. Students sing a wide variety of choral literature representative of different styles by contemporary and historical composers. When there is a large number of soprano/alto voices, a separate treble voice chorus will be scheduled. In addition to selections performed by the entire group, students are provided with opportunities to form smaller groups within the chorus. Student conductors and accompanists have opportunities to develop their skills when appropriate. Students develop musicianship, vocal technique, listening, and critical thinking skills. The chorus performs for high school concerts and community programs throughout the year. Public concerts are a formal part of each chorus' curricula and attendance is mandatory. The student must be a member of the chorus in order to audition for District and All-State Festivals.

While this is a full year course, accommodations to enroll in one semester of the ensemble are made for students who are on an IEP or 504. Please contact the Director of Fine and Performing Arts and Special Education.

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**CHORUS/BELLA VOCE ACC**

8081/8041 (4 credits)

Full Year

Grades 9, 10, 11, 12

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**Prerequisite:** a minimum of one year of previous experience in high school chorus or department permission.

While this is a full year course, accommodations to enroll in one semester of the ensemble are made for students who are on an IEP or 504. Please contact the Director of Fine and Performing Arts and Special Education.

Students enrolled in Chorus or Bella Voce may elect to take the Accelerated option to receive academic credit for advanced formal vocal study and performance. In addition to meeting all of the classroom and performance requirements of the Chorus, students enrolled in this course must study privately with an approved vocal instructor, audition for District/ Honors groups, perform in an additional vocal ensemble outside of Chorus on a

regular basis, and present a formal vocal solo in a recital once a semester. Chorus Accelerated students are expected to attend one non-Needham formal concert each marking period and complete a written review of the event.

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**CONCERT CHORALE***8074**(4 credits)**Full Year**Grades 9, 10, 11, 12*

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**Prerequisite:** Successful completion of the audition.

Concert Chorale is open to students in grades 9-12 by audition. It is an advanced mixed vocal ensemble usually numbering between 16-20 students. Auditions for the group take place in the spring. Music studied/performed ranges from the Renaissance period through contemporary genres and is meant to challenge the most serious, advanced student singers. Chorale students may audition for District and All-State Festivals. The Chorale performs several times each year, as well as at a variety of community events and regional festivals. Public concerts are a formal part of the chorale's formal curricula and attendance at them is mandatory.

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**CONCERT CHORALE ACC***8051**(4 credits)**Full Year**Grades 9, 10, 11, 12*

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**Prerequisite:** a minimum of one year of previous experience in high school chorus or department permission.

Students enrolled in Concert Chorale may elect to take the Accelerated option to receive academic credit for advanced formal vocal study and performance. In addition to meeting all of the classroom and performance requirements of the Chorus, students enrolled in this course must study privately with an approved vocal instructor, audition for District/Honors groups, perform in an additional vocal ensemble outside of Chorus on a regular basis, and present a formal vocal solo in a recital once a semester. Chorus Accelerated students are expected to attend one non-Needham formal concert each marking period and complete a written review of the event. Public concerts are a part of the chorale's formal curricula and attendance is mandatory.

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**MODERN MUSIC LABORATORY***8067**(2 credits)**Full Year**Grades 9, 10, 11, 12*

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**Prerequisite:** An informal meeting with the instructor is required for enrollment.

A full year, 2 credit performance seminar focused on music of the past 50 years, including rock, rap, R&B, folk, funk, pop, and more, with a strong leaning towards current music. Students will develop collaborative skills in arranging, recording, instrumental technique, performance, and project management. This course will meet in the Spring Semester during the school day. Students will be required to participate in some after school events.

## SEMESTER CLASSROOM COURSES

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### **MUSIC Production 1**

8216 (2 credits)

Semester

Grades 9, 10, 11, 12

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This course teaches students the skills and concepts needed for contemporary songwriting and production. They will produce original music using Apple Logic Pro software, MIDI keyboards, and audio recording equipment. This course has no prerequisite and is designed for students to be successful without having any previous formal musical training.

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### **MUSIC PRODUCTION 2**

8217 (2 credits)

Semester

Grades 9, 10, 11, 12

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**Prerequisite:** Music Production 1 or permission of the instructor.

This course builds upon the skills and concepts taught in Music Production 1. Students will expand their use of technology and software to explore music production, including film scoring, in greater detail. By the end of this course, students will feel comfortable creating original music and bringing it to a level suitable for recording and public performance. When possible students may have the opportunity to create musical scores for visual art animations and film clips.

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### **MUSIC THEORY 1**

8070 (2 credits)

Semester

Grades 9, 10, 11, 12

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**Prerequisite:** the ability to read traditional music notation

This course covers the basics of music theory and ear training, including scales and modes, intervals, triads and seventh chords, harmony, non-harmonic tones, part-writing, and form and analysis. Students will use the music technology lab for ear training, music writing assignments, and drill and practice programs. Any student interested in pursuing formal music instruction at the college level should enroll in this course, in addition to their performing ensemble course.

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### **AP MUSIC THEORY 2**

8075 (2 credits)

Semester

Grades 9, 10, 11, 12

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**Prerequisite:** Music Theory I or permission of the instructor.

In this course, students build aural and written music skills through intensive study in ear training, sight singing, melodic and harmonic dictation, part writing, form and analysis, and score reading. Further harmonic study will focus on seventh chords, non-chord tones, secondary dominant and leading tone chords, and modulation. The emphasis in the class is on developing written and listening skills; there is much drill and practice on scales,

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intervals, and chords, as well as utilizing harmonic, melodic, and rhythmic dictation. Students use the music computer lab throughout the class. This course is designed to enhance preparation for the College Board's Advanced Placement Music Theory Exam given in the Spring.

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**GUITAR CLASS 1**

8125

(2 credits)

Semester

Grades 9, 10, 11, 12

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This course is designed for students new to the instrument and teaches the basics of guitar playing. Students will learn to play the guitar through tuning the guitar, playing daily warm ups, technique, reading notes, learning music symbols, playing chord progressions, and establishing a steady beat. Beginning guitar students as well as students with previous experience will find the course essential to establishing a strong foundation in the instrument. Students will participate in classroom performances. School concert performance opportunities available but not required.

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**GUITAR CLASS 2**

8126

(2 credits)

Semester

Grades 9, 10, 11, 12

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**Prerequisite:** Guitar Class 1 or permission of the department.

This course builds upon skills learned in Guitar Class 1. Continuation of daily warm ups, technique, reading notes, learning music symbols, playing chord progressions, and establishing a steady beat. Students will learn more complex material and develop new skills as your guitar playing is brought to the next level. Class activities will culminate in at least one formal performance in front of an audience.

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**PIANO LAB 1 (8135):**

8135

(2 credits)

Semester

Grades 9, 10, 11, 12

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Piano Lab 1 is designed for students new to the instrument and teaches the basics of piano playing. Students will learn about technique, melody, accompaniment, music reading, and music symbols. Students will read exercises, partner songs, solo repertoire, playing by ear, and be introduced to improvisation. Students will play on electric keyboards. Students will participate in classroom performances. School concert performance opportunities available but not required.

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**PIANO LAB 2**

8136

(2 credits)

Semester

Grades 9, 10, 11, 12

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**Prerequisite:** Piano Lab 1 or permission of the Department.

Piano Lab 2 builds upon skills learned in Piano Lab 1. Students will learn about more complex technique, melody, accompaniment, music reading, and music symbols. Students will read exercises, partner songs, solo repertoire, playing by ear, and be introduced to improvisation. Students will have the opportunity to learn well-known,

established repertoire on the piano from classical to contemporary. Students will play on electric keyboards. Students will participate in classroom performances. School concert performance opportunities available but not required.

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### **ACTING & IMPROVISATION**

8166                      (2 credits)                      Semester                      Grades 9, 10, 11, 12

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This course, open to all students, provides practice for actors in voice, movement and performance using scenes from a variety of plays, as well as improvisation and mime. Students learn skills of projection and characterization by performing and critiquing scenes from plays and by developing original characters in specific settings. Emphasis in this course is on acting technique, scene analysis, and directing principles. Students will refine their skills by studying, analyzing and performing a wide variety of scenes representing multiple genres of theatrical style and craft. Class activities will culminate in one formal production or presentation in front of an audience.

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### **INTRODUCTION TO THEATRE**

8167                      (2 credits)                      Semester                      Grades 9, 10, 11, 12

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This course is for students interested in a broad overview of theater. This course introduces students to a variety of elements and principles used in the process of theater production and provides opportunities for students to experience performance aspects in class. The class will also provide a technical overview of producing a play, including business management. This course will help students interested in pursuing theater after high school by allowing students to learn about the many facets of theater. There is no formal performance requirement for an audience for this course.

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### **THEATRICAL CONSTRUCTION & DESIGN**

8165                      (2 credits)                      Semester                      Grades 9, 10, 11, 12

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Theatrical Construction & Design is a class which provides an opportunity for students to explore and create the design for a theatrical set. Students will engage in the processes of both designing and building a set, lighting and sound design and all other aspects of theatrical production often using one the high school theatrical productions as the working example. This class will run only in the Spring Semester.

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### **★ ADVANCED ACTING STUDY**

8168                      (2 credits)                      Semester                      Grades 9, 10, 11, 12

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Prerequisite: Acting and Improvisation

This semester based course is for students who have completed Acting and Improvisation and are interested in participating in a fully produced play that will be performed in front of an audience (outside of school hours) or at an adjudicated theater festival. Students will learn advanced acting techniques and will further develop their skills in character development and performance.

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## MATHEMATICS

Num	Length	Credit	Course	Num	Length	Credit	Course
2023	F	4	Integrated Math 9	2332	F	4	Statistics Hon
2033	F	4	Math 9 CP	2333	F	4	Fundamentals of Calculus and Statistics
2022	F	4	Math 9 Hon	2475	S	2	Critical Thinking in Math
2042	F	4	Math 9IP	2613	S	2	Principles of Accounting
2021	F	4	Math 9 Acc	2615	S	2	Personal Finance
2113	F	4	Algebra 2 CP	2489	S	2	Robotics
2122	F	4	Algebra 2 Hon	2466	S	2	Engineering Design 101
2013	F	4	Geometry CP	2467	S	2	Computer Aided Design and Manufacturing
2082	F	4	Geometry Hon	2482	S	2	Introduction to computer Science
2091	F	4	Geometry Acc	2476	S	2	Computer Programming Fundamentals
2043	F	4	Integrated Math 10	2488	F	4	AP Computer Science Principles
2052	F	4	Math 10IP	2490 2496	S	2	Junior/Senior STEM Capstone 2cr
2134	F	4	Contemporary Applied Mathematics	2311	F	4	AP Calculus AB
2203	F	4	Pre-calculus CP	2321	F	4	AP Calculus BC
2212	F	4	Pre-calculus Hon	2331	F	4	AP Statistics
2221	F	4	Pre-calculus Acc AB	2481	F	4	AP Computer Science
2231	F	4	Pre-calculus Acc BC	0491	F	8	The Greater Boston Proj Acc
2302	F	4	Calculus Hon	2478	S	2	Data Science
2234	F	4	Multivariable Calculus				

The mathematics program at Needham High School provides a comprehensive curriculum offering all students a rich and engaging experience. The main focus of the program is on teaching important and essential mathematics

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skills necessary for problem solving. The program's aim is to allow all students to reach their fullest potential as a critical and logical thinker. The program's balanced approach works on developing skills necessary for success in today's society. Accelerated and Advanced Placement courses are designed for students who demand especially challenging academic experiences and who are comfortable working with advanced materials. Although the course content at each grade are consistent, the pace and depth are different at each level.

Students will learn and practice skills emphasized in the Massachusetts State Frameworks and the Common Core Curriculum. Additionally, throughout our curriculum, emphasis will be given to these eight Mathematical Practices identified in the Massachusetts State Frameworks and Common Core curriculum:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Graphing calculators are an essential everyday tool for learning mathematics, so students in every mathematics course will need to have a graphing calculator. The NHS Mathematics Department requires that all of our students acquire a graphing calculator on their own. The Needham High School Mathematics department uses the TI-84, TI-84 silver edition and the TI-84 color edition.

A calculator purchased at the start of a student's high school career will be useful for class work, homework, and assessments in math and science classes through all four years of high school. Additionally, students will be allowed to use a graphing calculator on MCAS, SAT, ACT, and AP exams. The Mathematics Department has a limited supply of graphing calculators that we are able to loan out to students who request one (in person) at the start of the year.

Mathematics courses at NHS also make use of a variety of web-based and software applications where relevant to the curriculum. We aim to use these applications as tools for exploration as well as a means to assess students formally and informally.

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### **MCAS Math Review:**

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MCAS Math Review is for students who score within the Not Meeting Expectations or Partially Meeting Expectations range on the grade 8 MCAS exam. Students will be invited to enroll in this small group instructional program. The intent of the course is to help students bring their math up to an appropriate level. This course is taken in addition to a regular math course. The course relies on grant funds and will run provided adequate funding is received. The school will assign students to this course.

# MATH COURSES

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## INTEGRATED MATH 9

2023

(4 credits)

Full Year

Grade 9

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Integrated Math 9 will take an integrated approach to the study of Algebra and Geometry, with an emphasis on Algebra. This course is aligned to the Massachusetts Curriculum Frameworks and will prepare students for the Grade 10 MCAS Mathematics Exam. This course supports all students as they develop and strengthen computational fluency and develop conceptual understanding of the connections between algebra and geometry. Students will learn through discovery and application, developing and reinforcing the skills and strategies needed to break down complex problems. Topics in this course include, yet are not limited to: number sense and operations, graphing linear functions, linear equations and their application, and coordinate geometry. Graphing calculators will be used throughout the course.

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## MATH 9

2033, 2022, 2021

(4 credits)

Full Year

Grade 9

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**Prerequisites:** Successful completion of Math 8 or a course in Algebra 1.

Math 9 will formalize and extend the mathematics that students learned in Math 8. Students will study and contrast different types of functions including absolute value functions, piecewise-defined functions, quadratic functions, polynomial functions, exponential functions, logarithmic functions, and rational functions. In each unit, students will graph, analyze, solve problems, and apply these functions in a variety of settings. Beyond functions, students will further their understanding of laws of exponents, explore circles and other conic sections from algebraic and geometric perspectives. Students will also use descriptive statistics to summarize, represent, and interpret one-variable and two-variable data involving categorical or quantitative variables, with an emphasis on linear modeling and regression. Graphing calculators will be used throughout the course.

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## MATHEMATICS 9IP

2042

(4 credits)

Full Year

Grade 9

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**Prerequisites:** Successful completion of Math 8 or a course in Algebra 1.

Students who choose this course must also sign up for Biology 9IP, English 9IP, and World History 9IP. The approach to interdisciplinary mathematics will deepen and extend the concepts from Mathematics 8 while encouraging collaboration and project-based learning. The scope of the course will mirror the Math 9 honors curriculum which centers around graphical, numerical, and algebraic representations of a variety of functions (linear, quadratic, polynomial, exponential, radical, and rational). This course draws explicit connections to the other 9IP subjects using a project-based learning approach to the interdisciplinary themes of Observations and Patterns, Systems, Power and Influence, Disease; and Revolutions. This course will also prepare students with the

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mathematical foundations for Geometry and Precalculus. Graphing calculators will be used throughout the course.

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**ALGEBRA 2**

2122, 2113 (4 credits)

Full Year

Grade 11

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**Prerequisites:** Successful completion of Integrated Math 10 or a course in Algebra 1.

Algebra 2 takes a graphing, algebraic and numerical approach to the study of functions. Students will study and contrast different types of functions including absolute value functions, piecewise-defined functions, quadratic functions, polynomial functions, exponential functions, logarithmic functions, and rational functions. In each unit, students will graph, analyze, solve problems, and apply these functions in a variety of settings. Beyond functions, students will further their understanding of laws of exponents to square and cube roots. Other concepts in the course may also include sequences and series and selected topics in probability and statistics. Graphing calculators will be used throughout the course.

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**INTEGRATED MATH 10**

2043 (4 credits)

Full Year

Grade 10

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**Prerequisites:** Successful completion of Integrated Math 9

Integrated Math 10 will take an integrated approach to the study of Algebra and Geometry with an emphasis on Geometry. Math 10 Integrated blends the study of Algebra and Geometry and is a continuation of Math 9 Integrated. This course is aligned to the Massachusetts Curriculum Frameworks and will prepare students for the Grade 10 MCAS Mathematics Exam. Students will learn the skills they need to break down multistep problems and demonstrate their knowledge in various algebraic and geometric situations. Throughout the course, connections between algebra and geometry will be emphasized. Course topics include extending the number system; further study of linear relationships, descriptive statistics, area, volume, congruence, similarity, quadrilaterals, coordinate geometry and circles.

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**GEOMETRY**

2091, 2082, 2013 (4 credits)

Full Year

Grade 10

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**Prerequisites:** Successful completion of Math 9. Students who move levels (ie Honors to Accelerated or College Prep to Honors) are likely to have skills and content they must acquire to be successful in the new level.

Geometry uses both an investigative and a deductive reasoning approach to the study of plane, solid, and coordinate geometry. Students at all levels will study straight-line figures, circles, transformations, right triangle trigonometry, area, volume, similarity, and proof. The emphasis on proof will vary by level. Geometry software and web-based applications are used throughout the year to allow students to investigate geometric principles.

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## MATHEMATICS 10IP

2052

(4 credits)

Full Year

Grade 10

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**Prerequisites:** Successful Completion of Math 9IP, Math 9, or a course in Algebra II.

Students who choose this course must also sign up for Physics 10IP, English 10IP, and World and America 10IP. The approach to interdisciplinary mathematics will deepen and extend the concepts from Mathematics 9 while encouraging collaboration, presentation skills, and project-based learning. The scope of the course will mirror the Geometry honors curriculum which centers around both an investigative and a deductive reasoning approach to the study of plane, solid, and coordinate geometry. Students will study straight-line figures, circles, transformations, right triangle trigonometry, area, volume, and similarity while making connections to the other 10IP courses using a project-based learning approach to the interdisciplinary themes including Making an Argument, Relationships & Change, and Force. The emphasis on proof will connect directly to the communication skills and terminology to the other 10 IP subjects This course will prepare students with the mathematical foundations for Precalculus. Graphing calculators will be used throughout the course.

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## CONTEMPORARY APPLIED MATHEMATICS

2134

(4 credits)

Full Year

Grades 11, 12

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**Prerequisites:** Successful completion of Math 9 or Algebra II.

Contemporary Applied Mathematics will allow students the opportunity to reinforce learning of core high-school-level mathematics for college and career readiness. Students will learn the application of mathematics to the social sciences in today's world along with exploring topics in discrete mathematics. Throughout the course, all students will have the opportunity to strengthen their proficiency and fluency in all aspects of algebra. Students are required to have a graphing calculator as they will be used throughout the course

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## PRECALCULUS

2203, 2212 (4 credits)

Full Year

Grade 11

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**Prerequisites:** Successful completion of Math 9 and Geometry. Students who move levels (ie Honors to Accelerated or College Prep to Honors) are likely to have skills and content they must acquire to be successful in the new level.

Precalculus is an extension of topics introduced in Math 9 or Algebra II. The course is designed to strengthen and broaden students' mathematical skills in order to prepare them for a course in calculus. Units of study in this course will allow students to develop their understanding of general concepts regarding functions. Students will also expand their knowledge of Trigonometry and be introduced to beginning topics of calculus such as limits. Students are required to have a graphing calculator as they will be used throughout the course.

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## PRECALCULUS ACC-AB

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2221

(4 credits)

Full Year

Grades 10, 11

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**Prerequisites:** Successful completion of Math 9 and Geometry. Students who completed the Honors level are likely to have skills and content they must acquire to be successful in the new level.

Precalculus–AB is an accelerated course and includes units of study required to prepare students to take AP Calculus AB. Units of study in this course include analysis of various functions, discrete mathematics, conic sections, and an extensive study of trigonometry. Beginning topics in calculus are also covered including limits and an introduction to the derivative. Students are required to have a graphing calculator as they will be used throughout the course.

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### **PRECALCULUS ACC--BC**

2231

(4 credits)

Full Year

Grades 10, 11

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**Prerequisites:** Successful completion of Math 9 and Geometry. Students who completed the Honors level are likely to have skills and content they must acquire to be successful in the new level.

Precalculus-BC is an accelerated course and includes units of study required to prepare students to take AP Calculus BC. Units of study in this course include analysis of functions, discrete mathematics, operations with complex numbers, analytic geometry, and an extensive study of trigonometry. Beginning topics in calculus are also covered including limits and techniques of differentiation. Students are required to have a graphing calculator as they will be used throughout the course.

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### **FUNDAMENTALS OF CALCULUS & STATISTICS**

2333

(4 credits)

Full Year

Grade 12

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**Prerequisites:** Successful completion of Precalculus CP or Precalculus Honors

Fundamentals of Calculus and Statistics focuses on introducing students to essential concepts of Calculus and introducing students to central topics in Statistics. Units of study in this course include limits, derivatives, anti-derivatives and their applications. This course will also serve as an introductory course to statistics, which provides students the opportunity to learn statistical concepts, explore statistical properties, and apply statistical techniques in a real-world setting. Students are required to have a graphing calculator as they will be used throughout the course.

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### **CALCULUS HON**

2302

(4 credits)

Full Year

Grade 12

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**Prerequisites:** Successful completion of Precalculus.

Calculus is an honors course which focuses on the understanding of Calculus using numeric, algebraic and

graphical approaches. Units from differential and integral calculus provide the main themes, however some time will be taken to master topics not adequately studied in precalculus. Included are topics of differentiation techniques, integration techniques and differential equations. Along with the theoretical aspects of Calculus, practical applications such as business, the behavioral sciences, the social sciences, Biology, Chemistry and Physics will be emphasized. Students are required to have a graphing calculator as they will be used throughout the course.

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### **AP CALCULUS AB**

2311

(4 credits)

Full Year

Grades 11, 12

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**Prerequisites:** Successful completion of Precalculus. Students who completed the Honors level are likely to have skills and content they must acquire to be successful in the new level. \*Additional summer work may be required for students who have not taken Accelerated Pre- Calculus (AB or BC).

AP Calculus AB includes differential and integral calculus. The course closely follows the curriculum set by the College Board. Students are expected to take the AP-AB exam and may place out of or receive college credit for one semester of Calculus. Students are required to have a graphing calculator as they will be used throughout the course.

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### **AP CALCULUS BC**

2321

(4 credits)

Full Year

Grades 11, 12

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**Prerequisites:** Successful completion of Precalculus. Students who completed the Honors or AB level are likely to have skills and content they must acquire to be successful in the new level. \*Additional summer work may be required for students who have not taken Accelerated Precalculus BC.

AP Calculus BC includes a rigorous and extensive treatment of Calculus and Analytic geometry. The course closely follows the curriculum set by the College Board and the content of the course parallels the year's course now given in many colleges and universities. Students are expected to take the AP-Calculus exam and may be able to place out of or receive college credit for a year of Calculus. Students are required to have a graphing calculator as they will be used throughout the course.

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### **STATISTICS HON**

2332

(4 credits)

Full Year

Grades 11, 12

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**Prerequisites:** Successful completion of Math 9/ Algebra II Honors or successful completion of Precalculus.

Statistics is an honors course that serves as an introduction to data collection and data analysis. The course will expose students to statistical applications that they will likely see in other classes in high school and in future college courses. Specific topics include data collection and display, regression, probability, statistical inference, and an introduction to the most common distributions and statistical tests. Students are required to have a graphing calculator as they will be used throughout the course.

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**AP STATISTICS**

2331

*(4 credits)**Full Year**Grades 11, 12*

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**Prerequisites:** Successful completion of Math 9 and Precalculus. Students who completed the Honors level are likely to have skills and content they must acquire to be successful in the new level.

AP Statistics serves as an introduction to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be exposed to four broad conceptual themes: 1) Exploring Data: Observing patterns and departures from patterns; 2) Planning a Study: Deciding what and how to study; 3) Anticipating Patterns: Producing models using probability and simulation and 4) Statistical Inference: Confirming models. Students who successfully complete the course and the advanced placement examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Students completing this course are expected to take the Advanced Placement examination. Students are required to have a graphing calculator as they will be used throughout the course.

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**CRITICAL THINKING IN MATH**

2475

*(4 credits)**Full Year**Grade 12*

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**Prerequisites:** 3 years of high school math.

Critical Thinking in Math is an open-ended one-semester math course. It is designed to explore a wide variety of topics in mathematics with students who have completed three years of mathematics. This is a “hands-on” course, incorporating group projects using manipulatives, the calculator, and the computer.

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**INTRODUCTION TO COMPUTER SCIENCE**

2482

*(2 credits)**Semester**Grades 9, 10, 11, 12*

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**Prerequisites:** Successful completion of Math 8.

Introduction to Computer Science uses the nationally recognized Exploring Computer Science (ECS) Curriculum. This semester course is designed to introduce students to the breadth of the computer science field through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today’s students. The course covers the first four units of the ECS curriculum: Unit 1 Human Interaction, Unit 2 Problem Solving, Unit 3 Web Design, and Unit 4 Introduction to Programming and requires the students to complete a capstone project.

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**AP COMPUTER SCIENCE**

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**Prerequisites:** Priority for enrollment will be given to students who have successfully completed Introduction to Computer Science, Fundamentals of Computer Science or AP Computer Science Principles. Additionally, students are encouraged to have successfully completed Precalculus or have concurrent enrollment in Pre-calculus.

AP Computer Science is comparable to a first year college course in computer science, and is designed to prepare the student for the AP Computer Science exam. The Java programming language will be used. The course will focus on algorithm development, using concepts such as classes, linked lists, stacks, recursion, queues, trees, searching, hashing, and inheritance. It is recommended that students have access to a computer (not ChromeBook) at home when taking this course. Priority for enrollment will be given to students in their junior and senior year and for students who have taken a Computer Science course at Needham High School.

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### AP COMPUTER SCIENCE PRINCIPLES

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**Prerequisites:** Successful completion of Math 9. Additionally, having had the Introduction to Computer Science course is recommended or a comparable course experience.

AP Computer Science Principles provides an introduction to programming and the basic principles that underlie the field of computer science. The programming portion of the course focuses on algorithms, abstraction, and the logic behind programming languages. The principles portion of the course focuses on how computers and the internet work and how technological advances are affecting society, culture, and the economy. The AP test consists of a multiple choice exam as well as a portfolio component. For the portfolio tasks, students design their own program and research and report on the benefits and potential drawbacks of a new technological advance. Priority for enrollment will be given to students in their junior and senior year and for students who have taken a Computer Science course at Needham High School. The course closely follows the curriculum set by the College Board.

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### ROBOTICS I

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**Prerequisites:** Successful completion of Math 9 or successful completion of Introduction to Computer Science or equivalent.

Robotics I is a one-semester hands-on course that will introduce students to the engineering design process through robotics. Students will be assigned challenges that will be solved by building robots to perform given tasks. Students will learn about mechanical design, software design, and electrical components. Students will also learn about actuators and sensors, and how to effectively use them when building a robot. The equipment used for the course will remain in the classroom and as such students may need to complete some of their work after school. No programming or engineering background is required. When the schedule allows, students in Robotics 1 will collaborate with students in Introduction to Sculpture for an interdisciplinary Kinetic Sculpture Unit.

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**PERSONAL FINANCE**

2615

*(2 credits)**Semester**Grades 10, 11, 12*

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Personal Finance is designed to provide students with the confidence and knowledge to successfully navigate the financial decisions they will face as young adults after high school graduation. Topics include budgeting, banking, credit and loans, taxes, insurance, and investing. Assignments aim to prepare students to identify and evaluate trade offs in financial decisions such as choosing a college, car, or apartment. Students will also visit local businesses to enhance their learning through meetings with professionals. Priority for enrollment will be given to students entering their junior or senior year.

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**PRINCIPLES OF ACCOUNTING**

2613

*(2 credits)**Semester**Grades 9, 10, 11, 12*

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**Prerequisites:** Successful completion of Math 9/Algebra 2.

Principles of Accounting presents the principles of financial accounting and gives students insight into the language of business. Students will learn how businesses fund their operations and how business decisions impact the bottom line. Students will learn how to create journal entries and then how to build and interpret balance sheets, income statements, and statements of cash flows. Students will learn to evaluate and analyze critical ratios to better understand the health of businesses.

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**INTEGRATED SENIOR STUDIES ACC: THE GREATER BOSTON PROJECT**

0491

*(4 credits)**Full Year**Grade 12*

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This course explores how individuals and groups have worked throughout history to effect change in Greater Boston. Students will look at various historical moments through a variety of different lenses - population, government, economy, education, and arts & leisure - and consider how these have molded what Greater Boston has become today. The course of study is expressly interdisciplinary, as skills from the disciplines of English, history, and mathematics are brought together to explore Greater Boston's past and present. The course culminates in the Community Action Project, which entails collaborative exploration into and analysis of at least one area of study from the course; the project allows students to become agents of change as they work to develop, propose, present, and possibly implement their resolutions to existing real-world problems. This is a double block, eight credit course that fulfills the senior year English requirement.

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**JUNIOR/SENIOR STEM CAPSTONE**

2490

*(4 credits)**Full Year**Grades 11, 12*

2496

*(2 credits)**Semester**Grades 11, 12*

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Junior/Senior STEM Capstone is an independent Study course and is designed to give the self-motivated student or a small group of students the opportunity to work on a significant project of their design during school hours. Students will utilize the Da Vinci Workshop and will be expected to perform work beyond the school day. Options

for learning range from scientific research and engineering projects, to work as part of scientific competitions and service learning community action projects, to other approved projects. In this course, students will write a proposal for their work, produce their results and present their work publicly in a manner agreed upon with the instructor. Prerequisites: Two teacher references that support the student's ability to work independently. Please Note: It is recommended/strongly encouraged that students do group projects. Any junior or senior is encouraged to take this course even if you are undecided about a project. Students can meet with the instructor to generate some project ideas.

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### **COMPUTER AIDED DESIGN AND MANUFACTURING**

2467

(2 credits)

Semester

Grades 11, 12

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**Prerequisites:** Successful completion of Math 9 and Physics.

Computer Aided Design and Manufacturing is a semester course in which students will learn the basics of Computer Aided Design using modern design software packages. Students will learn how to model ideas for parts and assemblies on the computer similar to the way this is done in industry. Students will learn about additive and subtractive manufacturing processes, and practice creating their designs using equipment in the Da Vinci Workshop, such as a 3D printer, laser cutter, or milling machine. Students will be expected to create a culminating project. This course may require a materials fee.

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### **ENGINEERING DESIGN 101**

2466

(2 credits)

Semester

Grades 10, 11, 12

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**Prerequisites:** Successful completion of Math 9 and current enrollment in Physics.

Engineering Design 101 is a semester course. This course is for students interested in learning more about engineering or are thinking about pursuing a career in Engineering or related areas. Students will learn about the tools, methods, materials, and processes used by engineers. This class will simulate the university engineering experience by giving students exposure with various aspects of the engineering profession. This course will proceed as a project based learning class involving several different engineering disciplines including: electrical, mechanical and structural. As students advance through the different units they will learn problem solving, critical thinking, design skills, 3D modeling as well as other skills that are vital to becoming a successful engineer.

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### **COMPUTER PROGRAMMING FUNDAMENTALS**

2476

(2 credits)

Semester

Grades 10, 11, 12

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**Prerequisites:** Successful completion of Intro to Computer Science (2482).

Computer Programming Fundamentals is a semester course. Students will expand the computer science knowledge acquired in Introduction to Computer Science (course 2482) as well as develop or expand their computer programming skills. The course will use a contemporary programming language for students to grow their computer programming skills.

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**MULTIVARIABLE CALCULUS**

2234

*(4 credits)**Full Year**Grade 12*

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**Prerequisites:** Successful completion of AP Calculus (AB or BC). Students who have completed a course in AP Calculus AB wishing to take multivariable calculus will be required to complete assignments after the AP exam to prepare for the course.

Multivariable Calculus is a post-AP Calculus elective course that is designed for students who are interested in furthering their understanding of calculus topics and their applications. The course extends the concepts of calculus to the study of real-valued functions of more than one variable and to vector-valued functions of one or more variables. Topics include partial derivatives, gradients, optimization, multiple integrals, and vector fields. How do we maximize a function of many variables subject to a number of constraints? What does it mean to integrate a function of many variables, or a function with vector outputs, over a region of space? How does a local point-measure like density “add up” to give a function of a solid region of space, like mass? How do we find the volume of a k-dimensional prism in n-dimensional space? Learn the answers to all these questions and many others in our full-year elective, Multivariable Mathematics.

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**DATA SCIENCE**

2478

*(2 credits)**Semester**Grades 9, 10, 11, 12*

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Exploring data and data science is increasingly becoming an important component in many fields of study including, mathematics and science along with business, humanities and the social sciences. Data Science is a semester elective course for all students who would like to explore our world through data. Students will work collaboratively and be introduced to the main ideas in data science through the use of such tools as Google Sheets, Python, Data Commons, and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of society and more. As part of their work students will create a portfolio of their data science work.

## **MEDIA**

Num	Length	Credit	Course	Num	Length	Credit	Course
8456	S	2	Internship with Technology Help Desk	8498	S	2	Digital Game History & Design
8490	S	2	Television Communications 1	8411	F	4	AP Capstone Seminar
8495	S	2	Television Communications 2	8411	F	4	AP Capstone Research
8486	S	2	Television Production	8597	S	2	Social Media for Social Change
8596	S	2	Digital Media in Reporting				

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### **INTERNSHIP WITH TECHNOLOGY HELP DESK**

*8456*

*(2 credits)*

*Semester*

*Grades 9, 10, 11, 12*

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Prerequisite: interview with a technology specialist.

This help desk model course will give students a background in technical support at Needham High School. Students will be introduced to common tech problems and develop solutions in the following areas: computer software, hardware, television production, audiovisual hardware and software, and web design. Technology Leaders will assist staff and students with troubleshooting and other supports as needed. When not assisting students and staff, tech leaders will work on their independent learning project of their choosing. They will also be actively contributing to an educational technology blog. Because of the nature of the experience it will be limited to 2 students per period. This opportunity is available for the full year or a semester.

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### **TELEVISION COMMUNICATIONS 1**

*8490*

*(2 credits)*

*Semester*

*Grades 9, 10, 11, 12*

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This course is designed to enable students to learn television production skills in a hands-on team environment. Students will learn to use video as an effective form of communication and look critically at television productions to critique the medium. This includes learning to operate equipment in the television studio, working as a member of a team and serving as a crew member for productions. Students will write scripts and direct individual and team projects. The course will provide an opportunity for you to create a variety of video productions (newscasts, public service announcements, advertisements, etc.), while developing the ability to form story ideas and effectively translate these ideas into videos using Final Cut. This course may also be used for two of the FPA graduation credits, provided the student's body of work in the course shows evidence of meeting at a satisfactory level the Creating, Responding and Performing Standards of the FPA Department.

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**TELEVISION COMMUNICATIONS 2**

8495

*(2 credits)**Semester**Grades 9, 10, 11, 12*

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**Prerequisite:** Television Communication I

This course is designed to enhance television production skills. Students should have a background in how to use studio/field equipment, and will be focusing on increasing skills and creativity to design a more involved production. In addition to using Final Cut as an editing tool, you will learn to create graphics using Motion. The course will also focus on students creating a mini-documentary that adheres to television industry standard guidelines of digital citizenship and fair use. This course may also be used for two of the FPA graduation credits, provided the student's body of work in the course shows evidence of meeting at a satisfactory level the Creating, Responding and Performing Standards of the FPA Department.

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**DIGITAL MEDIA IN REPORTING**

8596

*(2 credits)**Semester**Grades 9, 10, 11, 12*

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This course is designed for students who wish to examine and apply the ways in which news is reported. Students will learn journalistic techniques, how to critically examine news sources, further their own understanding of how to gather information, and tell stories through written words, podcasts, video, infographics, and social media. Students will also examine their ethical role as a creator throughout this course. This course may also be used for two of the FPA graduation credits, provided the student's body of work in the course shows evidence of meeting a satisfactory level of the Creating, Responding, and Performing Standards of the FPA Department.

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**SOCIAL MEDIA FOR SOCIAL CHANGE**

8597

*(2 credits)**Semester**Grades 9, 10, 11, 12*

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This course is designed for students to explore and understand how to utilize social media platforms to promote social change. During this course we will discover how social media platforms develop and how they are maintained as technology changes. We will also be learning how to best communicate digitally using social media platforms. This is a hands-on class where students will be thinking critically and be creating a social media campaign for a topic of interest.

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**DIGITAL GAME HISTORY & DESIGN**

8498

*(2 credits)**Semester**Grades 9, 10, 11, 12*

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This course is designed to give students an overview of digital games and game development. Students will learn about gaming history, game design, storytelling, and the psychological and sociological aspects of games and gaming. The technology behind consoles, computers, arcades, and mobile gaming platforms will be covered as well. Students will use this knowledge to examine trends to provide their own answer to the question, "What is

the future of digital games and how do emerging technologies fit in?” The culminating project of this class will be the creation of a computer video game using Twine and components of HTML, CSS, and Javascript. Prior videogame experience and coding is recommended but not required. Topics covered include: history of video game creation, basic video game design process, storytelling and world building, gaming technology, sociology, and trends, student created games.

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**TELEVISION PRODUCTION**

8486

(2 credits)

Semester

Grades 9, 10, 11, 12

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**Prerequisite:** Television Communication I

This course is designed to enhance television production skills in a real world setting. Students should have a background in how to use studio equipment, and will be focusing on increasing skills and creativity to design a more involved production. Students will act as a high school television production house, creating television episodes to air on The Needham Channel. Students will investigate series television and create their own ideas for an ongoing series. Students will pitch their concepts to the rest of the class and a show will be selected for production. After pitching a show idea to the teacher and to a representative from the Needham Channel, students will work to produce a total of six 30-minute episodes. The class will operate under professional procedures to get their shows ready for air at The Needham Channel.

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**AP CAPSTONE SEMINAR**

8411

(4 credits)

Full Year

Grades 10, 11

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**Prerequisites:** teacher recommendation, preference given to sophomores and juniors.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world issues. Using an inquiry framework, students practice analyzing and interpreting articles, research studies, literary and philosophical texts, speeches, broadcasts, personal accounts, and artistic works. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course is year one of the two-year AP Capstone Diploma Program and students are encouraged to enroll in AP Research at the completion of this course.

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**AP CAPSTONE RESEARCH**

8412

(4 credits)

Full Year

Grades 11, 12

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**Prerequisites:** successful completion of AP Seminar.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long, research-based investigation to address a

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research question. In the AP Research course, students further refine their skills acquired in the AP Seminar including research methodology, ethical research practices, and accessing, analyzing, and synthesizing information as they address a research question. Students document their processes and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words, accompanied by a performance or exhibition of product where applicable, and a presentation with an oral defense. This course is year two of the two-year AP Capstone Diploma Program.

## **MEDIA FACILITIES**

Students and staff have many resources available, both physical and digital. Teachers may schedule their classes to work on projects in the Library, Multimedia Lab (409), or the Television Studio. Students may work independently in the Library before and after school or during study periods. The NHS Library web pages offer many tools for research, including the web catalog, databases, citation help, and pathfinders for class projects. NHS has a wireless network and mobile computing devices available to students who have signed the Responsible Use Policy. Please refer to the Student Handbook for more information.

## SCIENCE

Num	Length	Credit	Course	Num	Length	Credit	Course
3001	F	4	Biology Acc	3502	F	4	Modern Physics Hon
3012	F	4	Biology Hon	3542	F	4	Experiencing Chemistry Hon
3022	F	4	Biology 9IP	3531	F	4	Environmental Science Acc
3023	F	4	Biology	3532	F	4	Environmental Science Hon
3101	F	4	Physics Acc	3533	F	4	Environmental Science CP
3112	F	4	Physics Hon	3642	F	4	Marine Science Hon
3032	F	4	Physics 10IP	3701	F	8	AP Biology
3123	F	4	Physics	3801	F	8	AP Physics
3201	F	4	Chemistry Acc	3901	F	8	AP Chemistry
3212	F	4	Chemistry Hon	2490	F	4	Junior/Senior STEM Capstone
3223	F	4	Chemistry	2496	S	2	Junior/Senior STEM Capstone
3401	F	4	Physiology Acc	3610	S	2	Introduction to Astronomy
3412	F	4	Physiology Hon	3608	S	2	BioTech Promoters
3665	F	4	Geology	3609	S	2	Combating Digital Misinformation

The aim of the Science program is to ensure students develop a scientific perspective with which to observe, analyze, and make decisions about the world around them. In order to realize this goal, the department offers a carefully sequenced curriculum that focuses on mastery of disciplinary core ideas and the application of science practices. Science offerings in grades 9, 10, and 11 provide foundational knowledge in Biology, Physics, and Chemistry, while elective offerings provide a wide range of opportunities for students to integrate and deepen their understanding of concepts within and across the major disciplines. A range of levels allow teachers to offer consistent course content with differentiated pace, depth, and levels of support. The essential role of collaboration within the STEM fields is reflected in both the teaching approach and student learning expectations within courses throughout the department. Concepts and skills in each course align with the [Massachusetts Science and Technology/Engineering Standards](https://www.doe.mass.edu/frameworks/scitech/2016-04.pdf) (<https://www.doe.mass.edu/frameworks/scitech/2016-04.pdf>). Additionally throughout our curriculum, the eight Science Practices identified in the Massachusetts State Frameworks are emphasized:

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1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in an argument from evidence
8. Obtaining, evaluating, and communicating information

Twelve credits, 3 years, of science are required for graduation.

**Notice to Parents of Students Taking Biology or Physiology:** Biology and Physiology courses include issues of human sexuality.

*Under Massachusetts law and Needham School Committee policy, you may exempt your child from any portion of the curriculum that involves human sexual education or human sexuality issues. To receive an exemption, simply send a letter addressed to your building principal requesting an exemption for your child. Any student who is exempted will be excused from those lessons that cover topics on human sexuality and will be provided with an alternative assignment. A student who is exempted from this portion of the curriculum will not be penalized in any way.*

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**BIOLOGY: ACCELERATED, HONORS, COLLEGE PREP**

3001, 3012, 3023	(4 credits)	Full Year	Grade 9
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The Biology curriculum focuses on topics related to living organisms including structures and processes from a molecular level to the level of a complete organism, ecosystem dynamics and interactions, inheritance and variation of traits, and unity and diversity of biological evolution. The curriculum is aligned with the Massachusetts High School Life standards and practices. Detailed descriptions of the learning standards can be found at <http://www.doe.mass.edu/stem/standards/StandardsDraft.pdf>.

Thematic links are used to introduce and weave the concepts of Biology together. These themes include: Homeostasis, Organization, Unity and Diversity, Structure meets Function, and Transfer of Energy and Matter. The curriculum incorporates a significant emphasis on the practices of science including an introduction to laboratory equipment, procedures, and science writing skills. All levels of the ninth grade curriculum serve to prep our students for the MCAS exam in June while incorporating real world applications of Biological concepts.

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**BIOLOGY 9IP**

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Students who choose this course must also sign up for English 9IP, Math 9IP, and World History 9IP. The biology curriculum focuses on topics related to living organisms, including structures and processes from a molecular level to the level of a complete organism, ecosystem dynamics and interactions, inheritance and variation of traits, and unity and diversity of biological evolution. Biology 9IP will align with the content taught in an honors biology course and will prepare students for the MCAS exam in June. The real world applications and science practices will be taught by making explicit connections to the other 9IP subjects using a project-based learning approach to the interdisciplinary themes of Observations and Patterns, Systems, Power and Influence, Disease; and Revolutions. Students will be analyzing data from various sources and will learn to develop their communication and collaboration skills that cross disciplines. The curriculum will also emphasize the practices of science, including an introduction to laboratory equipment, procedures, and science writing skills.

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**PHYSICS: ACCELERATED, HONORS, COLLEGE PREP**

3101, 3112, 3123

(4 credits)

Full Year

Grade 10

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Physics is the study of the behavior of matter and energy. The physics program uses “hands on” science practices to introduce and support the physical laws of nature including motion, forces, energy, momentum, sound, light, electricity, magnetism, and atomic structure. Understanding of concepts is reinforced through modelling of physical and natural phenomenon, investigations and problem solving. Using 21st century technology and equipment, students will gather and analyze data related to real world situations including sports, technology, and the environment. While mathematical skills are the foundation of application within the physics program, students work to utilize, discuss, and explain physical concepts and problems with scientific fluency . The accelerated level uses algebra and trigonometry in multi-step problem solving, the honors level uses algebra to develop problem solving skills, and the college prep level will utilize a problem-based curriculum focussed on developing 21st century skills.

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**PHYSICS 10IP:**

3032

(4 credits)

Full Year

Grade 10

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Students who choose this course must also sign up for English 10IP, Math 10IP, and World and America 10IP. Physics is the study of the behavior of matter and energy, the physical laws of nature including motion, forces, energy, momentum, sound, light, electricity, magnetism, and atomic structure. In the 10IP program, understanding of concepts is reinforced through hands-on and project-based activities focused on modelling, investigations and problem solving while making explicit connections to the content and skills of the other 10IP courses and real world situations. Students work to utilize, discuss, and explain physical concepts and problems with scientific fluency through the interdisciplinary themes of Making an Argument, Relationships & Change, and Force, with a focus on skills around analyzing data, collaboration, presentations, and communication.

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## CHEMISTRY: ACCELERATED, HONORS, COLLEGE PREP

3201, 3212, 3223 (4 credits)

Full Year

Grade 11

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### Suggested Math Prerequisites:

- **Chemistry Accelerated (3201)** - Students should be simultaneously enrolled in either Accelerated or Honors Pre-Calculus and have earned either an A in Honors Algebra II or a C or higher in Accelerated Algebra II.
- **Chemistry Honors (3212)** - Students should be simultaneously enrolled in Honors Pre-Calculus and have earned a C or higher in Hon Algebra II.
- **Chemistry College Prep (3223)** - Students should be simultaneously enrolled in Algebra II or higher.

Chemistry examines the structure of matter, its properties, and the changes it undergoes. The major topics of chemistry include atomic structure, reactivity and bonding, energy in chemical processes, as well as the physical characteristics of chemicals. These topics are related to the essential themes of conservation, structure and function, stability and change, equilibrium, and the scientific method. Through quantitative and qualitative analysis, students will acquire an understanding of chemistry and use its concepts to explain phenomena seen in and out of the classroom. The curriculum further develops the practices of science by providing opportunities for students to design experiments to investigate chemical phenomena and scientific claims, support their findings with data, and analyze the impact of error on their conclusions.

## SCIENCE ELECTIVES -- SEMESTER

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### INTRODUCTION TO ASTRONOMY

3601

(2 credits)

Semester

Grades 11, 12

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This course highlights an introductory survey of the universe. Some of the topics covered include the solar system (the earth, moon, planets and their motion); comets, meteors, eclipses and tides; the evolution of stars, the formation of red giants, black holes, pulsars, etc.; galaxies, cosmology and extraterrestrial life. Telescopic observations on certain evenings will be available but not mandatory.

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### COMBATING DIGITAL MISINFORMATION

3609

(2 credits)

Semester

Grades 9, 10, 11, 12

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We live in an era of increasing digital complexity. Often, your choice of social media platform and the corresponding proprietary algorithms play a crucial role in determining multiple facets of the kinds and sources of information you are exposed to online. This has become increasingly apparent from the polar opposite reactions to the public health crisis brought on by the pandemic - with choices at times influenced by media consumption. What scientific information can you trust online? How do you make appropriate choices about what sources to believe? This course will explore the intersection of science and social media, with particular attention paid to recognizing misinformation presented as fact on

various digital platforms. Students will be able to develop skills to identify trusted sources of scientific information and use those trusted sources to evaluate potentially misleading statements online.

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**BIOTECH PROMOTERS**

3608

(2 credits)

Semester

Grades 10, 11, 12

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**Prerequisites:** Successful completion of Biology

The purpose of this course is to prepare students to lead and engage in discussions about current biotechnology methods and their application in the world. The goal of the course is to build community understanding around the practices of science with a focus in biotechnology. The course will provide the student with an opportunity to explore several hands-on laboratory protocols. Throughout the course, students will review the fundamentals of cell and molecular biology and then use this knowledge to understand the science involved in the techniques. In addition, this course is designed to be interdisciplinary, integrating science with Portrait of a Graduate: Communication and Collaboration skills. At the end of the course, students will demonstrate their understanding of concepts by presenting public laboratory experiences for community audiences.

## SCIENCE ELECTIVES -- FULL YEAR

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**PHYSIOLOGY ACC: ACCELERATED AND HONORS**

3401,3412

(4 credits)

Full Year

Grades 11, 12

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The accelerated and honors A&P courses investigate the major concepts and ideas of human physiology. Major body systems are studied as they relate to the themes of Structure meets Function, Homeostasis, Communication and Plasticity. Understanding is built by comparing and analyzing the effects of disorders on the body. These courses are experimentally based with a strong laboratory component that incorporate aspects of Biology, Physics, Chemistry and statistical techniques. Both levels work to prepare students for the independent nature of college academics. Students will design and implement experiments to study essential structures and functions of the body. The class is largely built upon written expression of knowledge, but includes presentations building oration skills. Students are expected to work independently outside of class and within groups inside class to actively unravel the mysteries of the human body as applied to real world situations. At the accelerated level, this course is designed to mimic a college level physiology course and prepare students for the rigors of self directed study. At the honors level, this course is designed to build the foundation of skills to succeed at college level courses.

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**MODERN PHYSICS HON**

3502

(4 credits)

Full Year

Grades 11, 12

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**Prerequisite:** Students must have earned a passing grade in 10th grade physics to enroll in this course.

A course designed to introduce students to the major developments in physics over the past 150 years.

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The course covers the development of the photon model of light, special and general relativity, the fundamentals of quantum mechanics, nuclear physics, particle physics and cosmology. The course will emphasize an understanding of the experiments that shaped these new developments. Students will be doing hands on lab work, article analysis, problem solving, and presentations in addition to the standard lectures on the topics.

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**EXPERIENCING CHEMISTRY HON**

3542

*(4 credits)**Full Year**Grades 11, 12*

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This course takes the basic concepts learned in chemistry and biology and applies them to real-world situations such as food chemistry and nutrition, forensic chemistry, biochemistry, materials chemistry, and environmental chemistry. The course is designed to engage students in the hands-on exploration of career-relevant concepts and practices such as crime scene investigation, process development, experimental design, and hazardous and nuclear waste management. To follow up on specific interests, students will also have the opportunity to plan field trips and invite guest speakers to gain a firsthand perspective of working and living in the scientific community.

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**ENVIRONMENTAL SCIENCE**

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*(4 credits)**Full Year**Grades 11, 12*

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**Suggested Math Prerequisites:**

**Accelerated Level (3531):** Advanced math skills (strong foundation from accelerated or honors pre-calculus)

**Honors Level (3532):** Proficient math skills (basic understanding of pre-calculus)

**College Preparatory Level (3533):** Comfortable with algebraic manipulations

This interdisciplinary course will examine the relationship between humans and the environment through significant field work. Students will explore topics of ecology, natural resources, populations, forestry, fisheries, climatology, environmental health & toxicology, environmental engineering & modeling, production & consumption of energy, and environmental policy, law, & planning. Students will be involved in a variety of citizen science initiatives and green technologies with a focus on local impact. Students will be expected to collect data using environmental field techniques, interpret this data, and propose solutions to environmental problems indicated by data. A major focus of this course is to increase students' scientific literacy to evaluate the validity and accuracy of information from media and other sources through the investigation of case studies.

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**MARINE SCIENCE HON**

3642

*(4 credits)**Full Year**Grades 11, 12*

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Marine Science is a full year course integrating the biological and physical aspects of ocean study (a holistic approach to understanding and experiencing the marine environment). Topics include marine

food chains and ecosystems, the physical factors that influence productivity in the oceans, plankton, marine plants and animals (invertebrates and vertebrates), sea water, waves, tides, ocean currents and circulation, and the geology of the ocean bottoms. Also included will be a consideration of the biological and physical resources of the oceans as they relate to humans. This course will be laboratory oriented and will include several field trips as an important means of appreciating the marine environment.

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## **GEOLOGY**

3665

(4 credits)

Full Year

Grades 11, 12

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Geology is a full year interdisciplinary course that introduces students to the fundamental principles and applications of earth science. This course has two overarching themes - (1) the physical structure and chemical makeup of earth's materials and (2) the dynamic forces and chemical processes that have shaped them over the past 4.6 billion years. Students will explore the idea of geologic time and change, investigating phenomena such as plate tectonics, volcanism, glaciation, weathering and erosion, lithification and fossilization, and coastal evolution. Students will analyze evidence to draw conclusions about earth's inception, geologic history and past climate. In addition to collecting and analyzing their own data in the lab, students will learn about various mechanisms and approaches to geologic data collection and make connections to their real-world applications. Some coursework will take place in the field to observe geologic features and landscape in situ.

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## **JUNIOR/SENIOR STEM CAPSTONE**

2490

(4 credits)

Full Year

Grades 11, 12

2496

(2 credits)

Semester

Grades 11, 12

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Junior/Senior STEM Capstone is an Independent Study course and is designed to give the self-motivated student or a small group of students the opportunity to work on a significant project of their design during school hours. Students will utilize the Da Vinci Workshop and will be expected to perform work beyond the school day. Options for learning range from scientific research and engineering projects, to work as part of scientific competitions and service learning community action projects, to other approved projects. In this course, students will write a proposal for their work, produce their results and present their work publicly in a manner agreed upon with the instructor. Prerequisites: Two teacher references that support the student's ability to work independently. Please Note: It is recommended/strongly encouraged that students do group projects. Any junior or senior is encouraged to take this course even if you are undecided about a project. Students can meet with the instructor to generate some project ideas.

## **ADVANCED PLACEMENT COURSES**

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### **AP BIOLOGY**

3701

(8 credits)

Full Year

Grades 11, 12

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This is a second year course in biology that is the equivalent of a two semester introductory course taught at most colleges and universities. This course uses a College Board approved syllabus and prepares students for the May AP Exam. The content is taught thematically with unit topics all incorporating the following Big Ideas: Evolution, Cellular Processes, Genetics and Information Transfer, Interactions. The Science Practices are an essential part of the course. Students continue to design experiments to answer questions and continue their use of data analysis by incorporating various statistical measures and using spreadsheets to analyze large data sets. The connections between Science, Technology and Society are also explored as learn to read and discuss journal articles and relate current research to the topics learned throughout the course. AP Biology is an 8 credit course and will meet 10 periods per cycle.

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**AP PHYSICS***3801**(8 credits)**Full Year**Grades 11, 12*

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This is a second year course in physics. This course is designed to prepare students for the Advanced Placement Physics C exam. Mechanics, electricity, and magnetism are covered in great depth, utilizing calculus wherever appropriate. This is an intensive course comparable to a college course for students majoring in the physical sciences or engineering. Students who have completed calculus or are currently enrolled in the calculus program may elect Physics AP. AP Physics is an 8 credit course and will meet 10 periods per cycle.

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**AP CHEMISTRY***3901**(4 credits)**Full Year**Grades 11, 12*

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This is a second year course in chemistry. AP Chemistry is the equivalent of the introductory chemistry course taught at most colleges and universities. This course will prepare the student for the Advanced Placement Chemistry Exam. The laboratory section of this course is rigorous, and independent laboratory experiments will be stressed. It is assumed that students have retained a firm understanding of what they learned in their first year of chemistry, and group work, focused around complex or applied chemical concepts illustrates the course's style. AP Chemistry is an 8-credit course and will meet 10 periods per cycle.

## HISTORY AND SOCIAL SCIENCES

Num	Length	Credit	Course	Num	Length	Credit	Course
4101	F	4	World History Acc	4212	F	4	The World Since 1945 Hon
4102	F	4	World History Hon	4402	F	4	American Legal System Hon
4112	F	4	World History 9IP	4412	F	4	Economics Hon
4103	F	4	World History	4421	F	4	AP Psychology
4201	F	4	The World and America Acc	4422	F	4	Psychology and Sociology Hon
4202	F	4	The World and America Hon	4423	F	4	Psychology and Sociology
4203	F	4	The World and America	4462	F	4	African American Studies & Contemporary Issues Hon
4122	F	4	The World and America 10IP	4441	F	4	AP United States Government
4301	F	4	AP U.S. History	4445	F	4	Debate and Argument
4302	F	4	United States History Hon	0491	F	8	The Greater Boston Project
4303	F	4	United States History	4214	S	2	History, Politics, and Popular Music
4311	F	4	United States History Acc	4222/ 4221	F	4	★ A World in Transition: An Introduction to International Relations in the Twenty-First Century HON/ACC

The aim of the History and Social Sciences program is to prepare students for intelligent participation in our democratic society. In order to realize that goal, the department offers a carefully sequenced curriculum that provides knowledge and skills in history, geography, political science, psychology, sociology, and economics. Students are encouraged to take a two year World History sequence and one year of United States History is required for graduation. History course offerings in grades 9, 10, and 11 examine the heritage of major cultures and societies, and the development of the American identity. The curriculum investigates the responsibilities of citizenship in American society in an era of increasing globalization. Assignments in all courses work to develop analytical thinking and writing skills, research, and verbal presentation skills. The electives program allows students to study in greater depth a variety of courses in history and the social sciences.

### GRADE NINE

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**WORLD HISTORY, MIDDLE AGES TO NINETEENTH CENTURY: ACCELERATED, HONORS, COLLEGE PREP***4101, 4102, 4103**(4 credits)**Full Year**Grade 9*

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The purpose of this course is to have students learn about the historical development of the major cultures and societies from the Middle Ages to the nineteenth century. The emphasis is placed upon both European and non-Western societies. Geographical knowledge of our world, historical analysis and comparison of different cultures, and political and economic development of societies that have contributed to our modern global community, are areas of focus.

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**WORLD HISTORY 9IP***4112**(4 credits)**Full Year**Grade 9*

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Students who choose this course must also sign up for Biology 9IP, English 9IP, and Mathematics 9IP. Interdisciplinary World History fits within the sequenced curriculum of the Social Studies department to prepare students for intelligent participation in our democratic society while developing essential collaboration and communication skills. Students will learn about the historical development of the major cultures and societies from the Middle Ages to the nineteenth century. Assignments in all courses work to develop analytical thinking, writing, research, and verbal presentation skills. This course also draws explicit connections to the other 9IP subjects using a project-based learning approach to the interdisciplinary themes of Observations and Patterns, Systems, Power and Influence, Disease; and Revolutions. Students will develop geographical knowledge, historical analysis and research, and connections to the modern world in an engaging project-based approach.

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**GRADE TEN**

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**THE WORLD AND AMERICA: ACCELERATED, HONORS, COLLEGE PREP***4201, 4202, 4203**(4 credits)**Full Year**Grade 10*

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This course examines key themes in World and American History from the Age of Revolution until the present day. Themes studied include Imperialism, the World Wars, the rise of communism and fascism, the Cold War, Post-Imperialism, and modern China. As well as looking at the main events, the course analyzes the US perspective and America's role in the world. In addition, the course includes a unit, Facing History and Ourselves, that asks students to study the Holocaust and genocide and connect themes from history to the world today. Current events and geography are integrated throughout. The course places emphasis on research, debate and presentation skills and analytical writing. Accelerated students have the opportunity to participate in National History Day or an alternative long-term project.

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**THE WORLD AND AMERICA 10IP***4122**(4 credits)**Full Year**Grade 10*

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Students who choose this course must also sign up for Physics 10IP, English 10IP, and Mathematics 10IP. Interdisciplinary World and America fits within the sequenced curriculum of the Social Studies department to prepare students for intelligent participation in our democratic society while developing essential collaboration, communication, and presentation skills. Students will learn key themes in World and American History from the Age of Revolution until the present day. Themes studied include Imperialism, the World Wars, the rise of communism and fascism, the Cold War, Post-Imperialism, and modern China. As well as looking at the main events, the course analyzes the US perspective and America's role in the world. This course also draws explicit connections to the other 10IP subjects using a project-based learning approach to the interdisciplinary themes including Making an Argument, Relationships & Change, and Force, with a focus on skills of research, debate and presentation, analytical writing, and presentations. In addition, the course includes a unit, Facing History and Ourselves, that asks students to study the Holocaust and genocide and connect themes from history to the world today.

## GRADE ELEVEN

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### AP U.S. HISTORY

4301

(4 credits)

Full Year

Grade 11

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This course provides a thorough survey of America from the period of sectionalism to contemporary times. Supplementary readings and research papers will be required. In addition, the course is designed to prepare students for the Advanced Placement Examination in United States History.

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### ACCELERATED UNITED STATES HISTORY

4311

(4 credits)

Full Year

Grade 11

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Accelerated United States History is an upper level American studies class that is similar to the AP course in level of difficulty but different in terms of its focus and methodology. The course is focused on encouraging students to think about and discuss many of the large scale issues and themes that frame American history, including the tension between majority rule and minority rights, the role of individuals and groups in making history, the role of government in American society, the challenges of a multicultural society, and the effects of economic growth and technological development on everyday Americans. Supplementary readings and research papers will be required on a similar level to those in AP US History.

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### UNITED STATES HISTORY: HONORS, COLLEGE PREP

4302, 4303

(4 credits)

Full Year

Grade 11

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This course surveys American history and civilizations with an emphasis on the nineteenth century through the twentieth century. The focus will include developing skills in the areas of historical inquiry and critical thinking, primary source and data analyses, historical research and writing, and oral expression.

## ELECTIVES

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**DEBATE AND ARGUMENT**

4445

*(4 credits)**Full Year**Grades 9, 10, 11, 12*

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Debate and Argument enables students to develop speaking, listening, critical thinking, and research skills. Through participation in several distinct debate formats, students will work towards being able to understand, analyze, and explain the controversies underlying a wide variety of subjects. The crucial role of debate and critical thinking in both a democratic society and one's personal life will be emphasized. Several social, political, and philosophical topics will also be examined in the course. No prior speech or debate experience is necessary.

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**THE AMERICAN LEGAL SYSTEM HON**

4402

*(4 credits)**Full Year**Grades 11, 12*

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This course will examine the practical and theoretical aspects of law in American society. Students will investigate the many facets of our legal system including criminal, and civil. In addition law enforcement, incarceration, and the American courts will be examined. A variety of experiences will be provided to students. Among those are mock trials, guest speakers, court visits and a visit to the Massachusetts Correctional Institute. The main objective of the course is to acquaint the student with an understanding of the rights and responsibilities of citizens in a democratic society.

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**ECONOMICS HONORS**

4412

*(4 credits)**Full Year**Grades 11, 12*

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Economics is the study of how individuals and societies decide how to use scarce resources in order to satisfy their unlimited wants. The course focuses upon concepts and principles that include supply and demand, marketing, money and banking, the stock market, fiscal and monetary policies, as well as international trade. Comparing different types of economic systems is part of this introductory course. Economics should assist students in becoming informed decision makers through economic analysis of data, issues, trends and theories.

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**PSYCHOLOGY AND SOCIOLOGY: HONORS, COLLEGE PREP**

4422, 4423

*(4 credits)**Full Year**Grades 11, 12*

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The focus of this course will be upon the various theories of human behavior, the study of the brain, the senses and perception, motivation and emotion, the factors that influence personality development, the dynamics of group behavior, the unique nature of adolescence, gender differences, scientific methodology, and the historical significance of psychology. Field experiences, guest speakers and simulations will augment instruction.

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**AFRICAN AMERICAN STUDIES AND CONTEMPORARY ISSUES HON**

4462

*(4 credits)**Full Year**Grades 11, 12*

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This course will serve as an introduction to the study of African American life from the end of the Civil War to the present. Using a chronological framework, students will explore a wide range of themes involving politics, culture,

and the arts, while emphasizing the dynamic role played by African Americans in U.S. culture. Students will engage in lectures, debates, research projects and discussions, examining the African American experience through documents, music, film, and digital resources.

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**THE WORLD SINCE 1945 HON**

4212

(4 credits)

Full Year

Grades 11, 12

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This course examines cultural, political, economic, military, and social developments throughout the World since the end of World War II. The aim of the course is to enhance cultural literacy and familiarize students with the world's most significant issues and regions in recent history. Political issues highlighted include the Arab-Israeli conflict, India and China as emerging world powers, contemporary mechanisms for the prevention of genocide, and the status of democracy around the globe. Students are expected to be well versed in current events.

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★ **A WORLD IN TRANSITION: AN INTRODUCTION TO INTERNATIONAL RELATIONS IN THE TWENTY-FIRST CENTURY HON/ACC**

4222/4221

(4 credits)

Full Year

Grades 11, 12

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Global affairs in the twenty-first century is in a period of transition that is influenced, in part, by changing power dynamics, climate change and technological innovation. In order to be effective global citizens and meet the challenges posed by a changing environment, students must have a good grasp of how the world works. A World in Transition is designed to do just that by providing students with the knowledge, tools and skills to be effective communicators and problem solvers through collaborative projects such as National Security Council simulations and through deep dives into a variety topics that will include, but not be limited to, history, economics, global health, climate change and international relations. This course will appeal to students that are interested in reading and learning about the complexities of global issues in the pursuit of identifying effective solutions. This is an ideal fit for anyone interested in careers in foreign affairs, journalism, public policy, or international business. The course will be offered at both an Honors and Accelerated level.

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**HISTORY, POLITICS, AND POPULAR MUSIC**

4214

(2 credits)

Semester

Grades 11, 12

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How does your favorite music reflect the society in which it was created? How can pop music help you better understand our country's past and present? How do we use the act of listening to music as a lens through which we can understand issues of race, class, and gender in our nation's history? How does analyzing music help us better understand ourselves? To answer these questions and others, this course will analyze how youth culture (especially popular music) reflects, critiques, and influences American politics and society. The course is interdisciplinary and will be taught by one English teacher and one History teacher. Class work will be project-based and will allow all students to bring their own passions to the course; the music you listen to today will be a crucial part of this class!

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**AP PSYCHOLOGY**

4421

(4 credits)

Full Year

Grade 12

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This fast paced course is designed to introduce students to the systematic and scientific study of behavior and mental processes. Units include: research methods and ethics, intelligence, the physiological basis of behavior, motivation and emotion, learning theory, memory and thinking, sensation and perception, stress and frustration, social psychology, human growth and development, personality theory, abnormal psychology, and psychotherapy. The varied format uses a college level text, outside reading books, case study analyses, class discussion, experiments, demonstrations and labs. Activities are offered for each student to explore his/her own self-awareness. Additionally there is a small amount of required summer reading. Students are expected to contribute to class discussions and complete a project each term. Students will also design and conduct original research putting theory into practice. Students who elect to enroll should be highly motivated independent learners.

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### **AP UNITED STATES GOVERNMENT**

4441

(4 credits)

Full Year

Grade 12

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**Prerequisite:** A full year of US History.

United States Government is designed to give students a critical perspective on government and politics in the United States. Students enrolled in this course will investigate the constitution, federalism, civil rights and civil liberties, the presidency, congress, and political interest groups. The course also examines U.S. political culture and its evolution, as well as public policy. This course's main focus is U.S. politics since 1980, with a special focus on political themes played out through current events and elections. Students are encouraged to develop their own theories through readings, role plays, discussions and term projects.

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### **INTEGRATED SENIOR STUDIES ACCELERATED: THE GREATER BOSTON PROJECT**

0491

(4 credits)

Full Year

Grade 12

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This course explores how individuals and groups have worked throughout history to effect change in Greater Boston. Students will look at various historical moments through a variety of different lenses - population, government, economy, education, and arts & leisure - and consider how these have molded what Greater Boston has become today. The course of study is expressly interdisciplinary, as skills from the disciplines of English, history, and mathematics are brought together to explore Greater Boston's past and present. The course culminates in the Community Action Project, which entails collaborative exploration into and analysis of at least one area of study from the course; the project allows students to become agents of change as they work to develop, propose, present, and possibly implement their resolutions to existing real-world problems. **This is a double block, eight credit course that fulfills the senior year English requirement.**

## WELLNESS (HEALTH / PHYSICAL EDUCATION)

Num	Length	Credit	Course
8605	S	2	Wellness 9
8615	S	2	Wellness 10
8625	S	2	Wellness 11
8635	S	2	Wellness 12

All high school students are required to take one semester of Wellness (Health/Physical Education) each year while at Needham High School. Students must pass all (4) years of Wellness (8 credits) in order to meet their requirements for graduation. Students should sign up for the Wellness number that pertains to their grade level (as listed above). Sophomore and senior classes will meet during the fall semester while 9th grade and 11th grade classes will meet during the spring semester.

**Failure Policies:** A student who fails to successfully complete a required health/physical education course in any given semester, and/ or is dropped from a course, must make up the deficiency prior to the receipt of a diploma from Needham High School. It is expected that students will make up their Wellness requirement by repeating the course they have failed or by attending a summer school program approved by the Principal. Participation in additional semesters of Wellness can be done in extreme situations, but only with the approval of the Director of the Wellness Department. Students should make up courses as soon as possible after failing a course.

**Notice to Parents of students in grades 9 & 11 about Sex Education:** Health Classes in grades 9 and 11 include issues of human sexuality.

- During the second semester of **9th grade**, sexuality education will be taught within a larger unit called “9th Grade Health”. The overall program is designed to teach students to make responsible decisions about alcohol and other drugs, tobacco, and sexual behaviors. The sexuality component of this course views sexual behavior as an adult behavior that occurs within the context of a committed, respect ful, physically and emotionally healthy relationship.
- Also during the second semester, **grade 11** students will take a traditional health education class that addresses a wide range of teenage health issues (including sex and sexuality) and challenges teens to consider the risks and consequences (to self and others) behind their decisions. Students reflect upon their role in creating healthy relationships (peer/collegial, friendships, family relationships, romantic relationships) and think about the importance of negotiating roles and responsibilities (regardless of gender).

Detailed information about our sexuality education curriculum can be viewed on the Needham Public Schools website: <http://rwd1.needham.k12.ma.us/wellness/Sexuality>

*Under Massachusetts law and Needham School Committee policy, you may exempt your child from any portion*

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*of the curriculum that involves human sexual education or human sexuality issues. To receive an exemption, simply send a letter addressed to your building principal requesting an exemption for your child. Any student who is exempted will be excused from those lessons that cover topics on human sexuality and will be provided with an alternative assignment. A student who is exempted from this portion of the curriculum will not be penalized in any way.*

**Program Description:** At Needham High School, Health Education content and Physical Education content are combined to make up our wellness curriculum. Each individual course offers students a combination of “health” concepts and related “activities “ designed to build the skills, knowledge and attitudes needed to participate in an active healthy lifestyle. The wellness curriculum is designed to emphasize the student’s responsibility for his/her own health and well-being based on a six dimensional wellness model (see wellness hexagon below). This model explores human health as a multidimensional phenomenon that requires the individual student to take care of and nurture himself or herself in all the areas identified within the wellness hexagon.

The high school curriculum is part of a comprehensive K-12 Health and Physical Education sequence which enables the high school teachers to plan courses that build upon the knowledge, skills, and behaviors learned throughout the K-8 program. Because of this, high school classes focus more on encouraging each individual to evaluate his/her own wellness and set specific goals that will result in self improvement. As a result, high school wellness courses provide students with information, skills, and opportunities to carefully examine their current health status and challenge them to make appropriate adjustments towards healthier living.

The design of the high school wellness program includes a thematic focus for each grade level. Throughout the semester, this theme is integrated into 3 - 4 units of study (a required wellness unit, a required activity unit, and one or two additional activity units). As students experience this sequence of units, they learn wellness concepts in the classroom and then learn to apply them through specific activities in the fitness center, wellness studio, gymnasium, tennis courts and playing fields.

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**9th Grade Thematic Focus ~ Healthy Mind-Healthy Body Connection** This theme is used to help students understand the important relationship between a strong mind and a strong body. Students will learn about the developing teenage brain and how it affects their ability to make decisions. They will be challenged to think about the many decisions they will have to make in high school and learn ways to develop and maintain a healthy mind and body. Decision-making - particularly decisions about the use of alcohol and other drugs, and delaying participation in sexual behaviors will be stressed. Students will also be introduced to the Needham High School fitness center and learn practical ways to improve muscular endurance and strength. In addition students will learn about the many benefits of physical activity (physical, social, emotional, intellectual) through sports and games.

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**10th Grade Thematic Focus ~ Exploring Individual & Community Wellness** In this course, students are taught to use the wellness hexagon as a tool for thinking more broadly about their health and wellbeing and the wellbeing of others. This model expands students’ thinking about health beyond the typical absence of disease to a more holistic understanding of health as interdependent parts (dimensions) that work in concert with one another (see model of wellness hexagon above).. Each dimension is continually affecting and/or responding to the others

which results in a dynamic and ever changing sense of well being. By becoming more conscious of each of the dimensions of wellness, and working to nurture them, students learn ways to affect their overall sense of well-being (regardless of their current health condition). We refer to this process as becoming an active participant in our own wellness journey. In addition to self -- students will also explore ideas and ways to improve community wellness.

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### **11th Grade Thematic Focus ~ Understanding and Assessing Personal Risk and Consequences**

This theme is used to guide students as they examine and assess the positive and negative personal risks and consequences they may face as young adults. Participation in our indoor ropes course will illustrate the importance of building trust in relationships and demonstrate how stepping outside one's comfort zone can lead to positive risk taking (growth). In their health class, students will continue to explore characteristics of healthy and unhealthy relationships and will reexamine the negative risks and consequences of sexual activity and the use of alcohol and other drugs. Students will reexamine the development of the teenage brain and explore the potentially dangerous role that alcohol and other drugs play in poor decision-making.

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### **12th Grade Thematic Focus ~ In Pursuit of a Healthy Balance**

This theme is used in the culminating year of our program to help students reflect upon their past knowledge and experience in wellness classes and to explore and develop their own role and responsibilities in the ongoing pursuit of maintaining a healthy balance in their young adult lives. Students are challenged to explore their nutritional practices and think about ways to adopt healthy eating habits. Students learn strategies for managing stress and participate in both mindfulness and yoga practices. All students take CPR (those interested can receive a CPR card) and study health and wellness opportunities in the community and on college campuses.

**CONTENT DESCRIPTION FOR CORE WELLNESS CLASSES:** At each grade level, all students take two wellness units that are required and one or two others that are assigned based on space and time of year (some units can only be offered when certain spaces are available or when classes can be held outside). The required curriculum units have been carefully chosen to address health and wellness issues that are important to high school age students and that address school and community issues and concerns. State and national guidelines and The Metrowest Adolescent Health Survey (MWAHS) results guide decisions about content that should be required for all students.

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## **WELLNESS 9**

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Information about alcohol, drugs and sexuality will be taught within the context of a larger unit called 9th grade health. This unit begins by explaining the process of adolescent brain development. Research has shown that the brain continues to grow and develop into the early-to-mid 20's. It is the frontal lobe that is responsible for reasoning, problem-solving, and ultimately responsible decision-making that develops last. The frontal lobe also helps in the ability to control emotions and impulses. As a result, teenagers are at risk for making impulsive decisions. This course, is therefore, designed to help teens understand this risk and provides skills and strategies for good responsible decision-making in relation to alcohol, drugs, and sexual behavior. Towards this end, all 9th

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grade students will take Sexuality Education, AlcoholEdu for High School, Prescription Drug Safety, and HEADS UP: Real News About Drugs and Your Body.

- **Fundamentals of Fitness:** This course provides students with the basic facts concerning fitness by addressing three questions: (1) What is fitness? (2) Why is it important? (3) How do I attain fitness? Students are introduced to the Needham High School fitness center and taught how to use all the equipment safely and appropriately. Each student sets personal fitness goals and learns how to develop an exercise plan to meet their goals.
- **Sexuality Education** is a course that has been adapted from Get Real, which is a comprehensive sex education curriculum developed by Planned Parenthood of Massachusetts. Get Real emphasizes social and emotional skills as a key component of healthy relationships and responsible decision-making and emphasizes the important role that parents play in educating their children about sex and sexuality. Information provided is medically accurate and age-appropriate. In this course students will develop agreements and expectations for creating a safe and comfortable class climate, identify a parent/guardian or other trusted adult from whom they can obtain information about sex and sexuality, understand the meaning of the terms sex, sexuality and sexual health, identify and analyze the reliability of the different sources where teens get information about sex and sexuality, analyze the difference between adult readiness for sexual behavior and teen readiness, talk with a parent/guardian or other trusted adult about dating rules, review proper vocabulary and explain the structure and function of the male and female reproductive systems, review the process of human conception, review what we know about the teenage brain, review the decision-making model and discuss the role that values play in supporting good decision-making, understand how emotions and the use of substances (alcohol and other drugs) can interfere with responsible decision-making, talk to a parent/guardian or other trusted adult about one's family's values, identify characteristics of a healthy and unhealthy relationship, assess whether behaviors between two dating partners are healthy or unhealthy, identify the risks of dating a significantly older partner, assess behaviors as being acceptable or unacceptable in a relationship, talk with a parent/guardian or other trusted adult about healthy and unhealthy relationships, assess one's attitudes and beliefs about gender norms in relationships, talk with peers about their attitudes and beliefs about gender norms in relationships, explain why both males and females are responsible for the possible consequences of sexual behavior and unprotected sex, identify ways that both partners (same sex and opposite sex) can take responsibility for their own sexual health within a relationship, identify ways that both partners can support the sexual health of their partner within a relationship, identify STIs and how they are transmitted and prevented, learn names of STIs and whether they are curable or treatable, reflect on one's feelings about learning about STIs, understand the importance of being totally honest with the doctor when s/he asks questions about sexual behavior, identify important future goals, understand how an unplanned pregnancy will alter all future plans and goals, name and describe popular methods for pregnancy prevention, understand that abstinence is the only way to prevent pregnancy and STIs/ HIV, understand that a condom will protect against pregnancy & STIs most of the time (a condom is not 100% guaranteed), observe a teacher demonstration on the correct steps for condom use, identify all the steps of correct condom use, identify risky situations and ways to lower the risk of sexual intimacy, learn to make responsible decisions in sexual relationships and practice effective assertive communication and refusal skills, identify ways to negotiate postponement and protection within relationships, identify and maintain boundaries.

- **AlcoholEdu for High School** is an evidence-based, online alcohol prevention course proven to reduce negative consequences associated with underage drinking. Five online modules are designed to help students address difficult alcohol-related decisions and scenarios. Students learn how to leverage their personal values and goals, resist peer pressure, and step in when they see someone who may be in trouble. Students will be able to define a standard drink of beer, wine, and liquor, assess personal values and goals, challenge common myths and misconceptions and learn where they come from, recognize the influence of advertising on people’s drinking-related attitudes and behaviors, identify reasons for abstaining from drinking, describe the dangers of drinking from communal sources, assess personal background risks for drinking-related problems, explain the basic facts concerning “blood alcohol content - BAC”, recognize how parts of the brain are affected by alcohol use, list effective strategies to help someone who may have alcohol poisoning, analyze internal and external factors that may impact decisions, identify positive examples of refusing a drink and resisting peer pressure, list strategies for staying safe if choosing not to drink, identify options for handling a situation involving someone who might drive under the influence, understand the laws surrounding underage drinking, explain positive techniques for approaching difficult alcohol-related conversations, reassess personal goals and values, and create an action plan for future alcohol-related behaviors. AlcoholEdu offers a version for parents which can be accessed on the Needham Public Schools Website - wellness department page.
- **Prescription Drug Safety** is an innovative digital course that arms high school students with the knowledge and tools to make health, informed decisions when it comes to prescription medications. The program uses interactive scenarios and self-guided activities to help students learn facts about drugs, how to properly use and dispose of them, and how to step in when faced with a situation involving misuse. Topics include Opioids, stimulants, and depressants; Proper prescription drug use, storage, and disposal; Brain and body: the science of addiction; Simulations: refusal and bystander skills; and Debunking common myths.
- **HEADS UP: Real News About Drugs and Your Body** is a science-based education series that honors our 9th grade theme which is Mind-Body Awareness. The series is a product of a partnership between the National Institute for Drug Abuse (NIDA) and Scholastic, Inc. and presents easy to understand information about a variety of different drugs and their effects on the teenage brain and body. This site covers a wide range of different drugs, introduces both the scientific name and street names, describes what the drugs look like and how they are presented for sale, and covers the effects of the drugs on the human brain and body. Teachers will create a series of questions that will require students to navigate their way through the site to respond. They will encourage students to share information they learned from the site and review the skills of decision-making related to substance use. Examples of drugs discussed include alcohol, anabolic steroids, bath salts, cocaine, cough and cold medicine, heroin, inhalants, marijuana, MDMA (ecstasy or molly), methamphetamines (meth), prescription drugs (opioids, depressants and stimulants), salvia, and spice. Materials are updated every year so information will remain current. NIDA offers information for parents on its website which can be accessed on the Needham Public Schools Website - wellness department page.
  - NIDA for TEENS: <https://teens.drugabuse.gov/>
  - NIDA for TEACHERS: <https://teens.drugabuse.gov/teachers>
  - NIDA for PARENTS: <https://teens.drugabuse.gov/parents>

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## WELLNESS 10

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- **Introduction to Wellness:** Students will assess their physical, social, emotional, spiritual, and intellectual well-being and learn strategies for nurturing their health in each of these areas. Students will acquire knowledge about wellness principles, human needs, life patterns, and risk-taking behaviors and look at ways in which they affect (and are affected by) illness and wellness. After learning more about each of the six domains of wellness (physical, social, emotional, spiritual, intellectual, occupational), students will define a healthy human being, look at how healthy and unhealthy behaviors affect well-being, explore attributes of internal and external locus of control, and internal and external motivation, look at ways cultural norms affect healthy and unhealthy choices, assess their current well-being in each of the six dimensions of wellness, explore potential reasons why some people follow lifestyles that are unhealthy, and develop a wellness creed outlining their commitment to their own wellness journey. Students will also assess their relationship with their school community and determine ways to enhance overall community well-being.
- **Group Dynamics:** This course provides a unique opportunity for students to understand the importance and dynamics of group development. Class sessions consist of both mental and physical challenges that require students to work together to find solutions. Students learn the characteristics of five different stages of group development (forming, storming, norming, performing, adjourning) ((Bruce Tuckman in 1965) and practice skills to help move their group through these stages. Students learn the effect that an individual's actions can have on the attitudes and performance of others. Other areas of learning include the ability to listen and express oneself, group cooperation, concern and respect for others, and exploring ways to share one's strengths with others. Students also look at ways group dynamics (peer pressure) can lead people to make decisions that they might not make on their own.
- **Understanding Games:** Students will play and analyze games and identify those characteristics that are similar among like activities (invasion games, net games, target games, etc.). Emphasis will be placed on the application of skills, understanding movement concepts, the joy of play, and creating new games that can be shared with classmates.

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## WELLNESS 11

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- **Critical Health Issues:** This health class explores the potential risks and consequences associated with the teen and young adult social scene. Students reexamine the teenage brain to learn more about their propensity to take risks and practice skills to prepare them to make healthy decisions. Students analyze scenarios to explore how different decisions could lead to various possible outcomes. They explore how decisions can be influenced by their relationships with others in both positive and negative ways and learn the role that values play in making healthy and safe decisions. Students reflect upon their own personality and explore traits and behaviors they want to bring to a relationship as well as traits and behaviors they'd like to have in a relationship. They define the characteristics of healthy and unhealthy relationships and identify signs of abusive relationships. Students explore different communication styles (confrontational/aggressive, passive, assertive), and learn effective ways to communicate within a relationship. Terms and issues related to sexual diversity (gender identity, gender expression, sexual

orientation, etc.) are discussed. Students learn about the biology of sexual desire and discuss ways to negotiate intimacy while remaining committed to abstinence/postponement of sexual behaviors. Students study the effect that alcohol and other drug use can have on relationships and on decisions to participate in sexual behaviors. They study current events in which substance use affected one's ability to make good decisions about sexual behaviors and brainstorm strategies that could have prevented the situation. Issues of sexual harassment, sexual assault, dating violence, and signs and symptoms of an unhealthy relationship and/or an abusive relationship are included.

- **Ropes Challenges:** Through preparation and participation on our indoor ropes course, students learn the importance of trust, teamwork, communication, personal awareness, courage, support, and problem-solving. In small teams, students support one another as they learn the skills required to safely participate on a challenge course. Students learn to tie safety knots, wear safety gear correctly, run a pre-climb safety check, spot (support) climbers, communicate clearly, and climb the various initiatives that make up the challenge course. No student is required to climb. We want students to choose to climb only when they feel safe and ready. All students learn the skills and expectations for each role of a belay team (belayer, back-up belayer, anchor, and rope attendant) so that they can better work as a team to support climbers.

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## WELLNESS 12

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- **Nutrition:** Students learn why healthy eating is important in preventing major diseases, and in maximizing mental and physical energy and performance. Students learn basic food facts and study the US Dietary Guidelines recommended for all Americans. Students will learn the difference between calorie dense foods and nutrient dense foods, learn to read food labels, calculate personal caloric and nutrient needs, explore personal eating habits, understand the difference between safe and unsafe ways to lose and gain weight, identify healthy options in a grocery store (field trip to Sudbury Farms) and plan a healthy meal for themselves and their families.
- **Yoga:** This course covers the basic knowledge, attitudes and concentration necessary to benefit from a Yoga practice. Flexibility, balance, and body alignment, as well as breathing, relaxation techniques and stress management strategies are part of each exercise session. Students also learn the benefits of mindfulness. Students practice yoga skills and mindfulness skills throughout the unit.
- **First Aid/CPR:** The American Heart Saver First Aid and CPR course is taught to all seniors and includes information and skills to provide first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) use in a safe, timely, and effective manner. The course goals include content knowledge and physical skills. In addition to learning CPR and AED skills, students also learn how to assess an emergency situation, help a choking adult or child, stop severe bleeding, use an epinephrine pen, and respond to an adult opioid-associated life-threatening emergency. Students learn about Naloxone and how it can be administered in an emergency situation. Upon completion of the course, students may be certified to administer CPR to infants, children, and adults.



## WORLD LANGUAGES

Num	Length	Credit	Course	Num	Length	Credit	Course
1112	F	4	French 1 Hon	1522	F	4	Spanish 2 Hon
1121	F	4	French 2 Acc	1523	F	4	Spanish 2
1122	F	4	French 2 Hon	1531	F	4	Spanish 3 Acc
1131	F	4	French 3 Acc	1532	F	4	Spanish 3 Hon
1132	F	4	French 3 Hon	1533	F	4	Spanish 3
1141	F	4	French 4 Acc	1541	F	4	Spanish 4 Acc
1142	F	4	French 4 Hon	1542	F	4	Spanish 4 Hon
1152	F	4	French 5 Hon	1563	F	4	Spanish 4
1161	F	4	French 5 Acc	1581	F	4	AP Spanish Language and Culture
1171	F	4	AP French Language and Culture	1552	F	4	Spanish 5 Hon
1313	F	4	Latin 1 CP	1561	F	4	Spanish 5 Acc
1311	F	4	Latin 1 Acc	1602	F	4	Mandarin 1 Hon
1312	F	4	Latin 1 Hon	1612	F	4	Mandarin 2 Hon
1321	F	4	Latin 2 Acc	1621	F	4	Mandarin 2 Acc
1322	F	4	Latin 2 Hon	1631	F	4	Mandarin 3 Acc
1331	F	4	Latin 3 Acc	1622	F	4	Mandarin 3 Hon
1332	F	4	Latin 3 Hon	1641	F	4	Mandarin 4 Acc
1341	F	4	Latin 4 Acc	1632	F	4	Mandarin 4 Hon
1342	F	4	Latin 4 Hon	1681	F	4	Mandarin 5 Acc
1513	F	4	Spanish 1	1691	F	4	AP Mandarin Chinese Language and Culture
1512	F	4	Spanish 1 Hon	1719	F	4	INDEX World Language
1521	F	4	Spanish 2 Acc				

The World Languages Department offers language sequences in four different languages: French, Spanish, Mandarin and Latin. Each language sequence develops students’ skills in reading, writing, listening and speaking. All modern language courses focus on communicative proficiency, cultural understanding and making linguistic connections. Modern language courses above the introductory level are taught in the target language and students are expected to use only the target language during class.

The NHS high school graduation requirement is two years of study in the same world language. Students who want to become proficient in a particular language by graduation should study the same world language for four years in high school.

**Guidelines for Selecting the Most Appropriate Course:**

Students may continue studying the language they studied in middle school or they may begin learning a new language. If a student wants to begin studying a new language at Needham High, the student should elect one of the first year courses (Examples: Latin 1 or Mandarin 1)

If a student studied French, Spanish or Mandarin in middle school and wants to continue studying that language at Needham High, then the student should select French II, Spanish II or Mandarin II.

**Guidelines for Selecting the Most Appropriate Level:**

Current NHS students should make their course level selection in consultation with their current world language teacher. When selecting a language “level” students are encouraged to consider the following level descriptions. Please note: It is easier to change levels earlier in one’s language sequence than later.

- **College Preparatory (Latin and Spanish only):** College Preparatory World Language classes are paced to ensure students have ample in-class practice with essential linguistic structures and high frequency vocabulary. There is extensive guided practice provided in class. Homework emphasizes skills practice and structured application.
- **Honors (All languages):** Honors World Language classes are taught at a moderate pace and require moderate amounts of preparation outside of the classroom. Instruction focuses on essential linguistic structures, high frequency and enrichment vocabulary, and there is some repetition. Homework blends skills practice with skills application.
- **Accelerated (All languages):** Accelerated World Language classes are taught at a fast pace and require a significant amount of preparation outside of the classroom. Instruction integrates complex linguistic structures, extensive vocabulary, and there is a limited amount of in-class guided practice and limited repetition. Accelerated courses are excellent preparation for the Advanced Placement course. Homework generally focuses on students’ application of skills (reading, writing, speaking, listening).

## FRENCH

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**FRENCH 1**

1112

(4 credits)

Full Year

Grade 9, 10, 11, 12

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This honors level course is an introduction to French, to its pronunciation and intonation, to its basic grammar and idioms, and to an elementary vocabulary. The aim is to develop the listening and speaking skills and also includes the reading of simple texts. The student will be introduced to France and the Francophone world.

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**FRENCH 2: ACCELERATED, HONORS**

1121, 1122 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course is for students who began their study of French in middle school and are entering grade 9. The course builds upon the core content found in the textbook. Students may be expected to maintain an oral and/or written journal, to write several compositions, to make oral presentations, to use the language lab, and to read cultural and/or literary selections.

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**FRENCH 3: ACCELERATED, HONORS**

1131, 1132 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course builds on French 2, expanding the use of all four language skills with more complex use of language and comprehension of more sophisticated texts and other materials.

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**FRENCH 4: ACCELERATED, HONORS**

1141, 1142 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course builds on French 2 and 3 as students read and/or view selected works of literature and culture of the Francophone world that deal with issues such as emigration, immigration, cross-cultural adaptation, and current events. Emphasis will be placed on the further development and practice of the four language skills. The honors level focuses more on practical vocabulary in a variety of daily situations and studies cultures of the Francophone world through adapted literature. In general, the accelerated level goes deeply into grammar, verb tenses, and vocabulary with a focus on analytical and creative writing.

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**FRENCH 5: ACCELERATED, HONORS**

1161, 1152 (4 credits)

Full Year

Grade 9, 10, 11, 12

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This is a course based on the principles of project-based learning. Students will reinforce communicative functions learned in French 4 and will continue to develop their proficiency through investigations, debates, performances and products of film, art, literature, cuisine and cultural/historical studies of French and the Francophone world.

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**ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

1171 (4 credits)

Full Year

Grade 12 or department approval

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This course is designed to develop the four language skills at a high level of proficiency and accuracy and to prepare the students for the French Language and Culture Advanced Placement examination in May. Those

students who are successful on the AP exam may receive college standing and/or credits for their outstanding high school performance. Students will read selected works, classic and modern, to discuss various themes and social issues.

## SPANISH

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### SPANISH 1

1512, 1513 (4 credits)

Full Year

Grade 9, 10, 11, 12

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This course is an introduction to Spanish, its pronunciation and intonation, basic vocabulary, and basic grammar and idioms. The emphasis of the course is on listening and speaking with some beginning reading and writing. 1512 is an honors level course designed for students who have had previous successful experience with another world language. 1513 is a College Prep level course designed for those students who are just beginning their study of a world language.

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### SPANISH 2

1521, 1522, 1523 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course is for students who began their study of Spanish in middle school and are entering grade 9; or for students entering grade 10, who are continuing with their Spanish studies after completing Spanish 1.

In this course, students expand their knowledge and use of the present and past tenses, write several compositions, make oral presentations, use the language lab, and read cultural and/or literary selections. Thematic units of study include: geography of the Spanish speaking world, daily routines, childhood, an exploration of celebrations in the Spanish speaking world, and the study of sports and sports figures in the Spanish speaking world. Students studying at the accelerated pace will also study news reporting and current events.

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### SPANISH 3

1531, 1532, 1533 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course builds on Spanish 2, expanding the use of all four language skills with more complex use of language and comprehension of more sophisticated texts and other materials. Thematic units of study include: shopping (places and ways one can shop), how to care for one's self (healthy practices in the Spanish speaking world and one's own community; how to communicate about illness, remedies and provide recommendations to improve one's health), and an exploration into social issues in the Spanish speaking world and one's own community.

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### SPANISH 4

1541, 1542, 1543 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course builds on Spanish 2 and 3 as students further develop their communicative capacity in the target language through conversation as well as reading and/or viewing selected works of literature and culture of the

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Hispanic world. Thematic units of study at the college prep and honors pace include: exploration of study abroad experience through planning for international travel, accommodations (making hotel reservations), using public transportation and navigating a city, housing and home life abroad (finding a host family and/or roommates), and eating out (restaurants, street food, and social norms & customs).

Thematic units of study at the 4 accelerated pace include: art in the Spanish speaking world, identity, immigration, and the study of social media in the Spanish speaking world as well as one's own community. This course also emphasizes refinement of one's communication skills relative to grammatical accuracy and nuances in meaning (word choice, phrasing and contextual appropriateness).

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## **SPANISH 5**

1561, 1552 (4 credits)

Full Year

Grade 9, 10, 11, 12

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This course continues the work of Spanish 4 honors and 4 accelerated. In this course students examine the various cultures of the Spanish-speaking world from different perspectives: through authentic readings, songs, poetry, art, technology, films and cultural/historical projects. Students will complete projects and present them to the class as a way of participation and assessment. Advanced grammar will be reviewed and practiced within classroom discussions and debates as well as in written products.

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## **ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

1581 (4 credits)

Full Year

Grade 12 or department approval

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This course is designed to develop the four language skills at a high level of proficiency and accuracy and to prepare the students for the Spanish Language and Culture Advanced Placement examination in May. Students will deepen their knowledge not only of the Spanish language, but also the culture of countries where Spanish is spoken. Those students who are successful on the AP exam may receive college standing and/or credits for their outstanding high school performance.

## **MANDARIN (CHINESE)**

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### **MANDARIN 1**

1602 (4 credits)

Full Year

Grade 9, 10, 11, 12

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This course is an introduction to Mandarin and the Chinese-speaking world. Students study pronunciation, intonation, basic grammar and idioms, and develop an elementary vocabulary. The aim is to develop students' listening and speaking skills and for students to acquire a basic level of fluency. The course also includes the reading and writing of simple texts.

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### **MANDARIN 2**

1612, 1621 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course is for students who began their study of Mandarin in middle school and are entering grade 9; or for

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students entering grade 10, who are continuing with their Mandarin studies after completing Mandarin 1. This course builds on Mandarin 1 and is designed to develop the four language skills. In addition to the core content found in the textbook, students will read selected works from Rhythm & Rhyme and do hands-on projects. Students will also learn about the culture of China and Chinese speaking countries.

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### **MANDARIN 3**

1631, 1622 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course is a continuation of Mandarin 2, and is designed to further develop the four language skills. Students will achieve greater proficiency through reading more complex Mandarin, reporting on news from the Chinese-speaking world, and carrying out projects. Students also learn how to type Chinese characters at a good speed.

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### **MANDARIN 4**

1641, 1632 (4 credits)

Full Year

Grades 9, 10, 11, 12

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This course builds on Mandarin 3 as students further develop the four language skills. Students will read more complex Mandarin texts and students' will further develop their writing skills through journals, compositions and/or short essays. Students will also report on news from the Chinese-speaking world and regularly type in Chinese characters.

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### **MANDARIN 5 ACC**

1681 (4 credits)

Full Year

Grade 9, 10, 11, 12

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This course is designed to develop the four language skills at a high level of proficiency and accuracy. Students will read works from classic and contemporary authors and will develop their writing skills. Students will also engage actively in listening and speaking activities. Finally, students will study Chinese culture through articles, newspapers, films, and short stories.

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### **AP MANDARIN CHINESE LANGUAGE AND CULTURE**

1691 (4 credits)

Full Year

Grade 12 or department approval

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This course is designed to develop the four language skills at a high level of proficiency and accuracy and to prepare the students for the Chinese Language and Culture Advanced Placement examination in May. Those students who are successful on the AP exam may receive college standing and/or credits for their outstanding high school performance. Students will read works from classic and contemporary authors and will develop their writing skills. Students will also engage actively in listening and speaking activities. Finally, students will study Chinese culture through articles, newspapers, films, and short stories.

## **LATIN**

The Latin program focuses on the following areas: (1) developing students' understanding of the impact of Latin

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on English and the modern Romance languages through the study of roots, prefixes, suffixes; (2) developing students' understanding of the impact of Roman culture on modern art, architecture, literature, and political and cultural institutions; (3) the development of reading skills through a combination of fictional Latin stories and original Latin (both adapted and unadapted) so that students are able to read authentic Latin upon completion of the Latin 4 course; and (4) the development of students' speaking, listening and writing skills in order to better translate and understand Latin.

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**LATIN 1***1311, 1312, 1313**(4 credits)**Full Year**Grades 9, 10, 11, 12*

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This course is an introduction to the Latin language and the world of ancient Rome. Students learn to see Latin and elements of ancient culture as an important part of their world, and to view that world through the lens of Latin. Emphasis is placed on the elements of the language: alphabet, pronunciation, parts of speech, word-formation, vocabulary (including English derivatives), and grammatical rules. Students will use the *Ecce Romani* textbook, which uses an intuitive "reading based" method of learning, as well as "Active Latin" methods including speaking and listening to support students' development of reading and communication skills. Through readings about an aristocratic Roman family, students will begin to learn the geography of the ancient Roman world, Roman mythology, an outline of Roman history, and important aspects of Roman private and public life. Because this course is the foundation for the continuing study of Latin, it is vital that students develop the necessary habits of memorization, attention to detail, preparation of daily work, and organization. Memorization of word-forms, vocabulary and grammatical rules is essential.

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**LATIN 2***1321, 1322**(4 credits)**Full Year**Grades 9, 10, 11, 12*

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This continuation of Latin 1 further develops the student's Latin vocabulary and involves the study of more advanced aspects of the Latin language. Students continue using the *Ecce Romani* texts as well as Active Latin methods to read continuous passages of increasing difficulty. Students also study various aspects of Roman transportation and travel. At this stage in the Latin sequence, students begin to apply their Latin language skills in context and transition away from memorization. To prepare for Latin 3, students in Latin 2 will develop a solid knowledge of subordinate sentence structures, the architecture of a complex Latin sentence, and skills for dealing with variable Latin word order.

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**LATIN 3***1331, 1332**(4 credits)**Full Year**Grades 9, 10, 11, 12*

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During the first part of the year students will continue to learn the grammar and syntax of Latin that is important for translating original texts, again using the *Ecce Romani* text well as Active Latin methods. Students will also continue to study English derivatives and Roman civilization forms of entertainment, such as the *Circus Maximus* and *comissatio* - the Roman dinner party. In this course, students make their first leap to connected reading in authentic Latin. The course requires students to engage in strong study habits in preparation for Latin 4.

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**LATIN 4***1341, 1342 (4 credits)**Full Year**Grade 12 or department approval*

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During the first part of the year students will continue to learn the grammar and syntax of Latin that is important for translating original texts. Students will finish reading the *Ecce Romani* texts, well as Active Latin methods. The inclusion of authentic Latin will be more consistent and more challenging than what students experienced in Latin 3. Students will explore authors from Aesop to Caesar to Horace.

## ELECTIVES

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**INDEX WORLD LANGUAGE***1719 (4 credits)**Full Year**Grades 9, 10, 11, 12*

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INDEX World Language study may be elected as a full-year course for students who want to study a language that is not currently taught at Needham High School (examples are German, Italian, and Arabic). Similarly, a student may want to study French, Spanish or Latin at a level that is not offered (either Latin 5, or a sixth year of French or Spanish). INDEX is available to students who have already met their world language high school graduation requirement or have achieved an advanced level in another world language.

The term INDEX stands for “independent exploration”. Thus, students must:

- Present a study plan for approval by the Director of World Languages.
- Gain acceptance into the INDEX Program and registration for INDEX as a course are contingent upon such approval.
- Commit to carrying out study that is self-directed and carried out with minimal supervision and guidance.

INDEX study will be graded ‘pass/fail’, carry full academic credit, and will not be weighted.



## OTHER ELECTIVE OFFERINGS

Needham High School offers several additional course offerings for the 2021-2022 school year.

Num	Length	Credit	Course	Num	Length	Credit	Course
9897	F	2	Courageous Conversations on Race 1	1260	S	2	Peer Tutoring
9887	F	2	Courageous Conversations on Race 2	9899	S	2	TEC Internship
9896	S	2	Internship in Special Education	9898	F	4	Work Study
				9996	S	1	★ Upperclass Teacher Aide

### COURAGEOUS CONVERSATIONS ON RACE

9897 (2 credits)

Full Year

Grades 11, 12

This full year course open to juniors and seniors through a recommendation process will focus on learning about how race functions as a social construct and how racism operates on a systemic level both in society and here at Needham High. The course will include an exploration of both personal identity, and strategies for increasing knowledge and closeness between ethnic and racial groups. Students will learn about this history of racial inequity through lessons of history, literature, and politics; reflect on their identity and on their own experiences in the equity arena in the current cultural and school climate; practice courageous conversations; and explore personal experiences of racism and inequity. Through experiential activities and a study of selected readings, videos, and other media, students will learn why it is important to talk about race and how to do it. Course topics will include bias, privilege, discrimination, racism, and the cycle of oppression. As the culminating project for the course, students will use their knowledge to design Courageous Conversations on Race lesson plans that they will execute with grade 9 students. Students will be able to apply the knowledge and skills learned in this course to other areas of social inequity. This course will meet on Friday mornings before school for a full year.

### COURAGEOUS CONVERSATIONS ON RACE 2.0

9887 (2 credits)

Full Year

Grade 12

**Prerequisite:** This full year course expands and refines skills developed in CCOR 1.

Students will focus on leadership development and facilitation skills necessary to participate in continued self-reflection, class interfacing, taking leadership roles in CCOR class and teaching of our 9th graders. Students enrolled in this course will help guide our Join the Conversation events, facilitate HS and middle school workshops, and partner with various clubs under the umbrella of SAFE in equity work. As well, students will have

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the opportunity to participate in youth leadership and equity-related events beyond NHS, such as Sparkshare and NDI summits. Students will also be supported in developing specialized areas of study that can be integrated into CCOR and 9th grade curriculum, such as National/Statewide Equity and BLM Movements; Voter Registration and accessibility; Inequity in the Pandemic; Economic Oppression; and Educational Systemic Oppression – school to prison pipeline.

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**INTERNSHIP IN SPECIAL EDUCATION**

9896 (2 credits)

Semester

Grade 10, 11, 12

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Students will take part in training with the special education staff including a BCBA (Board Certified Behavior Analyst), Special Educator, School Psychologist and Speech/Language Pathologist. Under the supervision of special education staff, the student will provide peer modeling and mentoring, academic tutoring, and social opportunities for students in our special education programs. Throughout the course, the students will develop an understanding of different types of disabilities, lifeskills/ transitions curriculums, and the importance of inclusion. Students would participate in activities in school and in the community during their class time.

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**PEER TUTORING**

1260 (1 credit)

Semester

Grades 11, 12

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This volunteer program is available for juniors and seniors who are interested in using their academic talents to support their peers in academic support classes. After training, peer tutors will be able to provide numerous supports to students including: assistance with reading, support with note taking and test prep, guidance with editing and revising papers, support with organization. Participating students will attend the support class a minimum of three of the five class meeting days each rotation.

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**TEC INTERNSHIP**

9899 (1 credit)

Semester

Grade 12

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Internships are structured, supervised learning experiences allowing students the opportunity to explore a career. Needham is a member of The Educational Cooperative (TEC). The TEC internship program offers students the opportunity, for a fee, to be placed with an organization or business in a career area of interest. Students and families will be responsible, at least in part, for the internship fee. Interested seniors must have a minimum of 74 credits at the end of junior year. More information is available at [www.tec-coop.org](http://www.tec-coop.org).

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**WORK STUDY**

9898 (1-4 credits)

Full Year

Grades 11, 12

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The Work Study class is designed to recognize the learning experiences students have in work environments, while providing the skills needed to be successful in those spaces. Students will be required to have a job prior to enrolling and will be expected to work a minimum of 12 hours per week during the year. In addition to the direct work experience, students will meet periodically with the NHS teacher outside of the regular school day to focus on the skills, interactions, and knowledge needed to be successful in any job setting. The teacher will complete

periodic visits to each job site and maintain contact with employers throughout the year to assess how the in-class lessons are translating to the work environment. Participation in the class must be approved by the student's guardian, counselor, and assistant principal. The class will be graded on a Pass/Fail scale, based on satisfactory performance on the job and the fulfillment of the after school class requirements. Credits will be awarded based on average hours worked each week.

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 **Upperclass Teacher Aide**

9996 (1 credit)

Semester

Grades 11,12

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Students who are Upperclass Teacher Aides work closely with one teacher in one course, providing assistance to that class throughout a semester. The aide position allows juniors and seniors to gain experience in an educational setting as they learn firsthand some of the tasks and responsibilities of the teaching profession. The responsibilities may include, but are not limited to: assisting with small group work, providing one-on-one tutoring support, researching and preparing instructional materials, creating classroom displays, leading mini-lessons, etc. Aides are expected to be present in the class each day, where the majority of the work will take place.

Interested students must get approval from a teacher who will notify the counselor to assign the class on the student's schedule. The class is evaluated on a Pass/Fail basis.

## **STUDENT SUPPORT SERVICES**

PLC and SKILLS classes are graded on a Pass/Fail basis. A passing grade is earned by students who engage in regular attendance, have a willingness to work, accept support and engage in lessons. Students earn credit for these classes.

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**GRADE LEVEL SKILLS CLASSES** are designed to serve students who are included in general education classes at the College Prep, Honors or Accelerated level and who require services based on their goals in their Individualized Education Program. Students in the Skills Center utilize academic support and develop strategies to learn how to use their strengths to compensate for area(s) of difficulty or challenge, to develop self awareness, self advocacy, and to gain independence in managing their academic responsibilities. Recommendations for Skills classes and frequency are made by the student's IEP team. Students who are having difficulty balancing desired/required courses around their Skills class should contact the NHS Director of Special Education to discuss whether accommodations are possible.

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**SKILLS CLASS in the CONNECTIONS PROGRAM** provides organizational support, academic and therapeutic interventions including individual and group counseling in a therapeutic milieu setting. Students learn coping skills in order to become successful students. Recommendations for Skills classes and frequency are made by the student's IEP team.

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**SKILLS CLASS in the INSIGHT PROGRAM** provides targeted support in the area of executive function and social pragmatics. Students take part in social skills/ social pragmatic groups with the Speech and Language Pathologist at least once a cycle as part of the program. Recommendations for Skills classes and frequency are made by the student's IEP team.

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**FOUNDATIONS Math classes** are special education classes that provide a modified curriculum and are delivered in a small group environment. The curriculum follows the Massachusetts Curriculum Frameworks in Mathematics. Recommendations for Foundations Math classes are made by the student's IEP team.

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**The ILC (Independent Learning Center) and the Postgraduate Program** are community based model of instruction for students who require transition services as designated by their IEP's. The programs are designed to promote a seamless transition from High School to the demands of adulthood. "Undergraduate students" complete a combination of general education classes and specialized academic classes within NHS. Internships are developed at an early age to introduce work skills and expanded upon in a meaningful and age-appropriate manner. Additional services include ( but are not limited to): travel training, shopping, meal planning, cooking, budgeting, self -advocacy instruction, social skill development and accessing community resources, as the academic schedule allows. Following completion of the four year academic portion of their program, students participate in the NHS graduation ceremony and move on to manage an individualized schedule comprised of some or all of the following components: internships/ competitive employment, post-secondary education, functional academics taught in natural contexts, community based recreation, travel using multiple modes of transportation, independent living skill development and self-determination (planning for the future). The

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program duration and intensity of supports provided is determined by the individual and his or her Team. Individuals and their families are supported as they evaluate and select adult service providers and community resources following their exit from the school system.

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**THE PATHWAYS PROGRAM** is a sub-separate therapeutic program located within Needham High School providing students with an academic curriculum aligned with the Massachusetts Curriculum Frameworks and high level of therapeutic support. Recommendations for Pathways are made by the student's IEP team and each student's program is unique to their learning and emotional needs.

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**\*PERSONALIZED LEARNING CENTER (PLC)** is a structured general education program designed to assist students in need of academic support. Students enrolled in the PLC work to complete assignments, and improve study skills, organization and test taking strategies. Referrals for PLC are made by the student's school counselor to the Student Success Team (SST).

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**\*TRANSITIONS** is a short-term program that supports the needs of students re-entering high school from a lengthy absence. Entrance into Transitions begins with a re-entry meeting in which an individual plan is designed to include communication with classroom teachers, making up work and any needed clinical support.

\*Transitions and PLC are overseen by the Special Education Department but are not special education services.

# **GUIDANCE DEPARTMENT SERVICES**

## **SCHOOL COUNSELORS**

The School Counselors in the Guidance Department at Needham High School provide comprehensive social/emotional, academic, and postsecondary counseling, as well as career and community service exploration, to all students at Needham High School.

The School Counselors work to help all students achieve academic success, balance in their lives, help in times of crisis, and to assist in developing a meaningful plan for life after high school. All School Counselors can be accessed by appointment or on a drop in basis. Regardless of the severity of an issue, all students are encouraged to meet with and establish a working relationship with their School Counselors as early as possible. If an emergency situation arises, any available School Counselor will meet the needs of student(s) if the assigned School Counselor is not available.

Guidance Department Website:

<https://sites.google.com/a/needham.k12.ma.us/nhs-guidance-department/home>

## **SOCIAL & EMOTIONAL SUPPORT**

Students may face challenges during their time at Needham High School. School and Personal Counselors collaborate to support students and their families during these difficult times.

## **PERSONAL COUNSELORS**

Personal counselors provide a continuum of services to students in need. They support students to help them navigate the disappointments and frustrations that may occur during the high school years. They also help students manage more serious emotional or behavioral concerns and high risk behaviors. They provide crisis intervention for any student or family in need, assisting with locating the appropriate resources.

While students often initiate the contact with their School or Personal Counselor, another student, parent, guardian, teacher, or administrator who is concerned may reach out to the School or Personal Counselor directly. Counselors will also reach out to students to help establish a relationship or to address a personal issue as the need for this is identified to them. Please note that conversations with Counselors are considered confidential, and are not part of the school record, although there are limits to the bounds of confidentiality with situations that pertain to safety.

Every student is assigned to one of eight School Counselors (divided alphabetically) for four years. Each student is assigned one of three Personal Counselors (divided alphabetically) for four years.

## **SCHOOL ADJUSTMENT COUNSELORS/ TRANSITIONS PROGRAM SOCIAL WORKER**

The school adjustment counselors work with students who have a specific social-emotional goal within an Individualized Education Plan (IEP). There is a personal counselor assigned to work primarily with the Pathways Program, one with the Connections program, and the Transition Program Social Worker works with students returning back to school after a mental health crisis or significant medical event.

## Needham High School Guidance Structure for 2022-2023

(email staff format: [firstname\\_lastname@needham.k12.ma.us](mailto:firstname_lastname@needham.k12.ma.us) ; phone: 781-455-0800 xt)

<b><u>Personal Counselors</u></b>	<b><u>School Counselors</u></b>	Grade 12 (2023)	Grade 11 (2024)	Grade 10 (2025)	Grade 9 (2026)
Danielle Hopkins xt 22125	Will Grannan xt 22118	A - Bro	A - Caro	A - B	A - B
	Renee Vasquez xt 22126	Bru - Ded	Carp - E	C - D	C - El
	Katrina Martyn xt 22120	Dem - Gl	F - Ha	E - He	Em - Hef
Dan Haggerty xt 22133	l'Esha Thomas xt 22122	Go - Kin	He - Ler	Hi - Le	Heg - Law
	Mary Jane Walker xt 22127	Kir - Mel	Les - M	Li - N	Lax- Mi
Amanda Katz xt 22121	Anya Huston xt 22130	Men - P	N - R	O - Rose	Mj - Rib
	Meridith Welch xt 22128	R - Sul	Sa - Sz	Rosi - S	Ric - Su
	Shannon Mastropoalo xt 22123	Sun - Z	T - Z	T - Z	Sv - Z
<b><u>Transitions/Adjustment Counselor</u></b> Michelle Brenhiser xt 22117		<b><u>Guidance Department Chair</u></b> James Ash xt 22116		<b><u>Assistant Principals</u></b>	
<b><u>Adjustment Counselors</u></b> Bobby Hermesch xt 22129 Heather Harris xt 22119 Arielle Mossberg xt 22124		<b><u>Guidance Administrative Assistant</u></b> Jean McDavitt xt 22134		Grade 11 & Grade 9 (A-J) Pierre Jean xt 22242	
<b><u>METCO Coordinator/Counselor</u></b> Shakur Abdal-Khallaq xt 22115		<b><u>Grade Level Office Secretaries</u></b> Grades 9 & 11 - Kara Jahn xt 22241 Grades 10 & 12 - Sarah Concannon xt 22243		Grade 12 & Grade 9 (K-R) Alison Coubrough-Argentieri xt 22240	
				Grade 10 & Grade 9 (S-Z) Mary Kay Alessi xt 22258	

## ACADEMIC PLANNING SUPPORT

The School Counselor is the student's main resource each year for academic planning, scheduling, and for accessing academic support. The classroom teacher is the main resource for content support and is the primary resource for extra help (note: the classroom teacher also makes the official recommendation of course level for the following year). The School Counselor will help the student track his/her progress toward academic goals and towards meeting all graduation requirements. Students are encouraged to meet with their School Counselor to discuss academic concerns and questions. School Counselors reach out to students on a scheduled and as needed basis.

## COMMUNITY SERVICE LEARNING (CSL) PROGRAM/VOLUNTEER SERVICE

Each student's School Counselor is his/her contact person for participation in Needham High School's CSL Program.

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The Community Service Learning Program is an important part of the educational experience offered at Needham High School. All students are required to complete community service learning credits (60 hours) as part of their graduation requirement. Each credit equals 30 hours of volunteer or internship service. A minimum of 30 hours must be done with the same organization. Students may complete the entire 60 hours with one organization if they choose, they may do 30 hours each with two different organizations, or they may complete 30 hours with one organization, with the second 30 hours being mixed and match among multiple opportunities. Students may earn up to 2 credits per year with a maximum of 8 credits over four years.

The mission of the Community Service Learning Program is to broaden students' experiences beyond the traditional classroom by providing opportunities to become involved in volunteerism, service learning, and career exploration. By engaging in such activities, students learn more about themselves, their interests, and the privileges and responsibilities of being a member of a school, local, and global community.

Students may complete their community service learning requirements through volunteer work, an unpaid internship, or a combination of both. Specific requirements for each of these two options are listed below. Students may start their community service learning hours beginning in their 9th grade year. Hours earned prior to that year, including the summer, may not be used. Students may volunteer for a minimum of 30 hours at a non-profit organization of their choosing, or one suggested by their school counselor. Students may not be supervised by a parent or other relative. Students who participate in one week service trips through a non-profit organization, such as Habitat for Humanity or a local church or temple, are eligible to receive one credit for successful completion of a trip. Volunteering without pay at a business, unless it is a pre-approved internship, cannot be used for community service.

We strongly recommend that students receive approval prior to beginning their community service by completing a student proposal form and turning this into their school counselor in the guidance office. This is the best way to ensure that a student's volunteer hours will meet the requirements. The Community Service Learning forms are available in the guidance office and can also be downloaded from the guidance web site or the Career and Community Service Learning page.

Students are also welcome to check in with their school counselor to discuss additional ideas, to propose their own project, or to find out more information about a particular organization.

Students receive a grade of "P" (Pass) on their transcript when they have completed their community service requirements. Students are encouraged to begin fulfilling this requirement early on in their high school years. Our experience has shown us that many students who actively engage in volunteer service from the beginning of high school sustain their involvement and participate in additional service activities. Additionally, volunteer work can help students begin the process of career exploration.

## **REGIONAL HIGH SCHOOL RELATIONSHIPS**

Needham is a member of Minuteman Vocational Regional Technical High School in Lexington, MA and Norfolk County Agricultural High School in Walpole, MA. Students most often attend these high schools starting in 9th grade. Needham High School students and families who are interested in learning more about these schools are



encouraged to review the websites and speak with their guidance counselors as well.

Minuteman Regional Vocational Technical High School: <http://www.minuteman.org>

Norfolk County Agricultural High School: <http://www.norfolkaggie.org>

## **POST-SECONDARY PLANNING**

The school counselor is the primary school resource for a student's postsecondary planning. Although the bulk of the postsecondary planning commences in the Spring of Junior year, students may talk to their school counselor about post-secondary planning at any time during high school. From self-assessments, interest inventories, career discovery, and some standardized testing, the school counselors, in conjunction with the Personal Counselors, address issues related to healthy development throughout high school. With the resulting personal growth and self-discovery, students are able to enter the postsecondary planning process during junior year in a more meaningful and directed fashion. In grade 11 the school counselors meet with all students in small groups in February to start the postsecondary planning process. Subsequently, the school counselors have at least two individual meetings with their students prior to the close of junior year. By the end of grade 11, the juniors will have written college essays (through English class), will have asked two teachers for confidential recommendations, and will have an initial list of colleges and programs to explore, which is all monitored by the school counselor. Additionally, the Guidance Department offers parent nights during junior year to address the Postsecondary Planning Process, Visiting and Touring Colleges, and Financial Aid.

In grade 12 the school counselors meet with all students in small groups in September to continue the postsecondary planning process. Subsequently, the school counselors have individual meetings with their students in the fall to track their progress and to support them in their application submissions. In September the school counselors offer an additional post-secondary related parent evening. School counselors write a confidential letter of recommendation for each student. Counselors also coordinate visits from over 150 college admissions officers to the high school in the fall of senior year.

All students and families have access to the comprehensive Guidance Database in SCOIR throughout the Postsecondary Planning Process. They also have access to Guidance Department's Postsecondary website: <http://nhs.needham.k12.ma.us/college/default.htm>

School counselors also use Google Classroom to send announcements, reminders, and other important information any time during high school, but particularly during the post-secondary planning process.

## **POST-SECONDARY COLLEGE/UNIVERSITY REQUIREMENTS**

For those considering college, admission requirements should be strongly considered when students plan their programs. Because these requirements vary widely, the best sources of information are the individual school catalogs or individual college and university websites. Students should sample a few catalogs and websites for the types of schools they are considering to make sure that they are covering the requirements. It is better to have more than is needed than to be short a required or recommended course. Resources and direct links to college and university websites can be found on the Guidance Department website.

Typical requirements for colleges and universities may differ from the graduation requirements from Needham HS. Students will work with their school counselor throughout high school to help ensure they are making appropriate academic choices both for their current experience in high school, while also looking ahead to post-secondary

goals and aspirations.

## **COLLEGE AND UNIVERSITY VISITS**

Each year approximately one hundred and fifty representatives of colleges, universities, junior colleges, community colleges, technical schools and other specialized schools visit Needham High School. In addition, our school participates in two TEC College Fairs, in October and April. These fairs provide an opportunity for students to compare one institution with another.

For much more comprehensive information on options and considerations regarding post-secondary plans, you are urged to consult the Post-Secondary Counseling website <http://nhs.needham.k12.ma.us/guidance/Postsecondary>.

## **UNITED STATES ARMED SERVICES VISITS**

Each branch of the Armed Services visit Needham High School to meet with interested students. These visits are set up and advertised by the Guidance Department.

## **COLLEGE TESTING PROGRAM**

Information describing the following testing programs are available online ([www.collegeboard.org](http://www.collegeboard.org) or [www.act.org](http://www.act.org)) or in the Guidance Office: PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test), the SAT Program; the Advanced Placement Exams and the ACT Program. For students who speak English as a second language, the TOEFL (Test of English as a Foreign Language) may also be necessary. Students should consult college catalogs to determine which tests are required or recommended.

A typical testing pattern for students is as follows:

- **Junior Year**

The PSAT/NMSQT is administered in October and is comparable to the SAT. This test is designed primarily for juniors. The colleges do not recognize PSAT/NMSQT for admission requirements. The results, however, are valuable to both the student and counselor when discussing possible choices of colleges. Students whose scores are high enough (typically 1% of population) become semifinalists for National Merit Scholarships by taking this examination. The SAT is usually taken by juniors in the spring of the junior year. AP Exams will be administered in the spring of a student's Junior or Senior year to those students desiring advanced placement or college credits upon being admitted to the college of their choice.

- **Senior Year**

Students may wish to retake the SAT during the fall and winter of their senior year. The ACT (with writing) is another test used by colleges for admission and is as widely accepted as the SAT. Needham High School participates in the Advanced Placement Program (AP) of the College Entrance Examination Board. Advanced Placement Courses are the equivalent of college courses. Students who select AP courses should plan to take the AP examinations. Although Needham High School grants credit towards graduation for AP courses, college credit for AP courses may be granted individually to students by colleges participating in the College Entrance Examination Board. AP Exams will be administered in the spring of the senior year to those students desiring advanced placement or college credits upon being admitted to the college of their choice. If a student's results meets the minimum standard as set by the College Board and a participating college, students may be able earn college credit. The college a student is planning on attending makes

this decision regarding awarding college credit based on AP scores. Most colleges do participate in the Advanced Placement Program.

### **STANDARDIZED TESTING AND THE STUDENT RECEIVING SPECIAL EDUCATION SERVICES**

Students who have a documented disability may be eligible for accommodations on College Board tests such as the PSAT, SAT, ACT, and the Advanced Placement (AP) Exams. More information can be found at <http://sat.collegeboard.org/register/for-students-with-disabilities>. Students should work with their guidance counselor or special education liaison to ensure the disability documentation required for the application is complete and substantiates the need for the accommodations being requested. Applications may be completed online or on paper. It takes about 7 weeks from the College Board's receipt of all documentation for a determination to be made. Students are encouraged to make applications for accommodations for College Board tests during their 9th grade year if possible. Students who receive accommodations can use them throughout their high school careers. Once approved, a student does not need to reapply.



## Needham School Committee

February 7, 2023

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Agenda Item:     **Action**

**Approve Westborough Public Schools Admittance to ACCEPT Education Collaborative**

Background Information

Each member School Committee is required to vote approval to admit a new member district.

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves admittance of the Westborough Public Schools to the ACCEPT Education Collaborative.

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January 3, 2023

RE: Westborough Public Schools request for ACCEPT Membership

Dear Board of Directors and School Committees,

Since its formation in 1974, ACCEPT Education Collaborative has established trusted partnerships to promote excellence and innovation in educational practice. The mission and purpose of ACCEPT is to leverage the collective power and resources of member school districts to provide excellent, cost-effective regional programs and services to unlock the potential of students, their families, educators and communities. ACCEPT offers a wide range of programs and services whose focus is to minimize the impact of student disabilities or relative weaknesses and maximize student outcomes including achievement, independence and participation in the community. We are committed to providing member districts with current services and do this through the guidance and authorization of the Board of Directors. ACCEPT's Board of Directors is composed of all member district Superintendents.

The Westborough Public Schools has sent a letter requesting admittance to the Collaborative. Superintendent Amber Bock was invited to speak at ACCEPT's Board of Directors meeting on December 7, 2022. The Board had an opportunity to understand the request for membership and to ask questions of the Superintendent. Superintendent Bock stated her respect for the work of ACCEPT and discussed meaningful ways that Westborough can contribute to the mission and vision of the ACCEPT Education Collaborative. The Board of Directors and ACCEPT are recommending admitting the Westborough Public School District to the Collaborative. The next step is for each member district School Committee to discuss this option and take a public vote to either admit or not admit the Westborough school district. The following is the formal process for admitting new member districts per the ACCEPT Education Collaborative Articles of Agreement:

Per the *ACCEPT Education Collaborative Agreement*:

**Section IX: Procedure for Admitting New Member Districts**

A new School Committee or Charter School Board may be added to ACCEPT consistent with approval of the Board and subsequent to amendment of the ACCEPT Collaborative agreement, consistent with the provisions of Section VIII, MGL c40, §4E and 603 CMR 50.03 to reflect such membership. The applicant School Committee or Charter School Board shall apply in writing for admission to ACCEPT no later than December 31st of the fiscal year prior to the fiscal year in which the applicant School Committee or Charter School Board seeks membership. A School Committee or Charter School Board may be admitted to the Collaborative as of July 1st of any fiscal year provided that *all required approvals, including each member School Committee votes to approve* the School District

or Charter School and that the approval of Board of Elementary and Secondary Education are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new member School Committee or Charter School Board is to be admitted to the Collaborative. If the process for amendment of the ACCEPT Articles of Agreement has not been finalized by July 1st, the new member district may appoint a non-voting representative to the ACCEPT Board. During the first year of membership, a newly admitted district will pay a 10% surcharge for all programs and services. During the second year of membership the surcharge will be reduced to 5%; the following years member district rates will apply.

I welcome any questions or concerns you may have. Please feel free to reach out to me. Thank you for your ongoing support.

Sincerely,

A handwritten signature in black ink that reads "Donna Flaherty, Ed.D." The signature is written in a cursive style with a large initial 'D' and 'F'.

Donna Flaherty, Ed.D.

Executive Director



## **WESTBOROUGH PUBLIC SCHOOLS**

45 West Main Street · Westborough, MA 01581 · 508-836-7700 · [www.westboroughk12.org](http://www.westboroughk12.org)

December 19, 2022

Dr. Donna Flaherty, Executive Director  
and ACCEPT Board of Directors  
ACCEPT Education Collaborative  
4 Tech Circle  
Natick, MA 01760

Dear Dr. Flaherty and Board Members,

It was a pleasure to attend the board meeting on December 7th, to discuss the Westborough Public Schools becoming a member of the ACCEPT Education Collaborative. The quality of discussion and the shared objectives and goals between our districts only reinforced our interest in becoming active members of ACCEPT. As a school district of 4,000 students, with a diverse population and a thriving community, we are focused on academic excellence, supporting all learners, and contributing to the educational dialogue on these topics.

We are a district that strongly believes in the mission statement of the collaborative:

*"To use the collective power of member school districts to provide programs and services that maximize the potential of students, their families, educators, and communities."*

This mission statement also aligns well with our 2021-2026 Strategic Plan, which has as one focus:

*"To create an authentic and personalized learning environment PK-22 that provides and fosters curiosity, choice, joy, and meaningful connections."*

We would very much like to work with ACCEPT to further the goals of both of our organizations. Currently we participate in several job-like groups, and we have students placed into some ACCEPT programs. We feel these experiences have been meaningful. We also actively collaborate with many of your partner districts and we are committed to contributing to the organization as well as benefiting from its dynamic resources.

Please let me know if there's anything additional we might be able to share to assist in your decision regarding our membership in the collaborative.

Thank you.

Amber Bock  
Superintendent



## Needham School Committee

February 7, 2023

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Agenda Item:     **Action**

**Approve Commercial Use of School Property for Documentary *Black Ice***

Background Information:

School Committee Policy KGA requires a vote of the School Committee to authorize the use of school buildings or property for commercial purposes.

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the use of Needham High School for the purpose of filming a documentary [Black Ice](#).

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SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

KGA

Policy for: COMMERCIAL USE OF SCHOOL FACILITIES	Revision 1
Date Approved by School Committee: <i>June 19, 2001</i>	Signature of Chair: <i>Karen Puce</i> Page 1 of 1

It is the policy of the School Committee to refuse to authorize the use of buildings, property, or facilities under the jurisdiction of the Needham Public Schools, and maintained by the Municipal Building Maintenance Board, for any commercial purpose whose proceeds are not directed entirely to the benefit of the Town of Needham, other municipalities and government agencies, or a charitable\* organization carrying out a legitimate educational or philanthropic purpose. Exceptions to this policy may only be made by vote of the School Committee.

Any person or organization granted use of school buildings, property, or facilities must adhere to all other existing School Committee policies.

\* Charitable shall be limited to and include only religious, charitable, scientific, literary, or educational purposes as outlined in Section 501 (c)(3) of the Internal Revenue Code.



## Needham School Committee

February 7, 2023

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Agenda Item:     **Action**

**Approve FY24 Revolving Funds Fees: Transportation and Athletics**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the FY24 Revolving Fund fees for transportation and athletics as submitted.

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***NEEDHAM SCHOOL COMMITTEE***

**Agenda Item #:** \_\_\_\_\_

**Date:** February 7, 2023

**Item Title:** **FY 2023/24 Revolving Funds**

**Item Description:** This agenda item is to review the budgets and fees for revolving fund programs in FY 2023/24. Additional revolving fund budgets and fees will be sent to the School Committee for review and approval over the next several months.

**Recommendation/Options:** That the School Committee approve the attached fees for FY 2023/24.

**Rationale:**

**Implementation Implications:**

**Supporting Data:** Summary of FY 2023/24 Revolving Fund Fees and Program Changes.

School Committee (circle one)

Action      Information      Discussion      Consent Calendar

Respectfully Submitted,

*Anne Gulati*

Anne Gulati  
Assistant Superintendent for Finance and Operations

**Attachment A**  
**FY 2023/24 Revolving Fund Summary**

<b>Revolving Fund</b>	<b>Fee FY23</b>	<b>Fee FY24</b>	<b>\$ Increase/(Decrease)</b>	<b>Description of Change/ Statutory Authority</b>
Pupil Transportation	\$415/ Rider @ 2.0 Miles, Increasing to \$465 after Registration Deadline \$840 Family Cap \$415,757 Operating Subsidy	\$415/ Rider @ 2.0 Miles, Increasing to \$465 after Registration Deadline \$840 Family Cap \$415,757 Operating Subsidy	\$0/ Rider  \$0/ Family \$0/ Subsidy	No Change to User Fee or Program Subsidy. MGL Ch. 44, s53E 1/2.
Athletics	<i>High School Sport Fees:</i> \$300/ Interscholastic Athlete Per Sport \$235/ Club Athlete Per Sport \$1140 Family Cap + User Fee Venue Surcharges: \$330/ Hockey & Ski \$100/ Swim & Dive \$175/ JV2 Club Hockey \$190/ Sailing, Squash, Fencing \$80/ Bowling \$100/ Water Polo \$250/ Snowboarding  Gate Fees: \$7 Adults \$5 Students/Seniors * Gate fees waived for fee- paying athletes.	<i>High School Sport Fees:</i> \$300/ Interscholastic Athlete Per Sport \$235/ Club Athlete Per Sport \$1140 Family Cap + User Fee Venue Surcharges: \$330/ Hockey & Ski \$100/ Swim & Dive \$175/ JV2 Club Hockey \$190/ Sailing, Squash, Fencing \$80/ Bowling \$100/ Water Polo Snowboarding Discontinued  Gate Fees: \$7 Adults \$5 Students/Seniors * Gate fees waived for fee- paying athletes.	\$0/ Athlete  \$0/ Athlete \$0/ Athlete  \$0/ Athlete \$0/ Athlete \$0/ Athlete  \$0/ Athlete \$0/ Athlete Snowboarding Discontinued  \$0/ Ticket \$0/ Ticket	No change to sport fees or surcharges. Discontinuance of Snowboarding, due to waning interest. Reduction in share of District's coaching stipends funded from revolving from \$157,415 to \$107,415 (subsidy increase of \$50,000.) MGL Ch 71, s47.

	<p><i><u>Middle School Sport Fees:</u></i>          \$235/ Cross Country, Field Hockey, Track, Ultimate Frisbee          + User Fee Venue          Surcharges:          \$25/ Co-Ed Volleyball, Basketball, Softball, Boys Volleyball, Wrestling</p>	<p><i><u>Middle School Sport Fees:</u></i>          \$235/ Cross Country, Field Hockey, Track, Ultimate Frisbee          + User Fee Venue          Surcharges:          \$25/ Co-Ed Volleyball, Basketball, Softball, Boys Volleyball, Wrestling</p>	<p>\$0/ Athlete  \$0/ Athlete</p>	
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## Needham School Committee

February 7, 2023

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Agenda Item:     **Action**

**Award Bid for Before and After School Structured Program for Elementary Students FY2024-2026**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee awards the bid for the before and after school structured program for elementary students FY2024-2026 to the Needham Extended Day Program as submitted.

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## *NEEDHAM SCHOOL COMMITTEE*

Agenda Item #: \_\_\_\_\_

Date: February 17, 2023

**Item Title:**                    **Award of Bid: Before School and After School Structured Program for Elementary Students FY24-26**

**Item Description:**        In November, 2022, a Request for Proposals was issued for the provision of **Before School and After School Structured Program for Elementary Students** for the three-year period beginning July 1, 2023 to June 30, 2026.

Proposals were received from four bidders: Needham Extended Day Program (NEDP); KCE Champions, LLC; AlphaBEST Education, Inc., and KidzToPros, Inc. Two of the bids - AlphaBEST and KidzToPros - were non-responsive and were rejected: AlphaBEST's bid arrived after the bid deadline, and KidzToPros is not licensed to provide childcare in Massachusetts (a minimum requirement.) The remaining bids - Champions and NEDP - were determined to be both responsive and responsible and were evaluated by a Technical Review Committee consisting of Diane Simmons, Director of Strategic Planning and Community Education; Melane Bisbas, School Business & Operations Coordinator; and Robbie Havdala, Assistant Director of Finance. Each member of the Technical Review Committee evaluated the proposals individually, as well as in a group.

The group rated the NEDP proposal as Highly Advantageous overall and the Champions' proposal as Advantageous. A summary of the technical (non-price) evaluation is attached.

After the non-price proposals were evaluated, the price proposals were opened. NEDP was the high bidder, at \$0.56/student hour, which would result in a three-year estimated contract payment to Needham of \$398,784.80, based on 23,736 estimated student hours per year. The Champions proposal was \$0.52/student hour, which would result in a three-year estimated contract payment of \$370,281.60. In this bid, which pays revenue to the Needham Public Schools, a high bid is seen as more advantageous than a low bid.

A summary of the proposed bids is presented below:

Company	Composite Technical Ranking	Rental Rate Per Student Hour	Annual Bid Price	Three-Year Contract Total
NEDP	HA	\$0.56	\$132,921.80	\$398,784.80
Champions	A	\$0.52	\$123,427.20	\$370,281.60

Although the total bid price is factored into the decision to award a contract, as an additional point of information, the proposed weekly tuition prices for parents are presented in the chart below.

5-Day Parent Fee Weekly Rate Tuition Comparison	Parent Fee Per Week (5-Day Program) Year 1	Parent Fee Per Week Year 2	Parent Fee Per Week Year 3
NEDP (FY23) (Monthly price divided by 4 estimated weeks)	Before School: \$50.00/N \$41.25/BEWM  After School: Gr K-1/\$167.50 Gr 2-5/\$157.50 BEMW  Early Release: \$25/Day Delayed Opening: \$25/Day Full Day: \$80/Day Before School Year: \$20/Day After School Year: \$45/Day	Not Provided	Not Provided
Champions (FY24-26)	Before School: \$60 After School: \$120 Break Week: \$250 Registration Fee: \$50 (Student)/ \$75 (Family) Late Pick Up: \$12/ 15-Minute Increments  Discount/Scholarships: Employee 20% Free/Reduced 10% Military 10% Multi-Child 10% Scholarships 10-100%	Before School: \$60 After School: \$120 Break Week: \$250 Registration Fee: \$50 (Student)/ \$75 (Family) Late Pick Up: \$12/ 15-Minute Increments  Discount/Scholarships: Employee 20% Free/Reduced 10% Military 10% Multi-Child 10% Scholarships 10-100%	Before School: \$60 After School: \$120 Break Week: \$250 Registration Fee: \$50 (Student)/ \$75 (Family) Late Pick Up: \$12/ 15-Minute Increments  Discount/Scholarships: Employee 20% Free/Reduced 10% Military 10% Multi-Child 10% Scholarships 10-100%

Based on the attached comparative evaluation by the Technical Review Committee, and an assessment of the bid price (above), I recommend that the bid for leased classroom space for Before School and After School Structured Program for Elementary Students be awarded to NEDP for the three-year period beginning July 1, 2023 to June 30, 2026, based on its “Highly Advantageous” quality ranking and high bid price.

**Recommendation:**

That the Needham School Committee vote to award the bid for Before School and After School Structured Program for Elementary Students to Needham Extended Day Program for the three-year period beginning July 1, 2023 to June 30, 2026. The bid price is \$0.56 per student hour, or an estimated \$398,784.80 over three years, based on 23,736 estimated student hours per year.

**Supporting Data:**

Attachment A: Summary Technical Evaluation

Respectfully Submitted,



*Anne Gulati*

Assistant Superintendent for Finance & Operations

**Before and After School Programs: Non-Price Proposal Summary**

Category	Overall Proposal	Experience	Program Content and Quality	Effectiveness and Quality of Program Administration and Support	Overall Rating	Comments
<b>Champion</b>						<p>Champions has over 30 years experience. Proposal has a clear understanding of the services Needham is requesting. The staff to student ratio provided is 1:13. Program is well supervised and supported, uniformly developmentally appropriate for the age group and consistently addresses individual differences and intersests. Staff is trained in SEL and provided with continuing PD. Champions does not anticipate the need for student transportation (and does not describe how the service might be provided, if needed), and makes a limited amount of financial assistance available to students through a sliding scale and vouchers. Scholarships are not mentioned. Vendor included this info in the price proposal envelope so review team did not have access to review.</p>
Evaluator 1	A	NA	HA	NA	A	
Evaluator 2	A	NA	HA	NA		
Evaluator 3	A	NA	HA	NA		
<b>Consolidated</b>	A	NA	HA	NA		
<b>Needham Extended Day Program, Inc.</b>						<p>NEDP has over 39 years of experience providing before and after school structured programs for students. Proposal was complete with a clear understanding of the scope of service. The administrative program provides excellent oversight and supervision of the educational program, consistently evaluates the quality and effectiveness of the educational program on an ongoing basis, provides safe, timely and reliable transportation for students (if needed), offers a generous amount of financial assistance for students and consistently enrolls/registers students on an efficient and accurate basis. Since the district's focus is on equity and inclusion, the scholarships cited in this proposal (page 23) are critically important. Also important are the 1:7 staff to student ratio (page 26). Plus, the local and frequent supervision of the program (pages 19-20, and page 25) provides families with assurance of quality.</p>
Evaluator 1	HA	NA	HA	HA	HA	
Evaluator 2	HA	NA	HA	HA		
Evaluator 3	HA	NA	HA	HA		
<b>Consolidated</b>	HA	NA	HA	HA		



## Needham School Committee

February 7, 2023

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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:

Matthew Spengler, Chair

Andrea Longo Carter, Vice Chair

Connie Barr

Michael Greis

Elizabeth Lee

Michael O'Brien

Alisa Skatrud

Dilin Meloni, Student Representative member of School Committee

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## Needham School Committee

February 7, 2023

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Agenda Item:      **Information Items**

- FY24 Revolving Funds Budget Requests: Preschool and Needham Community Education
  
- School Committee Policies: Rescission
  - IIAC Selection and Adoption of Library/Media Learning Resources
  - EHAA Acceptable Use Policy for the Internet and the Wide Area Network
  - KNAM Relations With Conservation Commission – Nike Site

## Revolving Fund FY24 Budget Request

<b>Fund Name:</b>	<b>Preschool (2350-3610)</b>
<b>Fund Manager:</b>	<b>Preschool Program Director</b>
<b>Executive Summary:</b>	<ul style="list-style-type: none"> <li>● <b>(Operating Request) Add additional PreK classroom (consists of 1.0 FTE teacher and 1.6 FTE TAs); add 1.6 FTE Tas for scheduling; Expand support service staff (0.4 FTE Speech Language Pathologist, 0.9 FTE Physical Therapist, 0.6 Psychologist, and Upgrade TA to Program Specialist (1.0 FTE).)</b></li> <li>● <b>Increase in program fees:</b> <ul style="list-style-type: none"> <li>○ <b>3-day half day: \$3,465 to \$4,300</b></li> <li>○ <b>3-day full day: \$8,580 to \$9,900</b></li> <li>○ <b>4-day half day: \$4,620 to \$5,800</b></li> <li>○ <b>4-day full day: \$11,435 to \$13,200</b></li> </ul> </li> <li>● <b>Shift 1.82 FTE classroom teacher salaries from operating to revolving; reflecting 60% Operating/ 40% Revolving Staff proration.</b></li> <li>● <b>Ongoing investigation of Preschool Program and Schedule.</b></li> <li>● <b>No change to program content</b></li> </ul>

### Budget Overview:

This account funds the Integrated Preschool Program provided on a fee-basis to typically-developing youngsters at the Newman Elementary School. The Preschool Program provides services to three, four and five-year olds, three or four days per week on a full-day<sup>1</sup> or half-day basis. The half-day programs run from 8:50 – 11:20 a.m. (morning session) and 12:30 – 3:00 p.m. (afternoon session.) The full-day program runs from 8:50 a.m. – 3:00 p.m. “Lunch Bunch,” a supervised lunch program, runs from 11:30 a.m. - 12:30 p.m. each day, and is offered to all students participating in the full-day program. (This program was eliminated for half-day students in FY20.) Fee-based programming also is available during the summer. The Preschool operates mixed-age classrooms designed to meet the diverse needs of our preschool students in a developmentally-appropriate setting.

The Preschool Program enrolls up to 66 special education students on IEPs and 64 typically developing children from the Needham community. (The Preschool must maintain a student ratio of 8 typically developing students

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<sup>1</sup> See FY21 programmatic adjustments described in Critical Issues.

to 7 special education students in its integrated classrooms. The maximum of 64 represents half-day participation 'slots.') The special needs population receives mandated special education services free of charge from the Needham Public Schools. The remaining children are "typically" developing children from the community, who pay tuition to attend the program. Preschool services for special education youngsters are funded through a combination of regular school operating budget and grant accounts (including the federal early childhood and special education entitlement grants.)

### **Enabling Legislation:**

M.G.L. Chapter 71 Section 47

### **Critical Issues:**

One of the core, critical issues for the Preschool is expanding the program's offerings and ensuring that the model is sustainable for staff. As part of this effort, the District has been collaborating with the Needham Education Association to ensure that lunches are covered and teachers receive their preps. A working group has convened in October and plans to meet again periodically to establish a plan, as agreed upon in the Unit A Collective Bargaining Agreement. A potential outcome of this effort could be a change in the Preschool schedule for next Fall.

Another core issue is ensuring the financial sustainability of the preschool program, as the program grows to meet the needs of a larger student body and recruit and retain qualified personnel.

In FY24, the District plans to open a new preschool classroom to accommodate recent growth in the number of preschool students requiring special education placements in both the integrated and substantially separate classrooms. (The operating budget includes a request for a new teacher as well as two 0.8 FTE teaching assistants). This additional classroom also will allow Needham to enroll additional fee-paying students, by creating the equivalent of 8 new spots for 4-full day students. These new spots are expected to be well received by parents. Parental interest in the program remains extremely high - primarily due to the high-quality program that Needham offers, but secondarily because of the relatively low fee. In the current year, there is a wait list students.

Additionally, the District will shift staffing between the operating and revolving accounts in FY24 to more accurately represent the allocation of teacher time across special education and typically developing students. Currently, teacher time is allocated approximately 60% to students with special needs (funded in the Operating Budget and grants) and fee-paying students (provided for in the revolving fund budget.). However, the number of staff allocated to the revolving fund is proportionately less than the 40% allocation. As such, a total of 1.82 FTE teachers (totaling \$157,232) have been moved from the operating budget to the revolving account in FY24. This shift has helped the District to hire the new classroom staff in FY24, as well as a number of other support positions, including: 1.6 FTE teaching assistants to assist with scheduling, a 0.4 FTE expanded Speech Language Pathologist, a 0.6 FTE expanded Psychologist, a 0.09 FTE expanded Physical Therapist, and an upgrade of a teaching assistant to a Program Specialist position.

An additional issue for the Preschool has been the general difficulty it has experienced recruiting and retaining staff, particularly instructional assistants in the specialized program. Like many school districts around the

nation, Needham has found it difficult to recruit support staff in the Post-Pandemic economy, which has been characterized by limited applicant pools and highly competitive wage environments. As a result, the Preschool has had frequent and sustained vacancies, which have been challenging to work around. It will be important for the District to remaining competitive and attract and retain the necessary personnel.

Finally, the Preschool program has not increased its fees for general education students since 2018, despite COLA adjustments, the need for additional staffing, and improving the work conditions for staff. As a result, the program has experienced budgetary shortfalls in the past few years, particularly during the Pandemic, which have required operational subsidies. The chart below shows that Needham’s fees are now far below that of other programs:

School Name	3 day Half Day	3 Day Full Day	4 Day Half Day	4 Day Full Day	Notes
Needham Children's Center	N/A	N/A	N/A	N/A	Not available
Chestnut Children's Center	\$5,760	\$14,600	\$7,680	\$19,400	
Noah's Ark	\$5,217	N/A	\$6,584	N/A	Program only offers half day
Carter Memorial Nursery School	\$6,000	N/A	\$7,200	N/A	Program only offers half day
First Baptist Church Nursery School	N/A	N/A	N/A	N/A	Not available
First Bridge Preschool	N/A	N/A	N/A	N/A	Not available
Needham Montessori School	N/A	N/A	N/A	N/A	Only 5 day/week offered
Temple Beth Shalom	\$9,620	\$12,584	\$10,800	\$14,752	
Temple Aliyah	N/A	N/A	N/A	N/A	Only 5 day/week offered for 3-5 year olds
Saint Joseph Elementary School	N/A	N/A	N/A	N/A	Only 5 day/week offered
Teophany School					Not available
Needham Heights KinderCare	N/A	\$14,400	N/A	\$24,400	Program only offers full day
Tobin Beaudet Schools	N/A	N/A	N/A	N/A	Only 5 day/week offered
<b>Average</b>	<b>\$6,649</b>	<b>\$13,861</b>	<b>\$8,066</b>	<b>\$19,517</b>	
<b>Needham Fees (FY23)</b>	<b>\$3,465</b>	<b>\$8,580</b>	<b>\$4,620</b>	<b>\$11,435</b>	

To ensure the sustainability of the preschool revolving account, and to allow for continued improvements to the program’s staffing and operational model, the budget proposes increasing the fees as follows:

	Current FY23 Fee	Proposed FY24 Fee	\$ Change	% Increase
3 Day Half Day	\$3,465	\$4,300	\$835	24%
3 Day Full Day	\$8,580	\$9,900	\$1,320	15%
4 Day Half-Day	\$4,620	\$5,800	\$1,180	26%
4 Day Full-Day	\$11,435	\$13,200	\$1,765	15%

Although these increases are significant, the preschool program fees will still be below the average cost of comparable 3-day and 4-day preschool programs in the area - many of which plan to increase fees again next year. It is likely that regular adjustments to the fee will be needed in the future, to keep pace with inflation and increases in the wage environment.

A final critical issue for the Preschool is the ongoing sunshade project for the preschool playground, which is expected to be completed this summer. The cost of this project has increased, due to engineering complications with site conditions, Pandemic-related time delays and inflation. The total project cost is now expected to be approximately \$260,000, of which \$106,500 will be funded from reserved fund balance in the Revolving Fund.

## **Support for District Vision, Mission, Goals and Objectives:**

The Preschool Program promotes the Portrait of a Needham Graduate by addressing Priority 2: All Students Experience Integrative Teaching and Learning, and Priority 3: All Students Learn and Grow within Adaptable Environments.

## **FY24 Combined Program Budget:**

The FY24 combined Preschool Program budget (detailed on Attachment A) derives resources from the school operating budget for mandated special needs services, the Preschool Revolving Fund for fee-based services to typically-developing students and two federal grants that support special needs staffing. The combined budget includes estimated resources of \$2,360,971 and anticipated expenses of \$2,325,886.

The planned resources of \$2,360,971 include an Operating Budget allocation of \$1,613,064; \$504,600 in revolving fee revenues; and \$243,307 in estimated grant revenues. In addition, \$136,155 in beginning fund balance is expected in the Revolving Fund.

Total expenses are budgeted to be \$2,325,886 for the combined Preschool Program, including \$2,289,230 in salary expenses for 35.61 FTE staff members and \$36,656 in supplies and services. The combined expenditure budget is \$409,874 greater than the current year projected expenditure budget of \$1,916,012. The FY24 expenditure budget fully-funds all contractual step and cost of living adjustments for staff members.

The program is expected to end the year with a \$171,241 fund balance in the Revolving Fund before the anticipated cost of further playground improvements, and \$121,241 after the cost of the sunshade. This balance represents accumulated surplus from operations that will function as contingency reserves to address cash flow requirements and fluctuations in enrollment. This reserve amount is less than the target fund balance amount of three months operating reserve, which is \$140,854.

The FY24 combined Preschool Program will be staffed by 35.61 FTE dedicated personnel, including a 1.0 FTE Coordinator, a 1.0 FTE Program Assistant, 8.6 FTE certified teachers, 3.1 medical/therapeutic staff, 19.91 FTE teaching assistants, 1.0 psychologists, and a 1.00 nurse.

The following paragraphs focus on the Revolving Fund portion of this combined budget, which collects fees from typically developing students.

## **FY24 Revolving Fund Budget:**

### **Revolving Fund Revenues:**

The historical fees from the past ten years are displayed below. The last year that fees were increased was FY18.



Historical Fees	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024 (Proposed)
3-Day Half Day	2,925	2,925	2,925	3,150	3,150	3,150	3,150	3,465	3,465	3,465	3,465	3,465	3,465	5,450
4-Day Half Day AM	3,900	3,900	3,900	4,200	4,200	4,200	4,200	4,620	4,620	4,620	4,620	4,620	4,620	7,150
4-Day Half Day PM	3,900	3,900	3,900	4,200	4,200	4,200	4,200	4,620	4,620	4,620	4,620	4,620	4,620	7,150
3-Day Full Day								8,580	8,580	8,580	8,580	8,580	8,580	10,900
4-Day Full Day								11,435	11,435	11,435	11,435	11,435	11,435	14,300
Extended Day	37.90/Hr	37.90/Hr	37.90/Hr											
Lunch Bunch	\$15/Day	\$15/Day	\$15/Day	\$15/Day	\$15/Day	\$15/Day	\$15/Day	\$16.5/Day	\$16.5/Day	NA	NA	NA	NA	NA
Summer Program (:	600	600	600	675	675	675	675	750	750	750	750	750	750	750

The section below describes anticipated revenues for each budget.

FY24 revolving fund resources total \$640,755. These resources include \$504,600 in current year fee revenue, plus \$136,155 in budgeted beginning fund balance (carried forward from FY23).

The FY24 budget assumes the same enrollment as FY23, plus seven additional 4-day full day students for the new classroom. Revolving fund revenue estimates are summarized in the chart below:

<b>FY24 Budget</b>	<b>FY24 Budget Classes</b>	<b>FY24 Budget Enrollment (Paid)</b>	<b>FY24 Fee Per Student</b>	<b>FY24 Revenue</b>	<b>FY24 Program Year Revenue</b>
<i>School Year</i>					
3 Day Half Day	2	3	4,300	12,900	12,900
3 Day Full Day	1	1	9,900	9,900	9,900
4 Day Half-Day	6	19	5,800	110,200	110,200
4 Day Full-Day	2	28	13,200	369,600	369,600
		51		502,600	502,600
<i>Summer (3 2-wk Sessions)</i>					
6 wks/3-4 Days Per Week/2.5 Hrs/Day	3	4	250/190	2,000	2,000
Subtotal	3	4	-	2,000	2,000
<b>Total</b>				<b>504,600</b>	<b>504,600</b>

The summer program consists of three (3) two-week sessions, at a cost of \$250 per child (per session) for the four-day program and \$190 per child (per session) for the three-day program. The budget is based on the current year experience of approximately 4 students attending both the 3 and 4-day programs. Anticipated revenues are \$2,000 for FY24, based on FY23 budgeted collections.

### Revolving Fund Expenses:

Revolving fund expenditures total \$469,514 under the FY24 budget. Salary expenses include contractual step and cost of living adjustments for the 7.10 FTE staff members assigned to this account - an increase from prior years, as 40% of teacher costs are being allocated to the revolving account. The Preschool Revolving Fund supports the following staff members:

<b>FTE</b>	<b>FY22 Actual</b>	<b>FY23 Proj</b>	<b>FY24 Budget</b>	<b>Inc/(Dec) Over FY23</b>
Admin	0	0.50	0.50	0
Teachers/Nurse	1.25	0.75	3.07	2.32
Aides	2.59	2.67	2.73	0.06
Clerical	0.80	0.80	0.80	0
<b>Total</b>	<b>4.64</b>	<b>4.72</b>	<b>7.10</b>	<b>2.38</b>

FY24 Revolving Fund staff total 7.1 FTE, which reflects an increase in teachers due to the cost allocation being shared with the revolving account. These staff end their day earlier than the students and the increase will provide adequate support to the students in the program.

**Revolving Fund Ending Balance:**

The projected ending fund balance in the Revolving Fund is \$171,241, of which \$50,000 is reserved for ongoing improvements to the Preschool playground, including surface and equipment replacement.

**FY24 Program Budgets:**

See attached.

FY2024 Budget														
FY24 Preschool Combined Program Budget		FY24 BUDGET Operating	FY24 BUDGET Operating	FY24 BUDGET Revolving	FY24 BUDGET Revolving	FY24 BUDGET EC Grant/262	FY24 BUDGET EC Grant/262	FY24 BUDGET 94-142	FY24 BUDGET 94-142	FY24 BUDGET FTE	FY24 BUDGET Total \$	\$ Inc FY24 BUD Over FY23 Proj		
<b>BEGINNING CARRY OVER</b>		<b>BEGINNING CARRY OVER</b>		-	-	<b>136,155</b>	-	-	-	-	<b>136,155</b>	<b>(51,521)</b>		
<b>Current Revenue</b>														
Operating Budget - Staff Salary			1,581,515								1,581,515	195,795		
Operating Budget - Non-Salary			31,550								31,550	13,900		
Grant Revenue			-			45,438		197,869			243,307	20,360		
Fee Revenues			-	504,600							504,600	160,825		
COVID-19 Subsidy			-								-	-		
Capital Outlay - CIP Revenues			-								-	-		
<b>TOTAL CURRENT REVENUE</b>		<b>TOTAL CURRENT REVENUE</b>		<b>1,613,064</b>	<b>504,600</b>	<b>45,438</b>	<b>197,869</b>	<b>2,360,971</b>	<b>390,881</b>					
<b>Budgeted Expense</b>														
		<b>DESE Function / Object Code</b>												
Program Director		2110 / 01	0.50	56,926	0.50	56,926	-	-	-	1.00	113,852.00	19,744		
Program Assistant		2110 / 02	0.20	9,469	0.80	37,877	-	-	-	1.00	47,346.00	1,362		
Certified Teachers		2305 / 01	5.26	511,204	2.57	231,419	-	-	0.77	83,756	8.60	826,379.00	56,936	
Medical/Therapeutic Staff		2320 / 01	3.10	346,534	-	-	-	-	-	3.10	346,534.00	60,628		
Long Term Certified Teaching Subs		2324 / 01	-	-	-	-	-	-	-	-	-	-		
Long Term Teaching Assistant Substitut		2324 / 03	-	-	-	-	-	-	-	-	-	-		
Substitutes		2325 / 03	-	-	-	-	-	-	-	-	-	-		
Teaching Assistants / Program Specialis		2330 / 03	13.46	459,664	2.73	92,853	1.29	45,438	2.43	81,948	19.91	679,902.61	179,252	
Psychology		2710 / 01	1.00	113,528	-	-	-	-	-	1.00	113,527.50	69,224		
Nurse		3200 / 01	0.15	14,607	0.50	45,333	-	-	0.35	32,165	1.00	92,105.00	9,125	
Summer ESY Teachers		Summer Teachers	-	45,016	-	-	-	-	-	-	45,015.66	-		
Summer ESY Teaching Assistants		Summer TA	-	24,568	-	-	-	-	-	-	24,568.00	-		
MTRS Retirement Expense @ 9%		MTRS	-	-	-	-	-	-	-	-	-	-		
FTE Adjustment		FTE Adjustment	-	-	-	-	-	-	-	-	-	-		
Subtotal			23.68	1,581,515	7.10	464,408	1.29	45,438	3.55	197,869	35.61	2,289,230	396,271	
<b>Non-Salary Expenses</b>														
		<b>DESE Function / Object Code</b>												
Office Supplies		2210 / 05	-	-	-	-	-	-	-	-	-	(122)		
Supplies/Inst Equipment		2420 / 05	-	763	-	-	-	-	-	-	762.99	-		
Professional & Technical		2320 / 04	-	4,112	-	-	-	-	-	-	4,112.00	-		
Outside PD		2350 / 04	-	752	-	-	-	-	-	-	752.00	-		
Seminars and Training		2356 / 04	-	-	-	-	-	-	-	-	-	(175)		
Other Expenses		2358 / 06	-	-	-	-	-	-	-	-	-	-		
Teaching Aids		2415 / 05	-	-	-	-	-	-	-	-	-	-		
Educational Supplies		2430 / 05	-	10,224	-	3,397	-	-	-	-	13,620.92	10,000		
Other Purchased Services		2440 / 04	-	6,848	-	-	-	-	-	-	6,847.94	-		
Other Expenses		2440 / 06	-	900	-	1,710	-	-	-	-	2,609.74	-		
Instructional Technology		2451 / 05	-	-	-	-	-	-	-	-	-	-		
Instructional Hardware		2451 / 05	-	4,499	-	-	-	-	-	-	4,498.99	3,900		
Software		2455 / 04	-	2,225	-	-	-	-	-	-	2,224.99	-		
Testing Supplies		2720 / 05	-	1,226	-	-	-	-	-	-	1,226.25	-		
Subtotal			-	31,549.50	-	5,106.32	-	-	-	-	36,655.82	13,603.17		
<b>TOTAL EXPENSES</b>		<b>TOTAL EXPENSES</b>		<b>23.68</b>	<b>1,613,064</b>	<b>7.10</b>	<b>469,514</b>	<b>1.29</b>	<b>45,438</b>	<b>3.55</b>	<b>197,869</b>	<b>35.61</b>	<b>2,325,886</b>	<b>409,874</b>
<b>UNDER/(OVER) AVAIL REV</b>		<b>UNDER/(OVER) AVAIL REV</b>		-	<b>171,241</b>	-	-	-	-	-	<b>171,244</b>			

Current Rev 504,600  
 Current Expense 469,514  
 Current Surplus/(Deficit) 35,086

FY24 Ending Fund Balance Revolving	171,241
Reserve for Capital Outlay - Playground Improvements	(50,000)
FY24 Ending Unreserved Fund Balance Revolving	121,241

Target Fund Balance (3 Mo)	140,854
Unreserved Over/(Under) Target Fund Balance	(19,613)

FY2023 Projection																		
FY23 Projection Preschool Combined Program																		
	FY23 PROJ FTE	FY23 PROJ \$	FY23 PROJ FTE	FY23 PROJ \$	FY23 PROJ FTE	FY23 PROJ \$	FY23 PROJ FTE	FY23 PROJ \$	FY23 PROJ FTE	FY23 PROJ \$	FY23 PROJ FTE	FY23 PROJ \$	\$ Inc FY23 Proj Over					
	Operating	Operating	Revolving	Revolving	EC Grant/262	EC Grant/262	EC Grant/298	EC Grant/298	94-142	94-142	Total	Total	FY23 Bud					
<b>BEGINNING CARRY OVER</b>	<b>BEGINNING CARRY OVER</b>		<b>-</b>		<b>187,676</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>187,676</b>	<b>187,676</b>				
<b>Current Revenue</b>																		
Operating Budget - Staff Salary		1,385,720											1,385,720	1,385,720				
Operating Budget - Non-Salary		17,650											17,650	17,650				
Grant Revenue		-				35,198				187,749			222,947	(2,158)				
Fee Revenues		-		343,775									343,775	343,775				
COVID-19 Subsidy		-											-	-				
Capital Outlay - CIP Revenues		-											-	-				
<b>TOTAL CURRENT REVENUE</b>	<b>1,403,369</b>		<b>343,775</b>		<b>35,198</b>		<b>-</b>		<b>187,749</b>		<b>-</b>		<b>1,970,091</b>	<b>1,744,986</b>				
<b>Current Expense</b>																		
	<b>DESE Function / Object Code</b>																	
Program Director	2110 / 01	0.50	46,679	0.50	47,429	-	-	-	-	-	-	-	1.00	94,108	94,108			
Program Assistant	2110 / 02	0.20	9,197	0.80	36,787	-	-	-	-	-	-	-	1.00	45,984	45,984			
Certified Teachers	2305 / 01	6.08	617,431	0.25	70,676	-	-	-	-	0.77	81,336	7.10	769,443	689,498				
Medical/Therapeutic Staff	2320 / 01	2.61	285,906	-	-	-	-	-	-	-	-	2.61	285,906	285,906				
Long Term Certified Teaching Subs	2324 / 01	-	-	-	-	-	-	-	-	-	-	-	-	-				
Long Term Teaching Assistant Substitut	2324 / 03	-	-	-	-	-	-	-	-	-	-	-	-	-				
Substitutes	2325 / 03	-	-	-	-	-	-	-	-	-	-	-	-	-				
Teaching Assistants / Program Specialis	2330 / 03	8.34	300,101	2.67	87,676	1.23	35,198	-	-	2.43	77,676	14.67	500,651	395,086				
Psychology	2710 / 01	0.40	44,304	-	-	-	-	-	-	-	-	0.40	44,304	44,304				
Nurse	3200 / 01	0.15	12,518	0.50	41,725	-	-	-	-	0.35	28,737	1.00	82,980	54,271				
Summer ESY Teachers	Summer Teachers	-	45,016	-	-	-	-	-	-	-	-	-	45,016	45,016				
Summer ESY Teaching Assistants	Summer TA	-	24,568	-	-	-	-	-	-	-	-	-	24,568	24,568				
MTRS Retirement Expense @ 9%	MTRS	-	-	-	-	-	-	-	-	-	-	-	-	(10,886)				
FTE Adjustment	FTE Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-				
Subtotal	18.29	1,385,720	4.72	284,293	1.23	35,198	-	-	3.55	187,749	27.79	1,892,959	1,667,854					
<b>Non-Salary Expenses</b>																		
	<b>DESE Function / Object Code</b>																	
Office Supplies	2210 / 05	-	-	-	122	-	-	-	-	-	-	-	122	122				
Supplies/Inst Equipment	2420 / 05	-	763	-	-	-	-	-	-	-	-	-	763	763				
Professional & Technical	2320 / 04	-	4,112	-	-	-	-	-	-	-	-	-	4,112	4,112				
Outside PD	2350 / 04	-	752	-	-	-	-	-	-	-	-	-	752	752				
Seminars and Training	2356 / 04	-	-	-	175	-	-	-	-	-	-	-	175	175				
Other Expenses	2358 / 06	-	-	-	-	-	-	-	-	-	-	-	-	-				
Teaching Aids	2415 / 05	-	-	-	-	-	-	-	-	-	-	-	-	-				
Educational Supplies	2430 / 05	-	224	-	3,397	-	-	-	-	-	-	-	3,621	3,621				
Other Purchased Services	2440 / 04	-	6,848	-	-	-	-	-	-	-	-	-	6,848	6,848				
Other Expenses	2440 / 06	-	900	-	1,710	-	-	-	-	-	-	-	2,610	2,610				
Instructional Technology	2451 / 05	-	-	-	-	-	-	-	-	-	-	-	-	-				
Instructional Hardware	2451 / 05	-	599	-	-	-	-	-	-	-	-	-	599	599				
Software	2455 / 04	-	2,225	-	-	-	-	-	-	-	-	-	2,225	2,225				
Testing Supplies	2720 / 05	-	1,226	-	-	-	-	-	-	-	-	-	1,226	1,226				
Subtotal	-	17,649.50	-	5,403.15	-	-	-	-	-	-	-	-	23,052.65	23,052.65				
<b>TOTAL EXPENSES</b>	<b>18.29</b>		<b>1,403,369</b>		<b>4.72</b>		<b>289,696</b>		<b>1.23</b>		<b>35,198</b>		<b>-</b>	<b>3.55</b>	<b>187,749</b>	<b>27.79</b>	<b>1,916,012</b>	<b>1,690,907</b>
<b>UNDER/(OVER) AVAIL REV</b>	<b>UNDER/(OVER) AVAIL REV</b>		<b>-</b>		<b>241,755</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>241,755</b>					

Current Rev 343,775  
 Current Expense 289,696  
 Current Surplus/(Deficit) 54,079

FY23 Ending Fund Balance Revolving	241,755
Reserve for Capital Outlay - Sunshade	(105,600)
FY22 Ending Unreserved Fund Balance Revolving	136,155

Target Fund Balance (3 Mo)	86,909
Unreserved Over/(Under) Target Fund Balance	49,246

FY2023 Budget		FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 BUDGET	FY23 CAPITAL BUDGET	FY23 BUDGET	FY23 BUDGET	\$ Inc	
FY23 Preschool Combined Program Budget		Operating	Operating	Prop	Prop	Revolving	Revolving	C Grant/26	C Grant/26	C Grant/29	C Grant/29	94-142	94-142	BUDGET CIP	CAPITAL BUDGET CIP	FTE	Total \$	FY23 BUD Over FY22 Proj	
<b>BEGINNING CARRY OVER</b>	<b>BEGINNING CARRY OVER</b>	-	-	-	-	163,164	-	-	-	-	-	-	-	-	-	-	163,164	47,856	
<b>Current Revenue</b>																			
Operating Budget - Staff Salary		1,390,606		14,701													-	1,405,307	37,544
Operating Budget - Non-Salary		9,005															-	9,005	6,235
Grant Revenue		-						41,491					225,105				-	266,596	18,486
Fee Revenues		-				305,230											-	305,230	34,305
COVID-19 Subsidy		-															-	-	-
Capital Outlay - CIP Revenues		-															-	-	-
<b>TOTAL CURRENT REVENUE</b>	<b>TOTAL CURRENT REVENUE</b>	<b>1,399,611</b>		<b>14,701</b>		<b>305,230</b>		<b>41,491</b>					<b>225,105</b>				<b>1,986,138</b>	<b>96,570</b>	
<b>Budgeted Expense</b>																			
<b>Program Director</b>	<b>DESE Function / Object Code</b>	0.50	70,972	-	-	0.50	70,972	-	-	-	-	-	-	-	-	-	1.00	141,944	8,324
<b>Program Assistant</b>	<b>DESE Function / Object Code</b>	0.20	9,198	-	-	0.80	36,792	-	-	-	-	-	-	-	-	-	1.00	45,990	2,415
<b>Certified Teachers</b>	<b>DESE Function / Object Code</b>	6.08	615,736	-	-	0.75	69,012	-	-	-	-	0.77	79,945	-	-	-	7.60	764,693	30,769
<b>Medical/Therapeutic Staff</b>	<b>DESE Function / Object Code</b>	2.51	275,582	-	-	-	-	-	-	-	-	-	-	-	-	-	2.51	275,582	7,786
<b>Long Term Certified Teaching Subs</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Long Term Teaching Assistant Substitut</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(40,284)
<b>Substitutes</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Teaching Assistants / Program Specials</b>	<b>DESE Function / Object Code</b>	8.93	294,727	0.45	14,701	2.67	88,839	1.23	41,491	-	-	3.23	105,565	-	-	16.51	545,323	130,026	
<b>Psychology</b>	<b>DESE Function / Object Code</b>	0.40	44,260	-	-	-	-	-	-	-	-	-	-	-	-	-	0.40	44,260	974
<b>Nurse</b>	<b>DESE Function / Object Code</b>	0.15	12,506	-	-	0.50	41,012	-	-	-	-	0.35	28,709	-	-	1.00	82,227	5,610	
<b>Summer ESY Teachers</b>	<b>Summer Teachers</b>	-	48,790	-	-	-	-	-	-	-	-	-	-	-	-	-	-	48,790	-
<b>Summer ESY Teaching Assistants</b>	<b>Summer TA</b>	-	18,835	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18,835	-
<b>MTRS Retirement Expense @ 9%</b>	<b>MTRS</b>	-	-	-	-	-	-	-	-	-	-	-	10,886	-	-	-	-	10,886	1,490
<b>FTE Adjustment</b>	<b>FTE Adjustment</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Subtotal</b>		18.77	1,390,606	0.45	14,701	5.22	306,627	1.23	41,491	-	-	4.35	225,105	-	-	30.02	1,978,530	147,110	
<b>Non-Salary Expenses</b>																			
<b>Office Supplies</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Supplies/Inst Equipment</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Professional &amp; Technical</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Outside PD</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(634)
<b>Seminars and Training</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Other Expenses</b>	<b>DESE Function / Object Code</b>	-	1,755	-	-	-	3,628	-	-	-	-	-	-	-	-	-	-	5,383	1,455
<b>Teaching Aids</b>	<b>DESE Function / Object Code</b>	-	500	-	-	-	338	-	-	-	-	-	-	-	-	-	-	838	500
<b>Educational Supplies</b>	<b>DESE Function / Object Code</b>	-	4,000	-	-	-	2,760	-	-	-	-	-	-	-	-	-	-	6,760	4,000
<b>Other Purchased Services</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(683)
<b>Other Expenses</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	797	-	-	-	-	-	-	-	-	-	-	797	-
<b>Instructional Technology</b>	<b>DESE Function / Object Code</b>	-	1,550	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,550	1,550
<b>Instructional Hardware</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Software</b>	<b>DESE Function / Object Code</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(270)
<b>Testing Supplies</b>	<b>DESE Function / Object Code</b>	-	1,200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,200	317
<b>Subtotal</b>		-	9,005	-	-	-	7,522	-	-	-	-	-	-	-	-	-	-	16,527	6,235
<b>TOTAL EXPENSES</b>	<b>TOTAL EXPENSES</b>	<b>18.77</b>	<b>1,399,611</b>	<b>0.45</b>	<b>14,701</b>	<b>5.22</b>	<b>314,149</b>	<b>1.23</b>	<b>41,491</b>	<b>-</b>	<b>-</b>	<b>4.35</b>	<b>225,105</b>	<b>-</b>	<b>-</b>	<b>30.02</b>	<b>1,995,056</b>	<b>153,344</b>	
<b>UNDER/(OVER) AVAIL REV</b>	<b>UNDER/(OVER) AVAIL REV</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>154,245</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>154,248</b>	<b>-</b>	

Current Rev 305,230  
 Current Expense 314,149  
 Current Surplus/(Deficit) (8,919)

FY23 Ending Fund Balance Revolving	154,245
Reserve for Capital Outlay - Sunshade	(60,000)
FY23 Ending Unreserved Fund Balance Revolving	94,245

Target Fund Balance (3 Mo)	94,245
Unreserved Over/(Under) Target Fund Balance	0

FY22 Actual Preschool Combined Progr:	DESE Function / Object	FY22 Actual FTE	FY22 Actual Operating	FY22 Actual FTE	FY22 Actual Revolving	FY22 Actual FTE	FY22 Actual EC Grant	FY22 Actual FTE	FY22 Actual 94-142	FY22 Actual FTE	FY22 Actual Other Fed Grants	FY22 COVID Reimb FTE	FY22 COVID Reimb Total \$	FY22 Actual FTE	FY22 Actual Donations	FY22 Actual FTE	FY22 Actual Total \$
<b>156F, 170F (264)</b>																	
<b>BEGINNING CARRY OVER</b>					<b>115,309</b>												<b>115,309</b>
<b>Current Revenue</b>																	
Operating Budget - Staff Salary			1,345,542														1,345,542
Operating Budget - Non-Salary			17,650														17,650
Grant Revenue			-			36,995		161,749		28,804		2,720		734			231,002
Fee Revenues			-		306,766												306,766
COVID-19 Subsidy			-														-
<b>Capital Outlay - CIP Revenues</b>																	
<b>TOTAL CURRENT REVENUE</b>			<b>1,363,192</b>		<b>306,766</b>	<b>36,995</b>		<b>161,749</b>		<b>28,804</b>		<b>2,720</b>		<b>734</b>			<b>1,900,960</b>
<b>Salary Expense</b>		<b>DESE Function / Object Code</b>															
Program Director		2110 / 01	1.00	133,620													133,620
Program Assistant		2110 / 02	0.20	8,843	0.80	35,516							850.00				45,209
Certified Teachers		2305 / 01	6.08	601,119	0.75	61,390		0.77	77,582		226		3.57				740,320
Medical/Therapeutic Staff		2320 / 01	2.51	191,191													191,191
Long Term Certified Teaching Subs		2324 / 01															
Long Term Teaching Assistant Substitut		2324 / 03	1.26	40,884							3,806						44,690
Substitutes		2325 / 03		15,330													15,330
Teaching Assistants / Program Specialis		2330 / 03	7.62	232,153	2.59	85,011	2.67	36,189	3.23	57,352		24,772	1,866.08				437,342
Psychology		2710 / 01	0.40	43,286													43,286
Nurse		3200 / 01	0.15	11,493	0.50	38,309		0.35	26,816								76,617
Summer ESY Teachers		Summer Teachers		48,790													48,790
Summer ESY Teaching Assistants		Summer TA		18,835													18,835
MTRS Retirement Expense @ 9%		MTRS															
Subtotal			19.22	1,345,542	4.64	#####	2.67	#####	4.35	161,749		28,804	2,720			30.88	1,795,229
<b>Non-Salary Expenses</b>		<b>DESE Function / Object Code</b>															
Office Supplies		2210 / 05				1,778											1,778
Supplies/Inst Equipment		2420 / 05		763													763
Professional & Technical		2320 / 04		4,112													4,112
Outside PD		2350 / 04		752													752
Seminars and Training		2356 / 04				249											249
Other Expenses		2358 / 06															
Teaching Aids		2415 / 05				430											430
Educational Supplies		2430 / 05		224		5,378		806									6,835
Other Purchased Services		2440 / 04		6,848		16								426			6,864
Other Expenses		2440 / 06		900		6,323								308			7,531
Instructional Technology		2451 / 05															
Instructional Hardware		2451 / 05		599													599
Software		2455 / 04		2,225													2,225
Testing Supplies		2720 / 05		1,226													1,226
Subtotal				17,649.50		14,173.41		806.48							734.28		31,586
<b>TOTAL EXPENSES</b>		<b>TOTAL EXPENSES</b>		<b>19.22</b>	<b>1,363,192</b>	<b>4.64</b>	<b>234,399</b>	<b>2.67</b>	<b>36,995</b>	<b>4.35</b>	<b>161,749</b>		<b>28,804</b>		<b>2,720</b>	<b>30.88</b>	<b>1,826,815</b>
<b>UNDER/(OVER) AVAIL REV</b>		<b>UNDER/(OVER) AVAIL REV</b>					<b>187,676</b>										<b>189,454</b>

Current Rev 306,766  
 Current Expense 234,399  
 Current Surplus/(Deficit) 72,367

Target Fund Balance (3 Mo) 70,320  
 Unreserved Over/(Under) Target Fund Balance 117,357

## NCE FY24 Budget Overview

<b>Program Name:</b>	<b>Needham Community Education (NCE)</b>
<b>Program Manager:</b>	<b>Director of Strategic Planning and Community Engagement</b>
<b>Executive Summary:</b>	<ul style="list-style-type: none"> <li>• <b>The NCE FY24 budget supports 7 fee-based programs.</b></li> <li>• <b>Total FY24 NCE budgeted revenue is \$1,774,801 from 5,436 registrations in 581 different enrichment courses that address the diverse needs and interests of children and adults.</b></li> <li>• <b>The proposed budget plan for FY24 focuses on rebuilding participation to pre-pandemic levels and investing in staffing to support the growth with an increase of 0.40 FTE over FY23.</b></li> </ul>

Needham Community Education (NCE) provides fee-based enrichment programs to Needham’s elementary, middle and high school students, as well as adults living and working in Needham and the surrounding communities. NCE is committed to delivering quality lifelong learning experiences for all ages by developing programs that are high quality, customer-driven, efficiently managed, financially solid, complementary to the district’s core mission, and in service to the community. To ensure accessible programming, scholarships are provided as well as student support services in collaboration with the district’s Special Education Department.

In FY22, NCE began to rebuild the staffing and in-person programming to reach the pre-pandemic levels of enrollment and revenue. For FY23, NCE invested in staffing by re-establishing the Coordinator position for the Middle School program and hiring a permanent 0.7 department secretary. The proposed budget for FY24 FTE continues to invest in NCE staffing as the programs grow. The total FTE increases by 0.40 FTE.

The NCE revolving fund’s budget covers seven fee-based programs for FY24. During FY23, the Summer Sports Clinics moved to the Athletics Department which allowed more direct communication between the families and those running the program. It made the payroll process and the purchasing process more efficient. The Summer Sports Clinics will continue to be provided through the Athletics Department in FY24.

For the seven NCE programs, the total FY24 budgeted revenue of \$1,774,801 will be generated from 5,436 registrations in 581 different courses for children and adults. This includes NCE’s Early Childcare program which continues into its fifth year supporting Needham Public Schools staff and the second year of Private Music Lessons formerly provided under the revolving account for the Fine and Performing Arts Department.

The 7 fee-based Needham Community Education programs include:

- NCE Elementary
- NCE Middle
- NCE Summer
- NCE Adult
- Tutoring
- NCE Early Childcare Program
- NCE Private Music Lessons

The proposed budgets for all seven NCE programs are attached.

## Revolving Fund FY24 Budget Request

<b>Fund Name:</b>	<b>NCE Elementary (formerly known as Elementary After School Enrichment or E.A.S.E.) (2350-3702)</b>
<b>Fund Manager:</b>	<b>Elementary Program Coordinator/Needham Community Education</b>
<b>Executive Summary:</b>	<ul style="list-style-type: none"><li>• <b>There is no change in the program model and fee structure; fees range from \$130 to \$375.</b></li><li>• <b>The FY24 plan reallocates FTE from the summer program to allow more time for the Elementary Program Coordinator to implement programs accommodating a greater number of students.</b></li></ul>

### **Fund Description:**

NCE Elementary provides fee-based afterschool enrichment programs at each of our five elementary schools to over 1,000 students. Programs are available for students in grades 1 through 5. Classes begin at the end of the school day with students seamlessly dismissed to their NCE programs. Most programs are 60-75 minutes long and run for about 8 weeks. Among the topics being offered are: performing arts, STEM, electronics, science, sports and fitness, fine arts, games, coding, chess, crafts, video production, and more. Classes are taught by Needham Public Schools staff members and other dedicated education professionals.

### **Critical Issues:**

Although we grew the number of participants in the NCE Elementary Program by 23% from 844 students in FY22 to 1,040 projected in FY23, we have not yet achieved our pre-COVID number of registrants which was over 1,300 in FY19. There is strong interest from families to have their children participate in NCE afterschool programs. A significant challenge is finding Needham Public School teachers willing to work after school. For FY23, we are targeting the offerings to school and family requests for enrichment programs on specific topics while maintaining small class sizes conducive to student engagement. The FY24 plan is to leverage the students' positive social and learning experiences during afterschool programs and increase the number of registrations.

A challenge for Community Education is ensuring that support services are provided for students enrolled in NCE Elementary programs. This is an issue affecting students with health conditions and for those who are on IEPs. NCE collaborates with the Health Services Department so that the NCE Onsite Coordinators can access and administer students' EpiPens on file at their home school. However, there is no nurse on duty afterschool. NCE also collaborates with the Special Education department and families are encouraged to check in with their child's special education liaison about classes that would best engage their child. The Special Education department assesses and appropriates services for students on IEPs enrolled in NCE classes.

Another challenge with NCE Elementary is to provide high-quality classes while maintaining reasonable class fees. NCE is committed to providing scholarships for those families who cannot afford the programs. In collaboration with school-based guidance counselors and administrators, NCE supports families whose children may benefit from no-cost or low-cost classes in order to make NCE afterschool activities accessible to all students.

### **Enabling Legislation**

M.G.L. Chapter 71, Section 47.



**Staffing:**

The following positions are included in the FY24 Budget: Elementary Program Coordinator (0.42 FTE) and a portion of the Department Director (0.10 FTE). The Program Coordinator position increase is a reallocation of FTE from the Summer program in order to address the need for additional elementary afterschool offerings and registrations. Staffing also includes part-time program instructors and teaching assistants, as well as temporary on-site coordinators. In addition, the Elementary Program is supported by a portion of the salaries of the Bookkeeper (0.08 FTE) and Secretary (0.17 FTE).

A staffing chart for the program is presented below.

<b>FTE</b>	<b>FY22 Actual</b>	<b>FY23 Budget</b>	<b>FY23 Proj</b>	<b>FY24 Budget</b>	<b>Budget Inc/(Dec)</b>
Admin	0.34	0.34	0.34	0.52	0.18
Clerical	0.25	0.25	0.25	0.25	0.00
<b>Total</b>	<b>0.59</b>	<b>0.59</b>	<b>0.59</b>	<b>0.77</b>	<b>0.18</b>

**Description of Revenues:**

The FY24 budgeted revenue of \$222,199 is generated from 1,150 registrants in 91 course offerings at the five elementary schools. Program fees range from \$130 to \$375, with the average fee for an 8-week session at \$205. This is a budget that fuels the continuing growth of the program to pre-COVID levels.

**Expenses**

The FY24 NCE Elementary revolving fund expenses are budgeted at \$215,311 and include teacher and staff salaries, class supplies/materials, and contractual services with outside vendors.

**Fund Balance:**

Our FY24 ending fund balance is \$61,528. To promote solid business practices, our goal is to hold three months of operating expenses in carry-over reserves. We are at 95% of the goal.

**FY24 Proposed Budget:**

The proposed budget for the fee-based Elementary program is attached.

## **Revolving Fund FY24 Budget Request**

<b>Fund Name:</b>	<b>NCE Middle School, formerly Pollard After School (PAS) and Rock After School (RAS) (2350-3703)</b>
<b>Fund Manager:</b>	<b>Middle School Program Coordinator/Needham Community Ed</b>
<b>Executive Summary:</b>	<ul style="list-style-type: none"><li>• <b>Due to the impact of the pandemic, the NCE Middle School Program was fiscally unviable. In order to relaunch the program, we conducted a needs assessment in FY22 and hired a part-time NCE Middle School Program Coordinator in FY23.</b></li><li>• <b>There are 482 registrants in the new FY23 programs offered both at the High Rock School and at Pollard.</b></li><li>• <b>Plans for FY24 include continued growth. FY24 fees range from \$125 to \$485 for 42 course offerings which are budgeted to serve 532 registrants.</b></li></ul>

### **Fund Description:**

The Needham Community Education Middle School program provides fee-based afterschool enrichment for High Rock and Pollard students. NCE programs complement the other afterschool options including teacher-provided afterschool Homework Help at each middle school, the Athletic Department's sports teams, a variety of School Clubs, and Theater Productions. The NCE program supports student physical, mental, social, and academic well-being through afterschool opportunities. In FY23, there are 482 registrants in the NCE Middle School program, including 100 students in the Pollard Ski & Snowboard Club.

### **Critical Issues:**

Due to the pandemic, there was a shortfall in revenue for the NCE Middle School program that resulted in workforce reduction. NCE was unable to cover staff expenses with the limited number of registrations and small fund balance. However, in FY22, we conducted a needs assessment with staff, students, and families in order to develop a sound financial model for delivering experiential NCE programs that complement other afterschool programming. We relaunched the middle school enrichment program in FY23 by hiring an NCE Middle School Program Coordinator to implement the findings from the needs assessment. The program generated revenue to cover program expenses and department overhead and the fund balance allowed us to invest in infrastructure to address obstacles to student engagement.

A challenge with NCE Middle School is to provide high-quality classes while maintaining reasonable class fees. NCE is committed to providing scholarships for those families who cannot afford the programs. In collaboration with school-based guidance counselors and administrators, NCE supports families whose children may benefit from no-cost or low-cost programs in order to make NCE afterschool activities accessible to all students.

### **Enabling Legislation:**

M.G.L. Chapter 71, Section 47.

**Staffing:**

The FY24 budget includes a portion of the salaries of the Middle School Program Coordinator (0.40), and a portion of the Department Director (0.05), the Bookkeeper (0.03 FTE) and Secretary (0.14 FTE), as shown in the staffing chart below. The FY22 and FY23 Budget assumed a tentative hold on all programming which is why no FTE were included. The FTE increase in the FY23 projection and maintained in FY24 supports the programming that emerged from the implementation of the needs assessment. Staffing also includes part-time program instructors and teaching assistants, as well as temporary on-site coordinators.

A staffing chart for the program is presented below.

<b>FTE</b>	<b>FY22 Actual</b>	<b>FY23 Budget</b>	<b>FY23 Proj</b>	<b>FY24 Budget</b>	<b>Inc/(Dec) Budget</b>
Admin	0.00	0.05	0.45	0.45	0.00
Clerical	0.00	0.17	0.17	0.17	0.00
<b>Total</b>	<b>0.00</b>	<b>0.22</b>	<b>0.62</b>	<b>0.62</b>	<b>0.00</b>

**Description of Revenues:**

The FY24 NCE Middle School budgeted revenue of \$104,523 is generated from 532 registrants in 42 course offerings at the High Rock School and Pollard. Program fees range from \$125 to \$485. This is a conservative budget approach to rebuilding the program. With consultation from the Middle School Principals and in response to the data collected from Middle School teachers, students, and families, the plan for the new offerings include a broad mix of topics to appeal to a variety of student interests including the arts, drama, sports and fitness, community service, technology, career exploration, life skills, and travel/field trips.

**Expenses:**

The FY24 NCE Middle School budget includes total expenses of \$131,206 covering program-related salaries, class supplies/materials, and contractual services with outside vendors. To address an obstacle to participation, we are investing in bus transportation home after the NCE programs. We also are investing in setting up and staffing a Teen Space/Middle School Lounge for students to socialize after school while participating in a variety of enrichment projects. This Teen Space/Middle School Lounge is a pilot program that emerged from the needs assessment and is modeled after a successful Boston Public Library program.

**Fund Balance:**

Our FY24 ending fund balance is \$34,878 which is 89% of our goal to hold three months operating expenses in carry-over reserves.

**FY24 Proposed Budget:**

The proposed budget for the fee-based NCE Middle School Program is attached.

## Revolving Fund FY24 Budget Request

<b>Fund Name:</b>	<b>NCE Summer Program, formerly Summer School (2350-3704)</b>
<b>Fund Manager:</b>	<b>Summer Program Coordinators/ Needham Community Education</b>
<b>Executive Summary:</b>	<ul style="list-style-type: none"> <li>• <b>There is no change in FY24 to the weeklong, half-day and full-day program model for students entering grades 1 to 5 which was well received in FY23.</b></li> <li>• <b>There will be program enhancements to the FY24 offerings to appeal to middle school students entering grades 6 to 9 that require an additional portion of the NCE Middle School Program Coordinator’s time to plan and implement (time allocated to Summer).</b></li> <li>• <b>The FY24 fees range from \$260 to \$525.</b></li> </ul>

### **Fund Description:**

The NCE Summer Program, known as Summer Explorations, operates during the month of July and provides high-quality enrichment courses for elementary level students entering grades 1-5 and a secondary level program for students entering grades 6 to 9. Some of the most popular program topics include: science, games & challenges, culture, fine arts, crafts, writing, performing arts, technology, engineering, coding, digital art, animation, and fitness. Full day classes include a gym special each day as well as a supervised lunch period. Class sizes are small and the cumulative curriculum has projects that build each day throughout the week. For students entering grades 6-9, the program model launching in FY24 is tailored to teen interests and introduces new challenges and opportunities for adolescent development. This teen-targeted program helps foster a sense of belonging, accelerates learning, and bolsters confidence. All the Summer Exploration classes are taught by Needham Public Schools staff and other area educational professionals. There is a Nurse onsite. In FY23, 629 students participated in 91 program offerings. The FY24 budget has 692 registrants in 96 programs.

### **Critical Issues:**

The critical challenge for FY24 is to continue to rebuild the in-person NCE Summer Program enrollment and the fund balance. Rather than plan for a program that pre-pandemic ran at capacity, we budgeted in FY23 for smaller class sizes in order to accommodate any necessary health and safety protocols. Although health concerns were not an issue, the registration was lower than budget with most of the shortfall from the programs marketed to students entering grades 6 to 9. Feedback from these students and their families prompts the development of a new model for FY24 which builds on the momentum from the NCE Middle School Program and the relationships evolving between NCE and the Pollard and High Rock staff.

A challenge that we must address is funding for support services for students enrolled in the Summer Program. NCE funds a Nurse on duty at each site and collaborates with the Special Education department for provision of appropriate accommodations for students enrolled in NCE classes.

Another challenge with NCE Summer is to provide high-quality classes while maintaining reasonable class fees. We factor in scholarships for no-cost or low-cost classes for those families facing financial hardship.

## Enabling Legislation

M.G.L. Chapter 71, Section 71E.

### Staffing:

FY24 staffing includes Program Administrators for the elementary level (0.40 FTE) and for the secondary level (0.20 FTE), plus a portion of the Department Director (0.10 FTE). In addition, the budget covers non-FTE positions for part-time instructors, temporary onsite coordinators, classroom aides, and an onsite Nurse. Clerical support includes a portion of the salaries of the Bookkeeper (0.09) and Secretary (0.17 FTE).

A staffing chart for the program is presented below.

<b>FTE</b>	<b>FY22 Actual</b>	<b>FY23 Budget</b>	<b>FY23 Proj</b>	<b>FY24 Budget</b>	<b>Inc/(Dec) Budget</b>
Admin	0.68	0.68	0.68	0.70	0.02
Clerical	0.29	0.27	0.26	0.26	0.00
<b>Total</b>	<b>0.97</b>	<b>0.95</b>	<b>0.94</b>	<b>0.96</b>	<b>0.02</b>

### Description of Revenues:

FY24 revenue from NCE Summer is budgeted at \$288,516. Fees range from \$260 to \$525 for the weeklong half-day and full-day enrichment classes.

### Expenses:

FY24 revolving fund expenses for NCE Summer of \$276,839 include part-time instructors, temporary onsite coordinators, classroom aides, and an onsite Nurse. Expenses also include instructional technology, as well as classroom and office supplies.

### Fund Balance:

To maintain solid business practice, we set a goal of carrying 3 months of operating expenses (or \$83,052). Budgeted ending fund balance for FY24 is \$45,610 or 55% of that goal, with a plan for continuing to grow the program in future years.

### FY24 Proposed Budget:

The proposed budget for the fee-based Summer Program is attached.

## Revolving Fund FY24 Budget Request

<b>Fund Name:</b>	<b>NCE Adult Program (2551-3705)</b>
<b>Fund Manager:</b>	<b>Adult Program Coordinator/ Needham Community Education</b>
<b>Executive Summary:</b>	<ul style="list-style-type: none"><li>• <b>No change in program or fee structure for the NCE Adult courses.</b></li><li>• <b>FY24 includes a wide array of in-person and virtual programs.</b></li><li>• <b>FY24 fees range from \$15 to \$715 for 344 course offerings, which are budgeted to serve 2,932 registrants.</b></li></ul>

### **Fund Description:**

NCE Adult offers classes in Fall, Winter/Spring, and Summer. Each term includes a wide variety of reasonably priced courses that provide quality lifelong learning experiences accessible to the adult and high school student community in Needham and neighboring towns. In FY23, we returned to an in-person learning model with many outdoor program options and we retained some virtual programming because many people shared their appreciation for the ease of learning from the comfort of home. We are continuing this delivery model in FY24.

Some of the popular programs include: Walking Tours, Basket Weaving, Beginning Drawing, Intro to T'ai Chi and QiGong, Reiki Level I Certification, Wine Tasting, Foraging for Edible Plants, Upholstery, Bridge, Canasta, Mah Jongg, Paper Marbling, Beginning Crochet, Immersive Art History, Puppy Training, Beginner Piano, Intro to American Sign Language, and so much more.

NCE Adult also offers *Parent University* to foster a partnership between the Needham Public Schools and the district's parents. These programs are designed to enhance understanding of the curriculum and how best to support student learning at home. There are workshops and seminars on parenting taught by experts and offered throughout the year.

### **Critical Issues:**

The Adult Program continues to experience popularity and maintains a reputation for quality as evidenced from results of participant feedback. The demand is high for an even broader variety of offerings and that issue can be addressed if we increase the staff time dedicated to planning and implementing more programs. There is a need to explore more opportunities for collaborations with community organizations and local businesses. More daytime classes, one-time classes, and weekend offerings are being planned so more adults can find a class that matches their schedule and interests.

In addition, we are looking for solutions to space constraints to accommodate the variety of courses requested.

### **Enabling Legislation:**

M.G.L. Chapter 71, Section 71E

**Description of Revenues:**

The FY24 budgeted revenue of \$319,410 is generated from 344 courses, up from 288 course offerings budgeted in FY23. We are focused on growth to accommodate the community interest in additional offerings. Course prices range from \$15 to \$715.

**Staffing:**

The FY24 Budget includes 0.05 FTE of the Program Director and 1.0 FTE for the Program Coordinator which is an increase of 0.20 FTE needed to dedicate time to implementing additional programs to accommodate demand. In addition, clerical staff consists of the Secretary (0.07 FTE) and Bookkeeper (0.06 FTE). The department also pays non-FTE positions as part-time instructors, part-time SAT/ACT Prep coordinators, and temporary on-site coordinators.

FTE totals are as follows:

<b>FTE</b>	<b>FY22 Actual</b>	<b>FY23 Budget</b>	<b>FY23 Proj</b>	<b>FY24 Budget</b>	<b>Inc/(Dec) Budget</b>
Admin	0.86	0.81	0.85	1.05	0.20
Clerical	0.13	0.13	0.13	0.13	0.00
<b>Total</b>	<b>0.99</b>	<b>0.94</b>	<b>0.98</b>	<b>1.18</b>	<b>0.20</b>

**Expenses:**

FY24 budgeted expenses total \$312,886. The biggest expense for this program (aside from the instructors) are the costs for catalog production and mailing. Although we have been looking at ways to achieve our marketing goals through cost-effective web-based communications, the catalog continues to be a worthwhile investment. The catalog is highly recognizable to the community and brings in a significant number of additional registrants.

**Fund Balance:**

FY24 ending fund balance is \$65,889. We are continuing to rebuild the fund balance year over year toward a contingency reserve covering 3 months of operating expenses or \$93,866. In FY24, we will be at 70% of that goal.

**FY24 Proposed Budget:**

The proposed budget for the fee-based NCE Adult program is attached.

## Revolving Fund FY24 Budget Request

<b>Fund Name:</b>	<b>Tutoring (2350-3706)</b>
<b>Fund Manager:</b>	<b>Director of Strategic Planning and Community Engagement</b>
<b>Executive Summary:</b>	<b>No program or fee changes are planned for FY24; however, the tutoring policy needs to be revised since it was last reviewed in 2010.</b>

### Fund Description:

The Fund was established to keep track of tutoring in school buildings and to establish a department to monitor the practice.

The tutoring rate is currently set at \$50/hour. Payment for tutoring sessions is made from the parent to the teacher. The tutor registration form requires the tutor to specify the student, subject being tutored, location of the tutoring, scheduled dates/times. In addition, the form requires the signatures of the student's counselor, teacher, and principal. The completed form is then sent to Needham Community Education with the \$10 registration fee, which covers the cost of administering the registry and policies.

### Critical Issues:

There are no registrations for tutoring.

The tutoring policy needs to be revisited in FY24; the policy was last reviewed and revised in 2010.

The private tutoring guidelines inform staff and parents of acceptable practices for tutoring for pay within school facilities. Tutoring for pay on school property is allowed if:

- The tutor is an employee of the Needham Public Schools.
- The tutor pays an annual registration fee set by the school system.
- The tutor registers with the Director of Strategic Planning and Community Engagement.
- The tutor accepts the established rates set by the school system.
- The tutor begins sessions for pay no earlier than one hour after school is dismissed.
- The tutor concludes morning sessions for pay no later than one hour before school begins.
- The tutor informs the student's counselor and student's teacher of the tutoring arrangement.
- The tutor has received the approval of the building principal where the tutoring takes place.

### Enabling Legislation

M.G.L. Chapter 71, Section 47.

### Staffing/Expenses:

The fees are used to offset the costs to administer the program. FY24 expenses are \$0.

### Description of Revenues:

Revenues historically were in the \$20-\$100 range with 2-10 tutors registering their tutoring arrangements. The proposed budget for Tutoring is \$0.



**Fund Balance:**

FY24 ending Fund Balance is \$0.

**FY24 Proposed Budget:**

The FY24 proposed budget for the Tutoring Program is attached.

## **Revolving Fund FY24 Budget Request**

<b>Fund Name:</b>	<b>Summer Sports Clinics (2350-3707)</b>
<b>Fund Manager:</b>	<b>formerly managed by the NCE Adult/High School Coordinator</b>
<b>Executive Summary:</b>	<b>This program is transferring to the Athletics Department.</b>

### **Fund Description:**

Historically, the NHS Athletic Department and Needham Community Education collaborated to offer intensive clinics for sports that have interscholastic offerings at the High School but limited opportunities to develop younger players in town. During FY23, we moved these clinics to the Athletics Department.

### **Critical Issues:**

After consultation with the Athletics Department and with support of the HR and Business Office, we recognized the need to put the Summer Sports Clinics under the Athletics Department umbrella instead of under NCE. Historically, NCE enrolled students into the Summer Sports Clinics through the NCE registration system while the Athletics Department hired and supervised the Summer Sports Clinic staff. For equipment needs, the Athletics Department bookkeeper contacted the NCE bookkeeper to communicate requests for purchases as opposed to having the Athletics Department process the purchases themselves. This segmented approach to managing was sufficient when the Athletics Department did not have its own registration system. Moving the program to the Athletics Department allows more direct communication between the families and those running the program. It makes the payroll process and the purchasing process more efficient.

### **Enabling Legislation**

M.G.L. Chapter 71, Section 71E

### **Description of Revenues:**

No revenue is planned for NCE in FY24.

### **Staffing:**

No NCE staffing is planned for this program in FY24.

### **Expenses:**

No NCE expenses are planned for this program in FY24.

### **Fund Balance:**

The fund balance was moved into the revolving budget for the Athletics Department.

### **FY24 Proposed Budget:**

The proposed budget for the fee-based Summer Sports Clinics program is attached.

## Revolving Fund FY24 Budget Request

<b>Fund Name:</b>	<b>NCE Early Childcare Program (2350-3708)</b>
<b>Fund Manager:</b>	<b>Early Childcare Director / Needham Community Education</b>
<b>Executive Summary:</b>	<ul style="list-style-type: none"> <li>• <b>The FY24 plan is to stabilize enrollment post-COVID, with a registration target of 46 children in 5 classrooms. We are making progress in reaching full capacity at our leased space with 5 classrooms.</b></li> <li>• <b>To better retain existing staff and attract new hires, there is a need to increase staff wages. As a result, the FY24 budget proposes a fee increase: \$120/day for Infants (increase from \$110) and \$115/day for Toddler/PreK (increase from \$100).</b></li> <li>• <b>Imposition of late pickup fee of \$1.00/minute, to encourage timely end-of-day pickups by parents.</b></li> <li>• <b>No change to program model.</b></li> </ul>

### Fund Description:

The NCE Early Childcare program (“Home of the Little Rockets”) launched in FY20 as a fee-based, developmentally appropriate enrichment program designed to address an unmet need for early childcare for the district’s faculty and staff. Like those in other districts offering similar programs, Needham Public Schools staff perceive the Early Childcare program provided by NCE as a benefit of working for the district. The program runs from 7:00am to 4:00pm during the 183 contracted workdays. The program also is available to Town employees and Needham residents. Children can attend 2 to 5 days per week. In FY23, we have 39 Little Rockets in 4 classrooms at \$100 per day for Toddlers/PreK and \$110 per day for Infants. This fee has not changed since the opening of the program in FY20.

We are committed to continuing the program for current families and paying our staff a fair and competitive wage. The FY24 plan is to stabilize enrollment post-COVID, while making progress in reaching full capacity at our leased space with 5 classrooms.

Based on the mix of 2 to 5 days per week and the ages of the children, the FY24 budget covers 46 students. The revenue increase for FY24 is largely driven by full-year tuition versus partial-year tuition from our returning families.

### Critical Issues:

- 1) **Space Requirement:** Since Needham Public Schools does not have enough space to accommodate an NCE Early Childcare program, it is necessary to lease space. Our lease with the Needham Congregational Church costs \$43,710 annually and provides access to 5 classrooms. In FY23, we are running the program in 4 classrooms. For FY24, we are conservatively budgeting a 5<sup>th</sup> classroom that will open when there’s an adequate number of registrants so that the additional tuition covers the additional staffing expense. That 5<sup>th</sup> room, once opened, can accommodate additional children as needed.
- 2) **Staffing:** An additional issue for the Early Childcare Program has been the general difficulty with recruiting and retaining staff due to the post-pandemic economy, characterized by limited

applicant pools and a highly competitive wage environment. As a result, the ECP has had frequent and sustained vacancies. It is important for the district to remain competitive and attract and retain the necessary personnel to run the program. Though we can demonstrate commitment and support of the staff by providing training days, PD days, and days for classroom setup at the start and end of the school year, there is a need to provide additional compensation to remain competitive, which is provided in this budget. In addition, the salary for the Director of the Early Childcare Program is benchmarked with comparable positions in NCE and a salary adjustment is needed to achieve parity.

- 3) Program Fee: The FY24 tuition includes an increase from FY23 for Infants (from \$110 to \$120 per day) and Toddlers/PreK (from \$100 to \$115 per day). This cost increase is driven almost entirely by the increased wages for staff. This fee increase puts NCE’s program at about the same cost as most private daycare programs in the Needham area, as listed below:

<b>FY23 Daily Fee</b>	<b>Infant</b>	<b>Toddler</b>
Needham Children’s Center	\$110	\$102
Chestnut Children’s Center	\$120	\$116
Kindercare	\$110	\$100
Temple Beth Shalom	\$122	\$122

The Little Rockets program offers the advantage over many of these programs in that it does not require payment during the summer months, when faculty and staff are not in school.

There may be a need to further increase fees in the future in order to keep pace with necessary staff increases and increases in COLA.

- 4) Late Fee: To address staff concerns and cover the staffing expense when parents are chronically late to pick up their children at the end of the day, a late fee policy is needed which is based on what is prevalent in the daycare industry. NCE is proposing the standard dollar-a-minute fee. No funds are budgeted for this late fee.

**Enabling Legislation**

M.G.L. Chapter 71, Section 26A.

**Staffing:**

The FY24 staff funded through this revolving fund covers 5 classrooms and includes a 1.0 FTE Early Childcare Program Coordinator (previously assigned to a 0.5 teaching/ 0.5 administrator position), a 0.25 FTE Department Director, 9.0 FTE teachers based on required staffing ratios for the children, plus 3.0 Aides; as well as a portion of the clerical staff (0.09 FTE Bookkeeper and 0.10 Secretary). The FY23 projection is low due to unfilled positions which were covered by substitutes and which required the Director to consistently spend time in the classroom in the teacher role. A staffing chart for the program follows:

	<b>FY22 Actual FTE</b>	<b>FY23 Budget FTE</b>	<b>FY23 Proj FTE</b>	<b>FY24 Budget FTE</b>	<b>Budget Inc/(Dec)</b>
<b>Early Childcare Staffing</b>					
Administrator	0.76	1.25	1.25	1.25	0.00
Teachers	5.00	8.40	6.60	9.00	2.40

Aides	0.94	0.85	1.68	3.00	1.32
Clerical	0.13	0.20	0.19	0.19	0.00
<b>Total</b>	<b>6.83</b>	<b>10.70</b>	<b>9.72</b>	<b>13.44</b>	<b>3.72</b>

**Description of Revenues:**

The budgeted FY24 revenue of \$728,889 is generated from a 5-classroom model with 46 children. We have budgeted for continuing participation in the program by our current families and maintaining a comparable mix of 2-day, 3-day, 4-day and 5-day options based on past experience. There is additional capacity in the classrooms that could increase revenue further.

**Expenses:**

Budgeted FY24 expenses total \$731,290 and include supplies as well as leased space. The direct program expenses for staff (teachers, teaching assistants) cover 10 additional days for PD, required training, and for the opening/closing of the school year. The Director’s salary is increased to the appropriate level in order to be comparable with the other Coordinator positions in NCE, and staff salaries are increased to levels comparable with Unit C staff. The indirect or overhead expenses include a portion of the salaries of the administrative and clerical staff.

**Fund Balance:**

To maintain solid business practice, we set a goal of carrying 3 months of operating expenses. The ending fund balance is \$141,192 which is 64% of that goal.

**FY24 Proposed Budget:**

The proposed budget for the NCE Early Childcare fee-based program is attached.

## Revolving Fund FY24 Budget Request

<b>Fund Name:</b>	<b>NCE Private Music Instruction (formerly Fine &amp; Performing Arts Fee-Based Music Instruction) (2350-3654)</b>
<b>Fund Manager:</b>	<b>Director of Strategic Planning and Community Engagement</b>
<b>Executive Summary:</b>	<ul style="list-style-type: none"> <li>● <b>The FY23 NCE program follows the model formerly used by the Fine &amp; Performing Arts Department with 32 lessons provided over two semesters at a student fee of \$33.13 per 30-minute lesson.</b></li> <li>● <b>For FY24, a fee increase is needed to \$38 per 30-minute lesson to cover teacher salaries and program expenses. This is a considerably lower fee than the cost of private music lessons in town which run at \$44 per half hour.</b></li> </ul>

### Fund Description:

NCE Private Music Instruction provides a fee-based enrichment program for students after school. The one-on-one private lessons, for beginners through advanced music students, are taught by Needham Public Schools staff and other dedicated music education professionals. Private lessons greatly enhance a student’s success and enjoyment of a musical instrument. Private music instruction is available on the following instruments: flute, clarinet, saxophone, oboe, trumpet, trombone, baritone, tuba, percussion, violin, viola, cello, bass, guitar, piano, and voice.

In prior years, this program was managed by the Fine and Performing Arts department. It transitioned to NCE Community Education in FY23 to take advantage of NCE’s marketing infrastructure.

### Critical Issues:

**Revenue:** The number of students enrolled in Private Music Instruction was trending down, from 180 participants in FY18 to 45 students in FY22. There are 70 students projected to register for the FY23 program. Rebuilding the program requires marketing and outreach to Needham Public Schools families and that process began with NCE in FY23. The transition raised some concerns for the music teachers and resulted in a slower start than anticipated, which reduced annual revenue. In addition, the original budget for FY23 was built on the revenue assumption that the majority of these students would participate in 60-minute lessons. The actual experience in FY23 is that almost all students participate in 30-minute lessons. This experience changes our approach to the budget plan for FY24.

**Staffing:** Recruitment and retention of the Private Music Instruction teachers necessitates a salary increase to reflect their expertise and years of experience; this salary increase puts pressure on raising the costs of lessons to cover expenses.

**Fees and Scholarships:** The fees for Private Music Instruction will continue to be monitored to remain competitive with surrounding music programs and to maintain highly qualified instructors. The fund balance also will be monitored to ensure that adequate funds are available to provide scholarships as needed. NCE supports families whose children may benefit from no-cost or low-cost lessons in order to make NCE after school activities accessible to all our students.

## **Enabling Legislation**

M.G.L. Chapter 71, Section 47.

## **Staffing:**

The following positions are included in the FY23 Budget: Department Director (0.01 FTE) as well as a stipend Private Lesson Coordinator position and music instructors. In addition, Private Music Instruction is supported by a portion of the salary for the Bookkeeper (0.03 FTE) and NCE Secretary (0.04 FTE).

## **Description of Revenues:**

The FY24 budgeted revenue for Private Music Instruction is \$111,264 -- generated from 84 registrants at a fee of \$38 for each 30-minute lesson. This is a fee increase from the FY23 rate of \$33.13 per half hour, yet is a considerably lower fee than the cost of private music lessons in town which run at \$44 per half hour.

Attracting 84 families to enroll reflects NCE's effort to rebuild the program to pre-COVID levels over the next two to three years. The fee increase is proposed to offset NCE's cost to administer this program and it makes possible an increase in teachers' salaries based on market rate for private music teachers in town.

## **Expenses**

The FY24 Private Music Instruction's revolving fund expenses are budgeted at \$104,085 and include instructional and coordinator salaries, administrative salaries, and credit card expenses.

## **Fund Balance:**

The FY24 ending fund balance is \$24,670. To promote solid business practices, our goal is to hold three months of operating expenses or \$31,225 in carry-over reserves. The estimated ending fund balance represents 79% of that goal.

## **FY24 Proposed Budget:**

The proposed budget for the fee-based NCE Private Music Instruction is attached.

	T	U	V	W	X	Y	Z	AB	AC	AD	AE	AF	AG	AH	AI
1	<b>FY24 NCE TOTAL - Income and Expense Statement</b>														
2															
3															
4	<b>FY24 NCE TOTAL - Income and Expense Statement</b>							<b>2350</b>	<b>2350</b>	<b>2350</b>	<b>2350</b>	<b>2350</b>	<b>2551</b>	<b>2350</b>	<b>2350</b>
5						<b>TOTAL</b>		<b>3702</b>	<b>3703</b>	<b>3704</b>	<b>3707</b>	<b>3706</b>	<b>3705</b>	<b>3708</b>	<b>3645</b>
6								<b>EASE</b>	<b>PASRAS</b>	<b>SS</b>	<b>SPORTS</b>	<b>TUTOR</b>	<b>AE</b>	<b>ECP</b>	<b>MUSIC</b>
7	<b>ENROLLMENT - ACTUAL</b>														
8	Number of Students					5,436		1,150	532	692	-	-	2,932	46	84
9	Number of Courses					581		91	42	96	-	-	344	5	3
10															
11	<b>REVENUE</b>														
12	Prior Year Surplus					370,582		54,640	61,561	33,932	-	-	59,365	143,593	17,491
13	Plus Pre-collections from Prior Year					-		-	-	-	-	-	-	-	-
14	Gross Beginning Fund Balance					370,582		54,640	61,561	33,932	-	-	59,365	143,593	17,491
15															
16															
17	Program Revenue														
18	Course Fees - Actual (net unrealized revenue)					1,774,801		222,199	104,523	288,516	-	-	319,410	728,889	111,264
19	Other Revenue - New student not in Master Sheet yet					-		-	-	-	-	-	-	-	-
20	<b>SUBTOTAL CURRENT REVENUE</b>					<b>1,774,801</b>		<b>222,199</b>	<b>104,523</b>	<b>288,516</b>	<b>-</b>	<b>-</b>	<b>319,410</b>	<b>728,889</b>	<b>111,264</b>
21	Minus Unrealized Revenue (not reflected in Course Details spreadsheets)					-		-	-	-	-	-	-	-	-
22															
23	<b>TOTAL REVENUE (Per Program Managers)</b>					<b>1,774,801</b>		<b>222,199</b>	<b>104,523</b>	<b>288,516</b>	<b>-</b>	<b>-</b>	<b>319,410</b>	<b>728,889</b>	<b>111,264</b>
24															
25															
26															
27	<b>EXPENSES - BUDGET</b>														
28															
29	<b>COURSE-SPECIFIC EXPENSES</b>														
30	Instructional Salaries														
31	Classroom teachers: Professional Salaries					809,498		27,303	31,120	111,020	-	-	129,216	422,999	87,840
32	Instructions Assistant Salaries (Non-SPED Aides and Student Teachers)					117,462		-	-	-	-	-	-	117,462	-
33	Elememary Office Aides					5,000		-	-	-	-	-	-	5,000	-
34	Substitutes					-		-	-	-	-	-	-	-	-
35	Contractual Labor/ Services					-		-	-	-	-	-	-	-	-
36	Contract Services - course specific					141,372		91,491	6,400	6,270	-	-	37,212	-	-
37						-		-	-	-	-	-	-	-	-
38	Educational Supplies					-		-	-	-	-	-	-	-	-
39	Educational Supplies					28,817		3,661	7,600	13,878	-	-	2,178	1,500	-
40						-		-	-	-	-	-	-	-	-
41	Other/Course-specific					-		-	-	-	-	-	-	-	-
42	All Other Expenses/Course-specific					13,600		-	12,600	-	-	-	-	1,000	-
43	<b>SUBTOTAL COURSE-SPECIFIC EXPENSES</b>					<b>1,115,749</b>		<b>122,455</b>	<b>57,720</b>	<b>131,168</b>	<b>-</b>	<b>-</b>	<b>168,606</b>	<b>547,960</b>	<b>87,840</b>
44															
45	<b>PROGRAM-SPECIFIC ADMIN EXPENSES</b>														
46	On-site Coordinator														
47	Instr. Coord --On Site Coord (plus KASE school aides)					73,702		22,600	7,800	34,802	-	-	3,000	-	5,500
48						-		-	-	-	-	-	-	-	-
49	Instructional Salaries														
50	Instructional Assistants Salaries -- SPED Aides					-		-	-	-	-	-	-	-	-
51	Nurse					8,000		-	-	8,000	-	-	-	-	-
52						15,000		-	-	15,000	-	-	-	-	-
53	Instructional Equipment														
54	Instructional Technology (<\$5,000 Unit) & Supplies														




	T	U	V	W	X	Y	Z	AB	AC	AD	AE	AF	AG	AH	AI	
1	<b>FY24 NCE TOTAL - Income and Expense Statement</b>															
2																
3																
4	<b>FY24 NCE TOTAL - Income and Expense Statement</b>								2350	2350	2350	2350	2350	2551	2350	2350
5						<b>TOTAL</b>			3702	3703	3704	3707	3706	3705	3708	3645
55									EASE	PASRAS	SS	SPORTS	TUTOR	AE	ECP	MUSIC
55	Instructional Technology Maintenance					-	-	-	-	-	-	-	-	-	-	-
56	Copiers					-	-	-	-	-	-	-	-	-	-	-
57						-	-	-	-	-	-	-	-	-	-	
58	Contractual Labor/ Services					-	-	-	-	-	-	-	-	-	-	
59	Contract Services - program specific					800	-	-	-	-	-	-	-	-	800	-
60	Telephone/Internet (KASE)					1,800	-	-	-	-	-	-	-	-	1,800	-
61						-	-	-	-	-	-	-	-	-	-	
62	Custodial Expenses					-	-	-	-	-	-	-	-	-	-	
63	Custodial Salaries					-	-	-	-	-	-	-	-	-	-	
64	Custodial and Housekeeping Supplies					1,000	-	-	-	-	-	-	-	-	1,000	-
65						-	-	-	-	-	-	-	-	-	-	
66	Transportation:					-	-	-	-	-	-	-	-	-	-	
67	Transportation of Students					-	-	-	-	-	-	-	-	-	-	
68	Transportation - bus replacement					14,400	-	14,400	-	-	-	-	-	-	-	-
69						-	-	-	-	-	-	-	-	-	-	
70	Rental/Lease of Buildings & Facilities					-	-	-	-	-	-	-	-	-	-	
71	Facility Rental					43,710	-	-	-	-	-	-	-	-	43,710	-
72						-	-	-	-	-	-	-	-	-	-	
73	Professional Development					-	-	-	-	-	-	-	-	-	-	
74	Prof Development Stipends					-	-	-	-	-	-	-	-	-	-	
75	Contractual Professional Development					-	-	-	-	-	-	-	-	-	-	
76	In-State Travel					-	-	-	-	-	-	-	-	-	-	
77	Out-of-State Travel					650	-	500	150	-	-	-	-	-	-	
78	Full Day Kindergarten Consulting					-	-	-	-	-	-	-	-	-	-	
79						-	-	-	-	-	-	-	-	-	-	
80	Promotion Expenses/General Program Expenses					-	-	-	-	-	-	-	-	-	-	
81	Printing & Binding					18,500	-	-	-	-	-	-	-	18,500	-	
82	Communication Postage					6,000	-	-	-	-	-	-	-	6,000	-	
83	Graphic Design					-	-	-	-	-	-	-	-	-	-	
84						-	-	-	-	-	-	-	-	-	-	
85	Supplies					-	-	-	-	-	-	-	-	-	-	
86	Office Supplies/ Director Office					-	-	-	-	-	-	-	-	-	-	
87						-	-	-	-	-	-	-	-	-	-	
88						-	-	-	-	-	-	-	-	-	-	
89	All Other Expenses					-	-	-	-	-	-	-	-	-	-	
90	All Other Expenses /Program Level (includes CC fees)					58,370	9,921	5,057	13,875	-	-	-	-	14,200	10,000	5,317
91	Course Refunds					-	-	-	-	-	-	-	-	-	-	
92	<b>SUBTOTAL PROGRAM SPECIFIC ADMIN EXPENSES</b>					<b>184,622</b>	<b>32,521</b>	<b>27,757</b>	<b>71,827</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>41,700</b>	<b>-</b>	<b>10,817</b>	
93						-	-	-	-	-	-	-	-	-	-	
94	<b>SUBTOTAL COURSE AND PROGRAM SPECIFIC EXPENSES</b>					<b>1,357,681</b>	<b>154,976</b>	<b>85,477</b>	<b>202,995</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>210,306</b>	<b>605,270</b>	<b>98,657</b>	
95																
96	<b>NCE GENERAL AND ADMINISTRATIVE</b>															
97																
98	Administrative Salaries															
99	Other District-Wide Administration					82,455	14,593	7,297	14,593	-	-	-	7,297	37,216	1,459	
100	Adj: Other District-Wide Administration (for JE) Balance moved from MS					-	-	-	-	-	-	-	-	-	-	
101	Subtotal					82,455	14,593	7,297	14,593	-	-	-	7,297	37,216	1,459	
102						-	-	-	-	-	-	-	-	-	-	
103	Curriculum Directors (Supervisory): Prof. Salaries					256,146	31,529	28,858	30,028	-	-	-	88,002	77,729	-	
104	Adj: Curriculum Directors (Supervisory): Prof. Salaries Retirement Payout)					14,429	-	-	14,429	-	-	-	-	-	-	

	T	U	V	W	X	Y	Z	AB	AC	AD	AE	AF	AG	AH	AI
1	<b>FY24 NCE TOTAL - Income and Expense Statement</b>														
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3															
4	<b>FY24 NCE TOTAL - Income and Expense Statement</b>														
5															
6															
7															
8															
9															
10															
105	Subtotal														
106	Curriculum Directors (Supervisory): Clerical Salaried and Hourly														
107	Adj: Curriculum Directors (Supervisory): Clerical Salaries (for JE)Balance moved from MS														
108	Subtotal														
109	Benefits														
110	Insurance for Active Employees														
111	Less July - Nov premiums														
112	Capital Equipment														
113	Additional Equipment (Over \$5000)														
114	SUBTOTAL NCE G&A														
115	GRAND TOTAL EXPENSES														
116	NET INCOME - NCE OVERALL														
117	FUND BALANCE - Current Year														
118	Beginning Fund Balance														
119	Plus Current Year Revenue														
120	Less Current Year Expense														
121	Surplus of Revenue Over Expense														
122	GROSS ENDING FUND BALANCE														
123	ENCUMBRANCES ADJUSTMENTS (to Gross Ending Fund Balance)														
124	Less Contingency TA/SPED Assistants														
125	Less Contingency for Equipment Replacement														
126	Less Contingency for Program Restart Costs														
127															
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SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

IIAC

Policy for: SELECTION AND ADOPTION OF LIBRARY/MEDIA LEARNING RESOURCES	Revision  1
Date Approved by School Committee:  September 3, 1996	Signature of Chair:  
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### General Statement Of Policy

The policy of the Needham School Committee is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

For the purposes of this statement of policy, the term "learning resources" will refer to any material (print, non-print, electronic) with instructional content or function that is used for formal or informal teaching/learning and recreational purposes.

Learning resources support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

### Selection Principles

The Needham School Committee, endorsing the American Library Association *Library Bill of Rights*, asserts that the responsibility of the school library media program is:

- To provide learning resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

IIAC

Policy for: SELECTION AND ADOPTION OF LIBRARY/MEDIA LEARNING RESOURCES	Revision  1
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- To provide learning resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, and expose students to a wide variety of experiences;
- To provide learning resources representative of the many religions, ethnic, and cultural groups and their contributions to our heritage;
- To place principle above personal opinion and reason above prejudice in the selection of learning resources of the highest quality in order to assure comprehensive collections appropriate to the school communities.


#### Needham's Selection Criteria

- 1) Learning resources will support and be consistent with the Common Core of Learning for the Commonwealth of Massachusetts, the Curriculum Standards and Frameworks for the Needham Public Schools, as well as the specific instructional objectives of each individual school community.
- 2) Learning resources will be appropriate for the subject area and for the age of the students. Selection will also consider varied learning styles, the social/emotional development, and the ability levels of the students for whom the materials are selected.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

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- 3) Learning resource collections shall be developed to provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- 4) Learning resource collections will maintain balanced information on opposing sides of controversial issues to that students may develop the practice of critical analysis.

#### Responsibility for Selection of Learning Resources


In accordance with the Selection Principles and Selection Criteria, the Needham School Committee delegates the responsibility for the selection of learning resources to the professional staff, agents of the Needham School Committee.

The recommendation of learning resources involves many people -- administrators, teachers, students, and media center personnel. The responsibility for the selection, evaluation, and purchase rests with the professional media staff. The final approval and authority for distribution of funds to purchase learning resources rests with the Director of Media and Technology Services, in cooperation with the building principal.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

IIAC

Policy for: SELECTION AND ADOPTION OF LIBRARY/MEDIA LEARNING RESOURCES	Revision  1
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### Procedures for Selection of Learning Resources

The professional media and teaching staff will preview and evaluate learning resources, consult reputable selection aids, and other appropriate sources to select materials that meet curriculum needs.

Recommendations for purchase of learning resources involve administrators, teachers, students, district personnel, and community persons, as appropriate.

Gift materials will be evaluated by the criteria outlined above and will be accepted under the gift policy of the Needham School Committee.

Selection is an ongoing process which includes the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

### Procedure for Dealing with Challenged Materials

Should the selection or adoption of learning materials be challenged, a review process will be initiated which could include the School Committee. The responsibility for overseeing the review process will be delegated to the Superintendent or his/her designee. A copy of the review process, *Procedures for Dealing with Challenged Materials*, is on file in every school media center.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

EHAA

Policy for: ACCEPTABLE USE POLICY FOR THE INTERNET and THE WIDE AREA NETWORK		Revision
Date Approved by School Committee:  September 3, 1996	Signature of Chair:  <i>Gudd Wasserman</i>	Page 1 of 5

### NETWORK USER RESPONSIBILITIES

Network users include all students, teachers, administrators, support staff, and community members who have access to the Internet via the World Wide Web and the Needham Public Schools' wide area network.

Students may have access to the Internet via the World Wide Web (WWW) and the Needham Public Schools' wide area network (WAN) while working on class projects in a supervised setting. This includes computers in media centers, classrooms, and computer lab facilities during scheduled class visits. If a student wants/needs to use the WWW or WAN for independent school work, the student and parent must read the Acceptable Use Policy and complete the *Contract for Individual Access to the World Wide Web*.<sup>\*</sup> Students must follow all rules contained within this policy at all times when using the WAN or the WWW. Students must also follow the directions of faculty and staff members supervising any area where networked resources can be accessed.

<sup>\*</sup>The School Committee delegates responsibility to the Superintendent or his/her designee to develop contracts or other procedural documents.

### Security and Safety

- Students will demonstrate personal responsibility by agreeing never to get together with someone they meet online without first checking with parents and teachers.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

EHAA

FILE

Policy for:  
ACCEPTABLE USE POLICY FOR THE INTERNET  
and THE WIDE AREA NETWORK

Revision

Date Approved by  
School Committee:

September 3, 1996

Signature of Chair:



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- Users will accept the responsibility for keeping all pornographic material, gambling material, inappropriate text files, material dangerous to the health and safety of students and staff, or files dangerous to the integrity of the wide area network from entering the school via the Internet.
- Users will demonstrate legal responsibility by not transmitting any material in violation of U.S., Massachusetts, or Needham Public Schools regulations. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.
- If a user identifies a security problem on the Internet or the NPS wide area network, he/she is responsible to notify a system administrator. Users should not demonstrate the problem to other users. Users should not use another individual's account without written permission from that individual. Security on any computer system is a high priority, especially when the system involves many users.
- Students have the responsibility to use computer resources for academic purposes only. Playing games or using networked resources for non-academic purposes is not permitted unless supervised by school staff. Users may not conduct commercial activities for profit, advertise products, or conduct political lobbying on the network.



SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

EHAA

Policy for:  
ACCEPTABLE USE POLICY FOR THE INTERNET  
and THE WIDE AREA NETWORK

Revision

Date Approved by  
School Committee:

Signature of Chair:

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- Users may access home telecommunications accounts from school. However, users need to exercise all responsibilities within this policy, as the NPS network is providing a connection to home accounts.
- All users must take responsibility for keeping down costs and avoiding system disruption. No use of this network shall serve to disrupt its use by other individuals or by connecting networks. It is beneficial for all users to keep the network running efficiently.

#### Property

- Users must respect others' privacy and intellectual property. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy (AUP).
- Users are responsible for citing sources and giving credit to authors during the research process. All communication and information accessible via the network should be assumed to be private property.
- Users will honor the legal rights of software producers, network providers, copyright, and license agreements.
- Users have a right to be informed about personal information that is being, or has been, collected about them, and to review this information.

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### Courtesy or E-Mail Netiquette

Users may encounter web sites which ask for comments or a reply. They may be sending and/or receiving e-mail. Certain communications behaviors have gained acceptance on the network – some because they save misunderstanding and maintain privacy; others because they help users avoid wasting time or help conserve system resources. The *NPS Student Contract for Individual Access to the World Wide Web* reviews and encourages the use of these safe and appreciated communications behaviors.

### BEHAVIORS AND CONSEQUENCES

Appropriate behaviors are outlined in school handbooks and guidelines developed by the Media Department. Consequences for inappropriate behavior are as follows:

- Any violation of the network responsibilities will result in a cancellation of network privileges and may result in disciplinary action. The network administrators will deem what is inappropriate use and their decision is final. Also, the network administrators may deny access at any time as required. The administration, faculty, and staff of the NPS may request the network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE

EHAA

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- Tampering with computer security systems and/or applications and/or documents will be considered vandalism, destruction, and defacement of school property (see school handbooks).
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are connected to the National Science Foundation (NSF) Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.
- The NPS makes no warranties of any kind, whether expressed or implied, for the services it is providing. The NPS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence or the user's errors or omissions. Use of any information obtained via the NPS is at your own risk. The NPS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

SCHOOL COMMITTEE POLICY  
NEEDHAM PUBLIC SCHOOLS

FILE: **KNAM**

Policy for:  RELATIONS WITH CONSERVATION COMMISSION - NIKE SITE	Revision  1
Date Approved by School Committee: 3/13/90	Signature of Chairman: <i>Margaret Murphy</i>

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In recognition of no immediate planned commitment of the Nike Site to a definitive public school project or program, the School Committee hereby authorizes the Conservation Commission of the Town of Needham to exercise supervision over the Nike Site area for conservation and recreation purposes only, with the understanding that such supervision will not require any substantial changes to the Nike Site area.

It is further understood that in extending this right of supervision, the School Committee does not relinquish in any way its jurisdictional authority over the Nike Site. For any other purpose, any requests for use other than conservation or recreation must be made to the School Committee through the Superintendent's office.