



Needham School Committee

Broadmeadow School Performance Center

Tuesday, March 5, 2024

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/87892775237?pwd=OTVXSnh3U1BpVINrQVBLYW9DYXNzQT09>

Webinar ID: 878 9277 5237 Passcode: 415909 Or One tap mobile:+13052241968



Needham School Committee

March 5, 2024 6:30 p.m.

Broadmeadow School Performance Center

Next School Committee Meeting: March 19, 2024 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 join the webinar for **Public Comments**:

<https://us02web.zoom.us/j/87892775237?pwd=OTVXSnh3U1BpVINrQVBLYW9DYXNzQT09>

Webinar ID: 878 9277 5237 Passcode: 415909 Or One tap mobile:+13052241968

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

1. FY24 Budget Transfers
2. Approve Overnight Student Trip

Discussion Items

6:55 p.m. Sunita Williams School Improvement Plan

7:40 p.m. Social Emotional Learning & Mental Health Framework/Restorative Practices

8:20 p.m. Needham Education Foundation 2024 Winter Grant Awards

8:40 p.m. Superintendent Evaluation Process

9:00 a.m. School Committee Comments

Information Items

- School Attending Children Report to Department of Elementary and Secondary Education as of January 1, 2024
- FY2022-23 Student Activity Report



Needham School Committee

March 5, 2024

Agenda Item: **Public Comments**

Background Information:

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



Needham School Committee

March 5, 2024

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

Background Information:

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

Members of the School Committee available for comment:

Andrea Longo Carter, Chair

Elizabeth Lee, Vice-Chair

Connie Barr

Michael Greis

Michael O'Brien

Alisa Skatrud

Matthew Spengler

Lea Gruen, Student Representative member of School Committee



Needham School Committee

March 5, 2024

Agenda Item: **Superintendent's Comments**

Background Information:

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



Needham School Committee

March 5, 2024

Agenda Item: **Consent Agenda**

1. FY24 Budget Transfers
2. Approve Student Overnight Trip

Chair: "Does anyone wish to remove any items from the consent agenda?"

If none removed:

"There being no objection, these items are adopted by unanimous consent."

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____

Date: March 5, 2024

Item Title: **FY 2023/24 Budget Transfers**

Item Description: Transfer of FY24 budget allocations between line items in the following amounts:

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

** All transfers occur within this category.

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 FY24 Operating Budget.

School Committee (circle one)

Action	Information	Discussion	<u>Consent Calendar</u>
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
<u>SALARIES</u>			
NA	NA	\$0.00	
	SUBTOTAL SALARIES	\$0.00	-
<u>PURCHASE OF SERVICE & EXPENSE</u>			
0001.3531.010.99.9300.099.99.520.030.5320.300.99	SPEC ED OUT-OF-DIST TUITION		312,519.00
0001.3010.040.99.1435.099.99.520.030.5300.300.04	SCHOOL COMMITTEE PROF & TECH	312,519.00	
	SUBTOTAL PURCHASE OF SERVICES & EXPENSE	312,519.00	312,519.00
<u>CAPITAL OUTLAY</u>			
N/A			
	SUBTOTAL CAPITAL	-	-
	GRAND TOTAL	312,519.00	312,519.00



March 1, 2024

To: Dan Gutekanst, Superintendent of Schools

From: Ryan Madden, Director of Athletics

The Varsity Dance Team will be traveling to Vermont for the New England Dance Championship. After a tremendous season, going together for an overnight trip will be the best way to successfully compete with two routines (Pom & Jazz) and arrive rested and ready to perform at their best. The Team must check into the Competition by 9 am, which means they would need to wake up at 4 am and travel 4 hours before changing, eating and getting ready to dance if they were to leave Saturday morning.

The head coach, Jessica Arruda, reached out to the Newton North Coach, Caroline Nunberg to share a bus to Vermont to cut down on costs for the school. The quote for the bus is \$5150 for two days; traveling to Vermont on 3/8, and returning after the event on Saturday, 3/9. Both schools will split the cost of the bus. Needham and NN teams will stay in the same hotel. The team's fundraising money will be paying for the hotel and food while there.

Details

- **Description:** New England Dance Championships
- **Location:** South Burlington High School. VT
- **Departure Date/Time:** Friday, March 8th 2:35pm
- **Return Date/Time:** March 9th 7:00pm
- **Bus Company:** [Our Bus Charter](#). Traveling with Newton North High School.
- **Hotel:** Comfort Inn and Suites in South Burlington, VT. Address is 3 Dorset St, South Burlington, VT 05403. Link to the hotel is [here](#).
- **Chaperones:** Coach Jessica Arruda, Coach Michelle Healy, Parents: Svetlana Bondar, Kathy Broderick, Jodie Gruen, Irene Kam

This is such an exciting opportunity for the Dance Team. This is the first time they will bring two routines, and they are looking forward to representing Needham at the New England Championship. They went on a similar trip in 2022 with Newton North to Connecticut as well.

Thank you.

<input checked="" type="checkbox"/> Overnight
<input checked="" type="checkbox"/> Out of State
<input type="checkbox"/> International

STUDENT ACTIVITY ACCOUNT

Field Trip Request Form

This form must be completed and signed by the Principal, prior to each academic or extra-curricular field trip. Overnight trips require the initial approval of the School Committee. The Superintendent approves all subsequent trips, with 30 days prior notice. This form must be completely filled out. Forms with incomplete or missing information will be returned without approval:

SCHOOL: Needham High School SCHOOL CLUB/CLASS: Dance

TRIP INFORMATION:

Trip Destination:	South Burlington High School, VT		
Trip Contact Name & Phone:	Jessica Arruda Luce	781-603-7294	
Travel Agent Name & Phone:			
Travel Dates and Times:	Departure:	3/8 2:15pm	Return: 3/9 8:00pm
Mode of Travel:	Charter Bus (sharing with Newton North High School)		
Purpose of Trip/ Connection to NPS Curriculum:	New England Regional High School Dance Competition		
Additional Information for Overnight Trips:	Attach travel itinerary, travel budget and list of students. Itinerary should describe travel, transportation, accommodations and other pertinent information.		
Global Competence Program Requirements Satisfied? (NHS Only)			

TRIP LEADERS & CHAPERONES: (List all participants by name. Add additional sheets, as necessary. Check box to identify parents and other non-NPS Personnel)

Trip Leader Name:	Jessica Arruda Luce	Parent/Non-NPS? <input type="checkbox"/>
Trip Co-Leader Name:		Parent/Non-NPS? <input type="checkbox"/>
Chaperone Name:		Parent/Non-NPS? <input type="checkbox"/>
Chaperone Name:		Parent/Non-NPS? <input type="checkbox"/>
Chaperone Name:		Parent/Non-NPS? <input type="checkbox"/>
Chaperone Name:		Parent/Non-NPS? <input type="checkbox"/>
Chaperone Name:		Parent/Non-NPS? <input type="checkbox"/>

TRIP BUDGET/ FEE CALCULATION:

Expense Budget: <i>(Include cost of all students and chaperones. Attach travel budget if available.)</i>		\$ Amount
1	Cost of Travel: Splitting cost of charter bus with Newton North	\$1000-2000
2	Cost of Admission:	\$
3	Other Cost:	\$
4	Other Cost:	\$
5	Grand Total Expenses:	\$
Funding Sources:		
6	Anticipated Donations from Outside Sources: <i>(Describe below)</i>	\$
7	Anticipated Revenue from Fundraising: <i>(Describe below)</i>	\$
8	Subtotal Donations & Fundraising <i>(Excluding Student Fees):</i>	\$
9	Additional Funding from Student Fees: <i>(Row 5 Minus Row 8)</i>	\$
10	Grand Total Funding Sources: <i>(Must Equal Line 5)</i>	\$
Calculating Per Student Fee:		
11	Total # Students Traveling:	
12	Anticipated # Student Scholarships:	
13	Net # Student Fees to Collect: <i>(Row 11 Minus Row 12)</i>	
14	Per Student Fee Amount: <i>(Collect this fee from students.) (Row 9 Divided by Row 13)</i>	\$
Description of Outside Funding Sources (including In-Kind Contributions):		
Fundraising Plan (if applicable)*		
<p><small>* School Committee Policy # DFC: Prior approval of the Building Principal is required for all fundraising at school-sponsored events, on school property, or organized by students or school groups. Non-school groups may conduct raffles or games of chance to benefit Needham Public Schools (NPS), with the prior approval of the Building Principal and in accordance with relevant laws. (MGL Ch271 s7A prohibits school organizations and students from conducting raffles or other games of chance.) Non-school groups, such as PTCs and Boosters, must agree to indemnify and hold harmless NPS from any claim related to the event. Superintendent approval of the fundraising activity is required, if more than one school is involved. All donations and fundraising proceeds must be accepted by vote of the School Committee, before they may be used or expended.</small></p>		

SIGNATURES:

DEPT. CHAIR/DIRECTOR: _____

DATE: 2/28/24

NURSE: _____

DATE: 2/28/24

PRINCIPAL: _____

DATE: 2/28/24

SUPERINTENDENT: _____

DATE: _____

(Required for Overnight, Out-of-State, International Travel, and multi-school fundraisers)

SCHOOL COMMITTEE: _____

DATE: _____

(Required for Initial Overnight, Out-of-State, International Travel)

Bannon, Ciara Fiona	54549	F	11	Needham High School	NO	Y	-
Bondar, Chloe Michaela	20315	F	12	Needham High School	NO	Y	-
Broderick, Sydney MacNeil	68081	F	12	Needham High School	NO	Y	-
Brodowski, Mia Clare	53382	F	11	Needham High School	NO	Y	-
Carrillo, Milena None	67713	F	11	Needham High School	NO	Y	-
Chen, Kaylen Xiaoying	54454	F	11	Needham High School	NO	Y	-
Chin, Mia Jean	26823	F	10	Needham High School	NO	Y	-
Christen, Chloe Carmen	51033	F	12	Needham High School	NO	Y	-
Closuit, Eliza Caroline	10738	F	10	Needham High School	NO	Y	-
Euse, Eliza Faith	61025	F	10	Needham High School	NO	Y	-
Fotopoulos, Lexi Effie	55430	F	10	Needham High School	NO	Y	-
Fux, Arbell NONE	59705	F	9	Needham High School	NO	Y	-
Gruen, Lea Portman	41862	F	12	Needham High School	NO	Y	-
Gustat, Abigail Sarah	25417	F	10	Needham High School	NO	Y	-
Heeger, Katelyn Colleen	53173	F	12	Needham High School	NO	Y	-
Kirzner, Elisha Rachel	39870	F	11	Needham High School	NO	Y	-
McCollister, Caroline Hammond	17070	F	10	Needham High School	YES	Y	Y
O'Sullivan, Abigail Grace	81895	F	11	Needham High School	NO	Y	-
Oriel, Alexa Rose	22476	F	12	Needham High School	NO	Y	-
Pearlstein, Emme Blair	41738	F	9	Needham High School	NO	Y	-

Sypher, Amelia Kate	13192	F	12	Needham High School	NO	Y	-
Sieczkowski, Sophia None	21705	F	11	Needham High School	NO	Y	-
Winkler, Hadley Morgan	22384	F	11	Needham High School	NO	Y	-



Needham School Committee

March 5, 2024

Agenda Item: **Discussion**

Sunita Williams School Improvement Plan

Background Information:

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

Persons Available for Presentation:

Kiana Brunson, Principal of Sunita Williams School
Sunita Williams School Council Members

Sunita Williams Elementary School Improvement Plan 2023-2024

Presented to Needham Public School Committee on March 5, 2024



SWES School Council Members:

April Crawford, Alison Vallereaux, Family Members

Joanie Daly, Community Member

Monica Carrillo, Dayna DiCicco, Elizabeth Hitron, Faculty

Kiana M. Brunson, Principal

Additional Contributors:

Alyson Schenker, Carol-Ann Hurley,

Damien Hazel, Faculty

Collaboration, Culture and Community are the three areas of focus which are driving our School Improvement Plan (SIP). This school improvement plan, as well as our school foci are well aligned, with The Portrait of a Needham Graduate (PONG). Below you will find an overview, with related definitions, and the related implications and impact on our students, faculty and families. Finally, the table details focus areas, action steps, evidence and outcomes.



SWES Core Values: **Work Hard.** Be Kind. Be Safe.



Sunita L. Williams Elementary School is a community of kind, curious and engaged learners. This community is supported by a talented and seasoned group of faculty members who help promote our school core values: **Be Kind, Work Hard and Be Safe.** We thrive to be a warm and inclusive community, where both academic success and social emotional wellness are outcomes of our consistent dedication and passion for our students. Our community includes students from diverse learning, ethnic, racial and religious backgrounds. We are fortunate to have an amazing school of students, who are supported by wonderfully dedicated family and staff members.

Our school is home to 533 students who engage in various educational programs including: General Education, Moderate Special Education, our Intensive Learning Community (ILC), English Language Learner and METCO programs.



SWES MCAS Scores 2022-2023

The following charts illustrate our students' overall MCAS achievement and growth ratings over the past few years, as detailed on our School Report Cards from DESE (Department of Elementary and Secondary Education). The latest complete report card can be found [here](#).

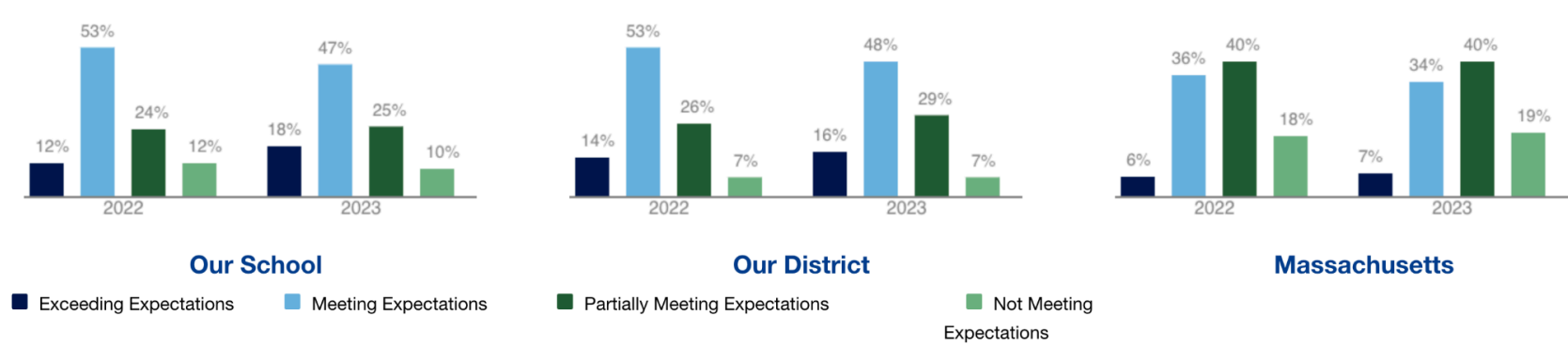
All Students - English Language Arts



All Students - Math

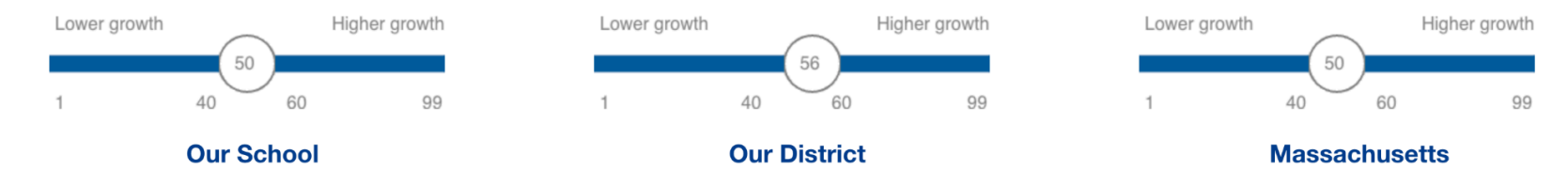


All *Students - Science (*Assessed in Grade 5 only)

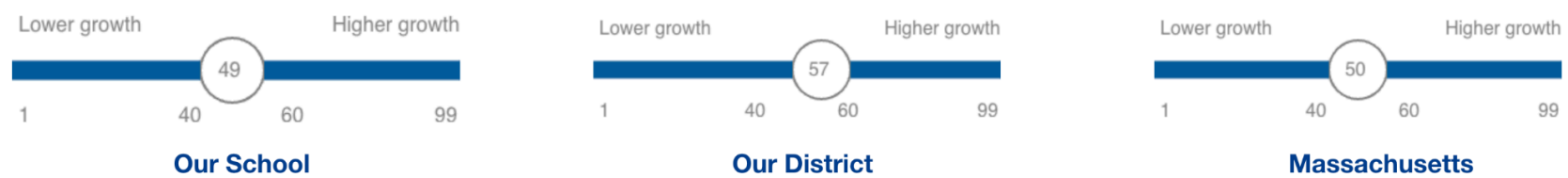


SWES MCAS Student Growth Percentiles 2022-2023

***Growth All Students - English Language Arts**



***Growth All Students - Math**



**Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student's MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress. (Department of Elementary and Secondary Education, 2024)*

School Improvement Plan Overview

By fostering **collaboration**, celebrating our unique and diverse **culture**, and building a strong sense of **community**, Sunita L. Williams Elementary School aims to nurture a vibrant learning environment where all students, faculty, and families can thrive. Through collective effort and shared responsibility, we will ensure that both students and adults feel valued, supported, and empowered to reach their full potential.

ALIGNMENT WITH PORTRAIT OF A NEEDHAM GRADUATE:

Priority Area 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.*

Priority Area 2: All Students Experience Integrative Teaching & Learning

- *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.*

Priority Area 3: All Students Learn & Grow Within Adaptable Environments

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

Priority Area 4: Infrastructure Supports Needs of All Students

- *4C) Establish a professional learning structure supporting equity and the Portrait vision.*

OUR DEFINITIONS:

Collaboration: Working together with one or more people to complete a project or task , and/or develop ideas or processes. Collaboration improves the way your team works together and problem solves. This leads to more innovation, efficient processes, increased success, and improved communication. Through listening to and learning from team members, you can help each other reach your goals.

Culture: The characteristic features of everyday existence (such as a way of life) shared by people in a place or time of popular culture.

Community: A community is a group of people that care about each other and feel they belong, have a sense of belonging, often due to their shared values and goals

SWES School Foci SY 2023 -24

The 3'Cs: Collaboration, Culture and Community

Sunita Williams Elementary School Foci #1, COLLABORATION:

We will cultivate a school environment where students, faculty, and families actively embrace collaboration, fostering effective communication, respect for diverse perspectives, and shared responsibility for the both academic and social emotional success of our students.

Connection to Faculty:

- Connection to Teaching & Learning: DESE Rubric, Standard IV-C-1. Professional Collaboration:
 - *“Consistently and effectively collaborates with colleagues on a wide range of tasks such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate interventions.”* (Department of Elementary and Secondary Education, Classroom Teacher Rubric, August 2018)
- Engaging and Utilizing Tools to Support Shared Collaboration
- Peer Observations and Debrief
- Learning Walks
- Team Data Explorations

Connection to Students:

- Increasing student discourse and productive talk, Standard II-B-2 Collaborative Learning Environment, (Department of Elementary and Secondary Education, Classroom Teacher Rubric, August 2018)
- All students have access and opportunity to contribute meaningfully in collaborative settings.
- Individuals and diverse viewpoints are appreciated and valued in the learning process.
- Students effectively share ideas, listen actively, and provide constructive feedback.

Connection to Families:

- Community Celebrations & Events

- Increase collaboration and mutual support of PTC initiatives and events
- Coherent grade level home/ school communications

Sunita Williams Elementary School Foci #2, CULTURE:

We want to deepen, share and celebrate the unique characteristics of the people that create and add to the culture of the Sunita Williams Elementary School. We aim to cultivate a school environment that embraces and celebrates the cultural diversity of its students, faculty, and families. We want to deeply explore the traits of our students, faculty, and families to gain a deeper understanding of the uniqueness of the *who and what* that contributes to our school culture.

Connection to Faculty:

- Staff wellness rooms & resources
- Staff recognition
- Sharing, celebrating & recognizing our individuality
- Intentional use of faculty pd time to focus on connecting, deepening community ties

Connection to Students:

- Continue to thread SEL practices throughout teaching and learning
- PBIS: Celebrate & recognize students, aligned to our core values
- Engage and explore student cultures and cultures of others
- Student Announcements

Connection to Families:

- Increase understanding and celebration of family cultures, example Festival of Cultures
- Reinforce expectations of School and Family positive interactions, Ex. arrival and pick-up procedures & safety

Sunita Williams Elementary School Foci #3 COMMUNITY:

We will foster open communication and collaboration between students, families, teachers, staff, and community members to deepen our sense of belonging to the Sunita Williams Elementary School Community. We will organize events and promote opportunities that bring together students, faculty, families, and community members to discuss and share, which will strengthen current relationships and help foster new relationships.

Connection to Faculty:

- Intentional use of Faculty PD time to focus on connecting & deepening community ties
- Staff outings and celebrations

Connection to Students:

- Community celebrations and assemblies
- Student Council
- Author visits and guest speakers

Connection to Families:

- Community celebrations and events
- Family educational meetings and events
- Faculty participation and collaboration at PTC meetings and related events

FOCUS: COLLABORATION

Strategic Priority	Strategies Employed/ Action Steps	Process and Impact on Students	Timeline
<p>1A, 1B, 1C 2A, 2C 3A</p>	<p>Create an instructional plan and vision for the year to support coherent instruction and cohesive strategies to support whole school improvement and student academic and social emotional success at SWES.</p>	<p>Instructional Coaches 2-Day Retreat Held a 2-day retreat with instructional coaches. We reviewed highlights and successes of SY 22-23 and planned next steps to support student academic success, and faculty instructional support for SY 23-24. During this time, we identified our school-wide coaching model: SWES Instructional Coaching</p> <p><i>“Coaching allows us to fulfill the Portrait of a Needham Graduate vision by providing a structure of partnership that fosters professional learning, growth mindset and reflective practice between educational professionals to allow all students equitable access to instruction. The Sunita Williams coaching model is a collaborative process, which supports adult professional learning and growth, impacting the academic and social emotional learning of all students.”</i></p> <p>Additionally we delved into school and district data, in an effort to support school-wide instructional needs. Through these collaborative discussions, we identified thematic needs to address, to which we presented and reviewed with our Teacher Leader team. These collaborative efforts primed us for the development and implementation of our current School-wide foci: The 3 C’s: Collaboration, Culture and Community.</p> <p>These collaborative efforts of working together, analyzing data to identify needs laid the groundwork for this year’s school year’s improvement plan.</p>	<p><i>June 2023</i></p>

SWES Instructional Coaching

Coaching is for everyone: teachers, special education liaisons, TAs, teams

Our Vision
 Coaching allows SWES educators to fulfill the Portrait of a Needham Graduate vision by providing a structure of partnership that fosters professional learning, growth mindset and reflective practice between educational professionals to allow all students equitable access to instruction. The Sunita Williams coaching model is a collaborative process, which supports adult professional learning and growth, impacting the academic and social emotional learning of all students.

Role of Coaches
 Coaches work alongside teachers and teams to set goals for student learning and collaborate to achieve those goals.
 • Coaches serve as facilitators, thought partners and, at times, a mentor
 • Through various collaborative activities, such as co-planning, co-teaching, observation and reflection, as well as analyzing evidence of student learning, teachers and coaches deepen student learning as they strengthen their own reflective practice.
 • The role of the coach is to work as a peer, meeting teachers where they are and attending to their goals while nudging them toward their learning edge.

2023-24 Coaching Calendar


Cycle 1: Sept. 11 - Oct. 20
 Cycle 2: Oct. 30 - Dec. 15
 Cycle 3: Jan. 02 - Feb. 09
 Cycle 4: Feb. 26 - Apr. 05
 Cycle 5: Apr. 22 - May 31

You can expect...

- weekly consult
- goal setting
- 6-8 week partnership
- observations
- feedback and reflection

*TO IMPROVE INSTRUCTIONAL PRACTICES AND STUDENT OUTCOMES, EVERY TEACHER—NO MATTER THE EXPERIENCE LEVEL—REQUIRES COACHING.
 TIM GREENE, A COACH FOR EVERY TEACHER

		<p>Teacher Leader 2-Day Retreat Held a Teacher Leadership Retreat aimed at empowering our dedicated educators and strengthening team collaboration.</p> <p>Leaders came together to define a set of team core values and established team working guidelines that would guide our collaborative work and decision-making. These values serve as the foundation for our work together. Our guidelines ensure effective communication, clear expectations, and a supportive environment for our shared leadership.</p> <p>Through collaborative discussions, the team developed a shared vision for our work together. This vision provides a clear direction and purpose for our team efforts, and shared goals:</p> <p><i>“The Teacher Leader Team at Sunita L. Williams Elementary School, is a professional community of leaders who have a growth mindset, celebrate developments in education, and grow as learners. We thoughtfully partner with colleagues, families, and community partners around school-based academic and social emotional initiatives. We place children at the center of our work creating a joyous whole school environment.”</i></p> <p>This retreat provided an invaluable opportunity for our teacher leaders to build strong relationships, establish collaborative practices, and develop a shared vision for leading school improvement efforts, ultimately creating the conditions to support our students’ success.</p>	<p>Sept 2023</p>
<p>1A, 1B, 1C 2A, 2C 3A</p>	<p>Create professional development opportunities for faculty members to collaborate, learn and grow, through use of CPT, PD, Learning Walks and Learning Labs</p>	<p>Learning Labs & Learning Walks In partnership with Teaching Lab, learning labs are designed to offer professional development that fosters collaborative communities in which educators continue to learn from one another in order to develop a shared understanding of high quality teaching that includes eliciting and responding to students’ ideas. During our learning labs and learning walks, teachers have the opportunity to engage in peer observation and feedback. Teaching teams are able to observe colleagues’ classroom instruction, as well as engage in team observation debriefs. This level of teacher-to-teacher learning and sharing, can have a powerful impact on individual</p>	<p>SY 23-24</p>

		teachers, as well as, grade level instructional outcomes and further supports students.  Learning Walks	
1A, 1B, 1C 2A, 2C 3A	Create mini-professional development sessions lead by SWES Instructional Coaching Faculty, to deepen and expand educator knowledge about curriculum, assessment implementation, and its vertical implications K- 5	<p>English Language Arts (ELA) MCAS PD Session - For Educators K-5 An optional afternoon PD session was provided as an added opportunity to understand vertical ELA trends. Teachers analyzed data, and identified clear next steps for both tier one instruction and MCAS preparation.</p> <p>Weekly Staff Literacy Lounge School Literacy Specialists launched a weekly drop-in time for all staff. The emphasis was on educators coming together to collaborate around teacher identified literacy needs. Literacy Coaches and teachers from different grade levels support the learning of colleagues.</p> <p>Supporting Peer Observations & Feedback: Low- Inference Notes PD Session- For Educators K-5 An optional afternoon PD session was provided as an added opportunity to strengthen understanding of the Instructional Practice Guide (IPG; a non-evaluative observation tool used in learning labs) through observation. Participants observed, reflected, and discussed teacher and student actions to improve daily core mathematics instruction.</p>	<p><i>Jan 2024</i></p> <p><i>SY 23-24</i></p> <p><i>Jan 2024</i></p>
1A, 1B, 1C 2A, 2C 3A	Creating collaboration opportunities between curriculum staff and special education staff, to bridge our shared work to support student success. Supporting inclusive practices and curriculum modification.	<p>Supporting Inclusive Curriculum Practices within Special Education Literacy Specialists met with all Special Education Liaisons to review and inform staff about district wide literacy assessments, as well as research based literacy screeners.</p> <p>During some coaching cycles, literacy specialists attended special education consults to gain a better understanding of the classroom profile.</p> <p>Our math coach met with all Special Education Liaisons to review and support staff with implementing Illustrative Math language routines, which further engage students with academic language and implementation</p>	<p><i>SY 23-24</i></p> <p><i>SY 23-24</i></p> <p><i>SY 23-24</i></p>

<p>1A, 1B, 1C 2A, 2C 3A</p>	<p>Support faculty development and use of data driven practices, to meet individual student needs.</p>	<p>Student Data Review, Intervention and Enrichment Cycle Planning As a school we continue to explore ways to implement Multi-tiered Systems of Support (MTSS) through data collection and assessment, to create and support student interventions and enrichment.</p> <p>This year we are providing continuous professional development to support data driven instructional practices for both student academic and instructional needs. Through use of CPT, whole school-PD, Teacher Leader meetings, educators are provided and consistently engage in professional learning opportunities to explore, examine and implement data driven strategies to target instructional support for our students.</p> <p>Through these efforts, teams in grades K-5, create targeted interventions groups and extension activities to students. Teachers and coaches routinely meet to review and discuss assessment data in order to inform daily instruction, as well as to support students with resources for intervention and extension.</p>	<p><i>SY 23-24</i></p>
<p>1A, 1B, 1C 2A, 2C 3A</p>	<p>Increase opportunities for student discourse & peer collaboration</p>	<p>Teacher Facilitated Instruction & Student Led Discourse Teachers work to facilitate instruction, which allows students the opportunity to engage in student-to-student academic discourse, that encourages students to share their thinking and build upon each other's responses and rationales. This builds student agency, critical thinking, and allows students to be the drivers of their learning.</p>	<p><i>SY 23-24</i></p>

FOCUS: CULTURE

Strategic Priority	Strategies Employed/ Action Steps	Process and Impact on Students	Timeline
<p>1B, 1C, 2C 3C</p>	<p>Increase student agency, voice and leadership</p>	<p>Student Council - Grades 4 & 5 SWES Student Council We are extremely proud of the work our fourth and fifth grade students take on in their various leadership roles through the school community. This school year we have worked to increase student leadership roles and responsibilities. These include:</p> <ul style="list-style-type: none"> - Sharing student voice, ideas and creating school-wide initiatives - Organizing whole school spirit week, celebrating school and community cultural traditions - School event planning support and coordination - Recruiting new students to Student Council - Morning arrival sidewalk duty- greeting students and families, opening doors and assisting younger students to designated arrival areas - New this school year - Dismissal Hall Monitor Duty - Family, Community Member, New Student tours - our fourth and fifth grade students provide many tours to new students, families and guest and share all about SWES through a student lens - Assist with Kindergarten Screening - provide tours and faculty support <p>These opportunities promote agency, increased leadership and student independence.</p> <div data-bbox="806 1187 1835 1495" data-label="Image"> </div>	<p>SY 23- 24</p>

<p>1A, 1B, 1C 2A, 2C 3A</p>	<p>Student Social-Emotional Learning (SEL) Integration: Integrate SEL lessons and activities to develop communication, teamwork, conflict resolution, and empathy skills critical for effective collaboration and building student culture.</p>	<p>Integrated SEL Lessons and Student Social Emotional Development Centered Activities In alignment with the district’s SELMH framework, using our Second Step and Responsive Classroom curricula, educators implement and aid in the development of student communication, teamwork, conflict resolution, and empathy skills, which are critical for effective student relationships and building positive student culture.</p> <p>Additionally, administration, school counselors and teaching staff support students through use of community circles, restorative practices and prosocial lunch groups for 1:1, small group and whole class student support.</p>	<p><i>SY 23-24</i></p>
<p>2B, 3C, 4C</p>	<p>Create opportunities for faculty climate and culture building</p>	<p>Culture Building Activities and Professional Development for Faculty We intentionally dedicate time during each building-based early release day to support culture, climate and community building during our faculty meetings. This allows faculty members the opportunity for human-to-human connection, beyond instruction and academically related content. We use this time to get to know one another better, as well as understand, respect and value differences and commonalities.</p>	<p><i>SY 23 -24</i></p>
<p>2B, 3A, 4C</p>	<p>Create opportunities to celebrate and encourage staff wellness and achievements</p>	<p>Weekly Faculty Shouts Outs Each week, in our weekly Staff Newsletter various faculty members are recognized for the amazing work and dedication they provide our school community through their various efforts, in alignment to our school core values: Be Kind. Work Hard. Be Safe.</p> <p>Staff Wellness Room This school year we created a private staff wellness room, available to faculty members to take respite, solace and time of brief reflection while at school. This encourages staff to take care of themselves mentally and physically, so they can be the best support, caregivers and educators to our students.</p>	<p><i>SY 23 -24</i></p>

FOCUS: COMMUNITY

Strategic Priority	Strategies Employed/ Action Steps	Process and Impact on Students	Timeline
<p>1A, 1B, 1C, 2C, 3A, 3C</p>	<p>Create opportunity to celebrate school, grade level and classroom communities, through student leadership</p>	<p>Student-led Morning Announcements New this year - Students in grade levels K-5, lead daily morning announcements. Each day a different classroom is assigned morning announcement responsibilities, and two student leaders are selected to lead the school community in announcements. Using the school-wide intercom, students share the date, lead the Pledge of Allegiance and share interesting facts they are learning about or happening in their individual classroom environments.</p> <p>Additionally, each day we announce the daily lunch menu and student birthdays of the day. It is a positive way to start our day and celebrate the daily good news in our community!</p>	<p><i>SY 23-24</i></p>
<p>2B, 3A, 3C, 4C</p>	<p>Organize regular community events that bring together students, families, teachers, staff, and community members.</p>	<p>SWES Community Events Through the partnership and the amazing efforts our SWES Parent Teacher Council (PTC) our community is able to participate and celebrate the rich diversity and deep community ties, here at Sunita Williams through family-friendly community events, including:</p> <ul style="list-style-type: none"> - Back to School Fest - Fest of Cultures/ Family Night - Scholastic Book Fairs - Spring Fest - Staff Appreciation Events (Thanksgiving, Valentine’s Day, Teacher Appreciation Week) <p>Additionally our school faculty members also support student-centered and family-friendly events and assemblies that are both rewarding and educational, including:</p> <ul style="list-style-type: none"> - Fall Fest - Spirit Weeks - Winter Fest 	<p><i>SY 23-24</i></p>

		<ul style="list-style-type: none"> - Classroom Kindness/ Valentine's Celebrations - Family SEL Night - Family SEL Coffee Hour - Author Visits <p>Our latest Author Visit from the amazing children's author and illustrator Sophie Blackall, was organized and facilitated by our school librarian. It was an amazing, memorable school-wide event for all students K-5</p>	
3B, 3C, 4A	Increased physical safety of school parking lot and surrounding areas	<p>Parking Lot Safety</p> <p>Last school year we implemented measures to increase parking lot safety for all community members. We increased faculty presence during arrival and dismissal. Our Health and Safety Team met with Needham Building Design & Construction Department members to assess our parking lot safety and strategized plans for additional improvement. During the summer months of 2023, in partnership with Needham Building Design & Construction Department, we were able to increase parking lot signage and ground markings in support of safety needs.</p>	<i>July 2023 & SY 23-24</i>



Needham School Committee

March 5, 2024

Agenda Item: **Discussion**

Social Emotional Learning & Mental Health Framework/ Restorative Practices

Background Information:

- One of the district's strategic priorities is to develop a framework to ensure the implementation of Social Emotional Learning and mental health programming that supports all teachers.
- District administrators will share what the framework is and how it is being introduced in the district.

Person(s) Available for Presentation:

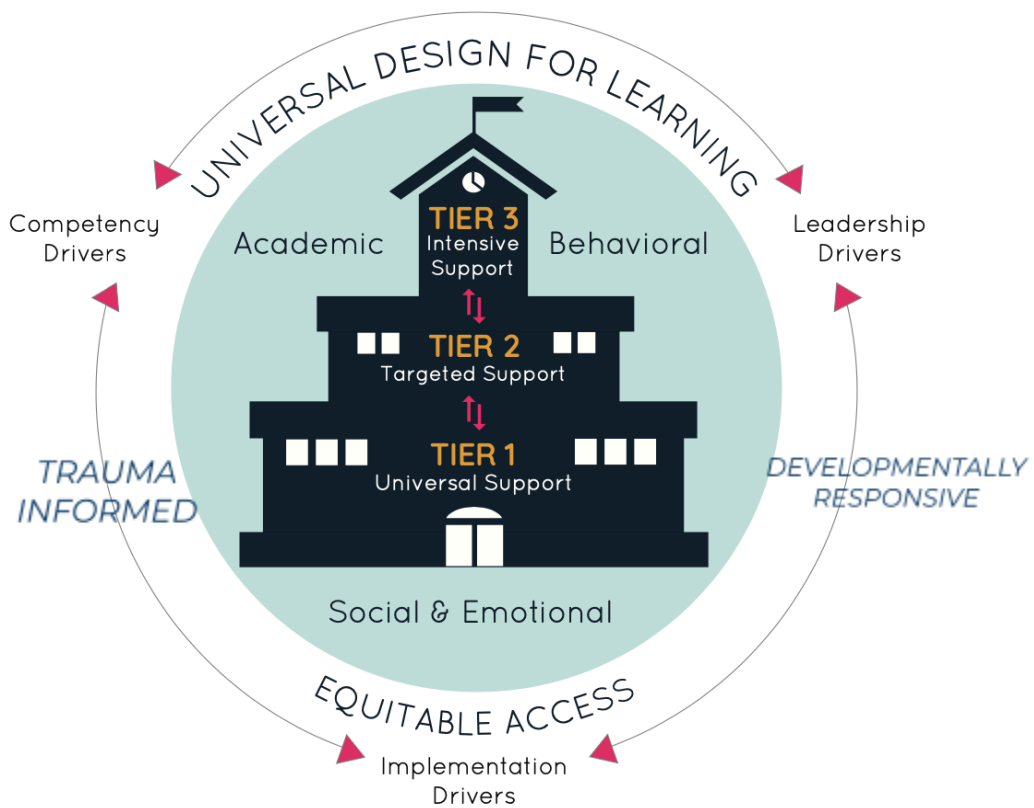
Mary Lammi, Assistant Superintendent for Student Services
Dana Plunkett, Director of School Counseling Grades 7-12
Rocio Camargo-Ruiz, Director of School Counseling PreK-6



NEEDHAM PUBLIC SCHOOLS

Social Emotional Learning and Mental Health Framework

SELMH FRAMEWORK





INTRODUCTION

The Portrait of a Needham Graduate challenges every member of the Needham Public Schools community to work together to create the conditions for learning necessary for all students to be successful. These conditions include social, emotional, behavioral, and mental health practices that are integrated with academics and seamlessly woven together across all aspects of students' school experiences. In order to do this well, educators must be provided with strong leadership, clear expectations and resources like curriculum, instructional tools, professional development, and feedback to grow and strengthen their practice.

With this in mind, the SELMH Committee and District Mental Health Committee set out to develop a Social Emotional Learning and Mental Health (SELMH) Framework for the district that clearly articulates proactive and responsive social, emotional, behavioral, and mental health practices and provides direction on how to implement these practices with fidelity through a multi tiered system of support.

The SELMH framework is built from our **core belief** that all students will succeed in school and in life when provided with a learning environment that is safe and supportive, honoring individual student strengths and differences through an asset based mindset. The **Foundational Principles** of the framework help to inform decisions about how to best address the academic, social, emotional, mental and behavioral health needs of all students. These include evidenced based practices that are universally designed, developmentally responsive, trauma informed, and equity focused.

The SELMH Framework includes **Five Key Elements** that when woven together support the social, emotional, and mental health of every student.

The Five Key Elements:

1. **Social Emotional Learning**
2. **Positive Behavior and Healthy Relationships**
3. **Restorative Practices**
4. **Staff Wellbeing**
5. **Mental Health Practices**

Each element includes both proactive measures that help to promote mental and behavioral health as well as supports and interventions when needed. Recognizing that students' needs vary and can fluctuate at certain times throughout the school year, the SELMH Framework is designed to provide a continuum of supports, services, and practices, which are conceptualized across three levels or tiers of increasing intensity. Movement across the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention.

The SELMH Framework is not just about tiered interventions, but rather how all the systems in our schools fit together to support students' social, emotional, and behavioral health needs. There must be strong leadership and the ability to build staff capacity and infrastructure at the school and district level in order to successfully implement the framework. Additionally, recognizing that the promotion of mental health and responding to student's mental and behavioral needs cannot be done in isolation, the framework emphasizes the importance of a collaborative approach amongst staff, students, families and community partners.

The SELMH Framework is organized in four parts:

1. **Foundational Principles**
 - a. Provides a description of each foundational principle
2. **Multi Tiered System of Support (MTSS)**
 - a. Provides a brief overview of MTSS and continuum of supports (Tier 1, Tier 2, and Tier 3)
3. **The Five Key Key Elements**
 - a. Provides a description of each element and expectations across Tier 1, 2, and 3
4. **Implementation**



- a. Provides guidance on developing a school-wide plan aligned to the District's SELMH Framework.

PART ONE: FOUNDATIONAL PRINCIPLES

The SELMH Framework is built on a continuum of evidenced based, universally designed, developmentally responsive, trauma informed, and equity focused best practices. When integrated, these foundational principles inform decisions about how to best address the academic, social, emotional, mental and behavioral health needs of all students. A solid understanding of these foundational principles is the first step towards implementing a successful school-wide SEL and mental health plan. This section of the framework offers a brief description of each foundational principle.

TRAUMA INFORMED



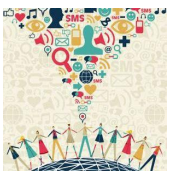
Trauma informed schools ensure students feel safe, welcomed, supported and empowered to participate fully in all school has to offer. Addressing trauma's impact on learning, including trauma from racism and other structural inequities, on a school-wide basis is at the center of this work.

UNIVERSALLY DESIGNED



Universal Design for Learning (UDL) recognizes and embraces the variability and diversity of learners. It guides educators to identify and reduce potential barriers to learning with a more flexible curriculum and alternative pathways to learning. Universally designed mental health recognizes that mental health fluctuates and can affect how people engage with their environment. Using universal design to inform mental health programming supports a holistic approach. It does not separate academic support needs from personal support. It also means all students know about mental health, coping strategies, and where they can seek help.

DEVELOPMENTALLY RESPONSIVE



Developmentally responsive approach to mental health prevention and intervention matches students needs to their developmental stage, not just their chronological age and recognizes that addressing lagging skills within a developmental stage can mitigate learning and behavioral challenges.

EQUITY FOCUSED



Equity focused means intentionally developing and ensuring practices, supports, and services that promote mental health prevention and intervention for ALL students, in particular historically marginalized populations and those at greater risk for mental health challenges. This is very important especially for students who do not feel connected to the school or Needham Community.

EVIDENCED INFORMED & DATA DRIVEN



Evidenced informed and data driven practices are used to identify students in need of support, monitor progress and outcomes, and ensure fidelity of practice. Screening metrics are combined with educator opinion to determine what tier and types of interventions might best benefit a student and outcome measurements are used to determine the need for continued or additional services.



PART TWO: MULTI TIERED SYSTEM

Multi tiered systems of support (MTSS) provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity. These tiers represent the level of support a student may need at any point in their schooling. All tiers are evidenced based, universally designed, trauma informed, developmentally appropriate, and equity focused to ensure equitable access for all students. The SELMH Framework is not just about tiered interventions, but rather how all the systems in our schools fit together to support students' social, emotional, and behavioral health needs.

TIER ONE UNIVERSAL PROMOTION AND PREVENTION



Tier One universal promotion and prevention practices are the high impact evidenced based practices available to ALL students. When implemented effectively through a trauma informed, universally designed, developmental responsive, and equity focused approach we should see most students (80%) respond positively in Tier One.

Tier One focuses on fostering positive social, emotional and behavioral skills and well-being of all students, regardless of whether they are at risk for mental health problems. Tier 1 activities may be implemented school-wide, at the grade level, and/ or at the classroom level, and services may be delivered by both school and community-employed professionals working within schools.

A positive school climate that recognizes and honors the cultural and linguistic differences and lived experiences of every student is at the core of Tier One.

TIER TWO TARGETED SUPPORT AND INTERVENTION



Tier Two Targeted Support and Intervention addresses the needs of students who have been identified through a systematic, equitable process as experiencing mild distress, mildly impaired functioning or as at-risk for a given problem or concern.

Tier Two support is provided in ADDITION to Tier One. Typically, a small number of students (10-15%) need additional support provided through Tier Two. Tier Two is not a location nor placement for students. Support and interventions should be provided whenever it has been identified as necessary to address individual student needs.

Support and intervention may look different depending on the need. For example, for students identified as having lagging social skills, Tier Two could provide additional opportunities for students to practice skills towards mastery. For students at risk for mental health challenges, targeted intervention may be appropriate.

TIER THREE INTENSIVE INTERVENTION



Tier 3 services address social, behavioral, and/or mental health concerns for students who are already experiencing significant distress and impaired functioning. These supports are individualized to specific student needs. Tier 3 supports include services provided by school-based mental health professionals employed by the school or community organizations.

Tier Three intervention is provided in ADDITION to Tier One. Typically a few students (1-5%) need this level of support. Tier Three is not a location nor placement for students. Intervention should be provided whenever it has been identified as necessary to address individual student needs.

Similar to Tier Two, support and intervention may look different depending on the need. For example, for students identified as having lagging social skills, Tier Three could provide additional opportunities for students to practice skills towards mastery. For students at risk for mental health challenges, targeted intervention may be appropriate. Tier Three intervention is often explicit, skills-based, focused interventions that occur individually or in very small groups. Tier Three supports are provided for all students who need them and not only special education students.



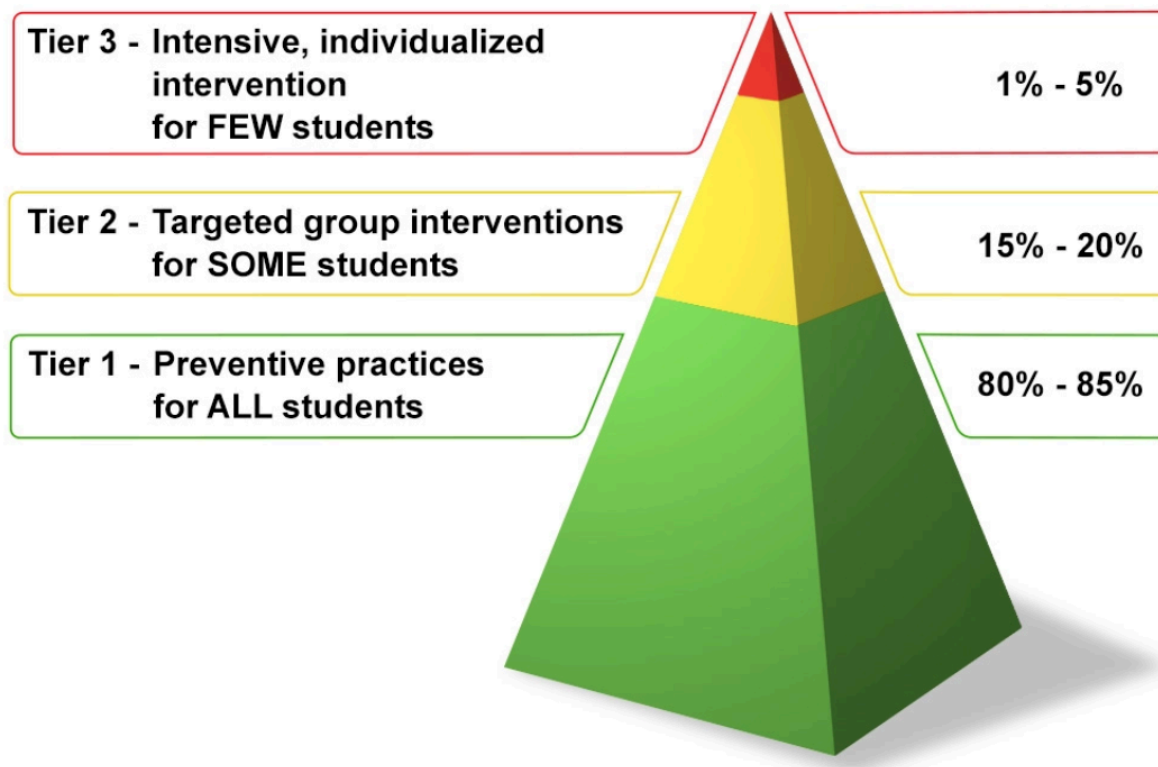
PART THREE: FIVE KEY ELEMENTS

The SELMH Framework includes **Five Key Elements** that when woven together support the social, emotional, and mental health of every student.

The Five Key Elements:

1. **Social Emotional Learning**
2. **Positive Behavior and Healthy Relationships**
3. **Restorative Practices**
4. **Staff Wellbeing**
5. **Mental Health Practices**

Each of the elements is described below along with best practices for Tier One, Tier Two, and Tier Three. As school teams work together to develop a schoolwide SEL and mental health plan, specific lessons, programs, and practices should be identified based on district expectations, best practices, and the intent of each Tier.



<https://iris.peabody.vanderbilt.edu/>

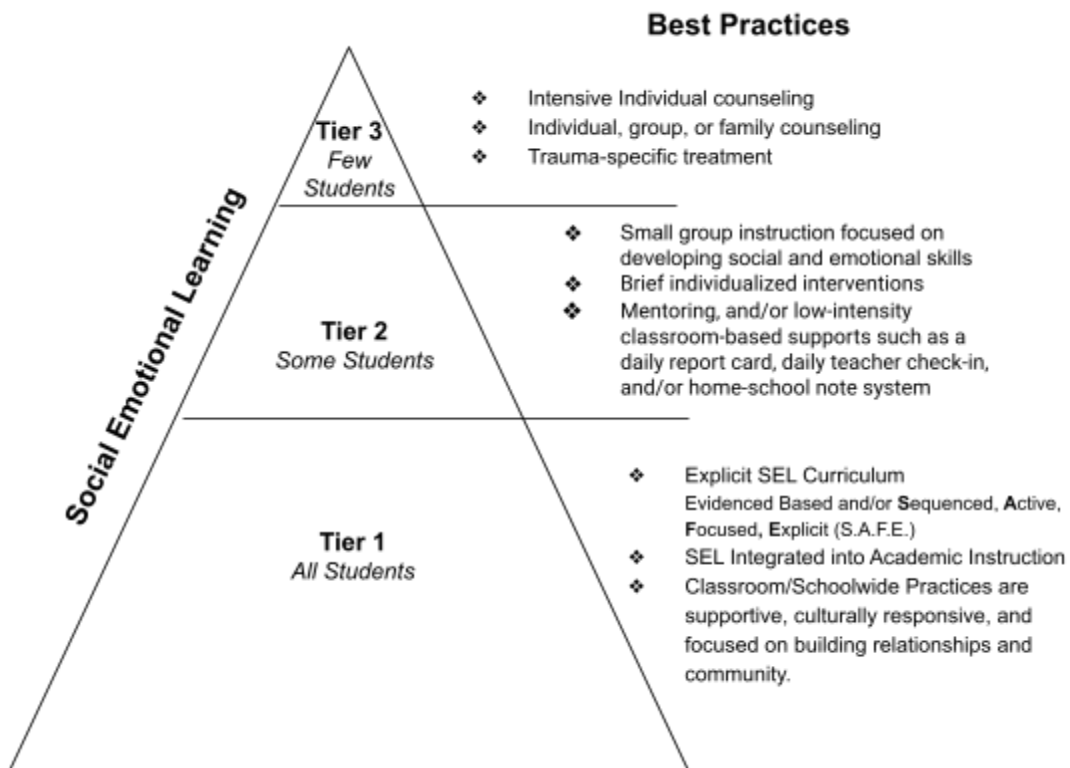


Social Emotional Learning ([SEL](#))

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Many educators are familiar with CASEL's long-standing, overlapping domains of competence: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. As we continue our efforts to center equity, we are highlighting the importance of identity, agency, belonging, collaborative problem solving, and curiosity. These focal constructs are most germane to well-being and mental health particularly among historically marginalized groups in a raced, classed, and gendered society,

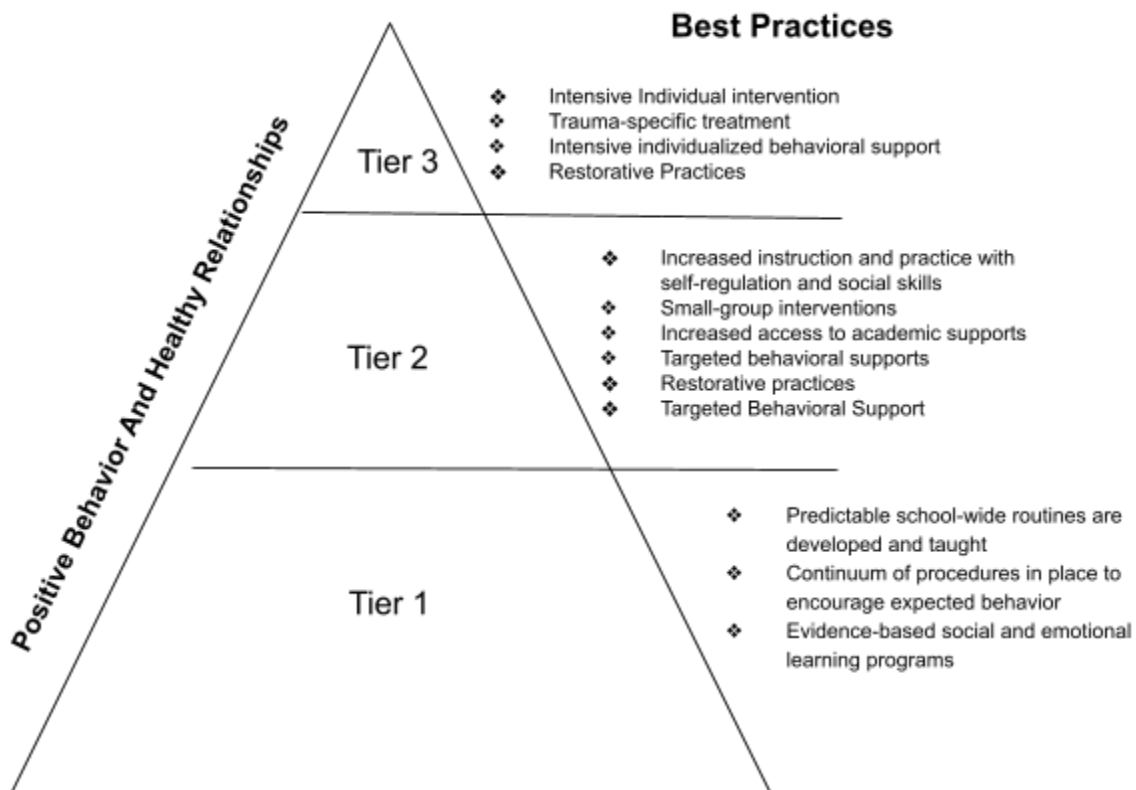
The District SEL Committee has identified [CASEL's 10 Indicators of School-wide SEL](#) as a key feature of the SELMH Framework. These indicators capture what you see when SEL is fully implemented across classrooms and schoolwide: Explicit SEL Instruction, SEL integrated with academic instruction, youth voice and engagement, supportive school and classroom climates, focus on adult SEL, supportive discipline, a continuum of integrated supports, authentic family partnerships, aligned community partnerships, and systems for continued improvement.





Positive Behavior And Healthy Relationships

Positive behaviors and healthy relationships is about setting clear expectations for positive behavior and proactively building healthy relationships, mutual respect, and a sense of community. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively. When schools focus on promoting positive behavior and healthy relationships, they are more able to prevent and address conflict and wrongdoing which leads to a more inclusive and positive school culture. (Resource: [How To Grow Teacher Wellbeing In Your Schools](#))



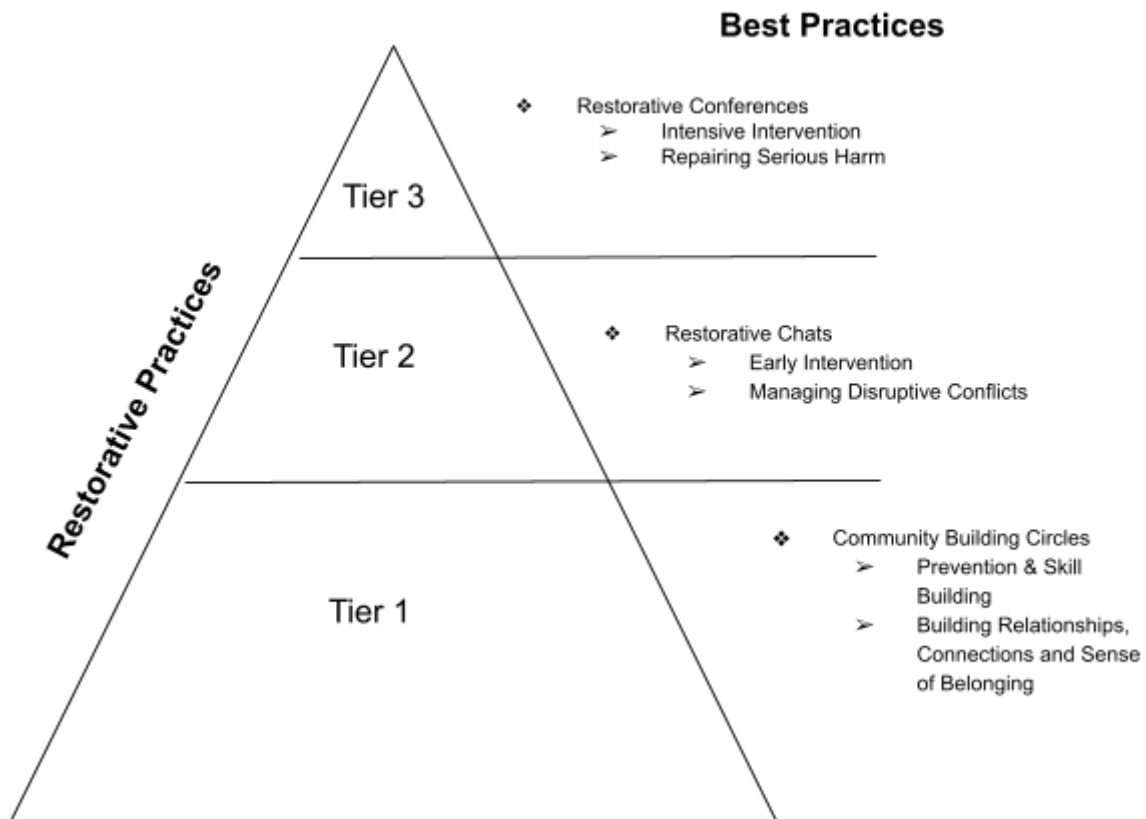


Restorative Practices

Restorative Practices is as much a mindset as it is an approach that creates a strong sense of trust and community over time, building group resilience and an atmosphere where vulnerability is welcome.

This sense of trust plays a central role in the event that harm has taken place within the community; the circle encourages vulnerable sharing where true reconciliation and healing can occur. By including Restorative practices through a Tiered support model, we create a more welcoming, equitable, and inclusive environment for all students and anticipate that there will be a reduction in office referrals and disciplinary measures across schools over time. This is particularly important as we work to counter disproportionality in discipline practices for certain student groups based on race, low income status, and ability.

Restorative Practices incorporates the values of other frameworks like social emotional learning, positive behavioral intervention, trauma informed practices, and culturally responsive teaching and provides a way to streamline and integrate work already underway, building on strengths and adding tools to educators' toolkits.

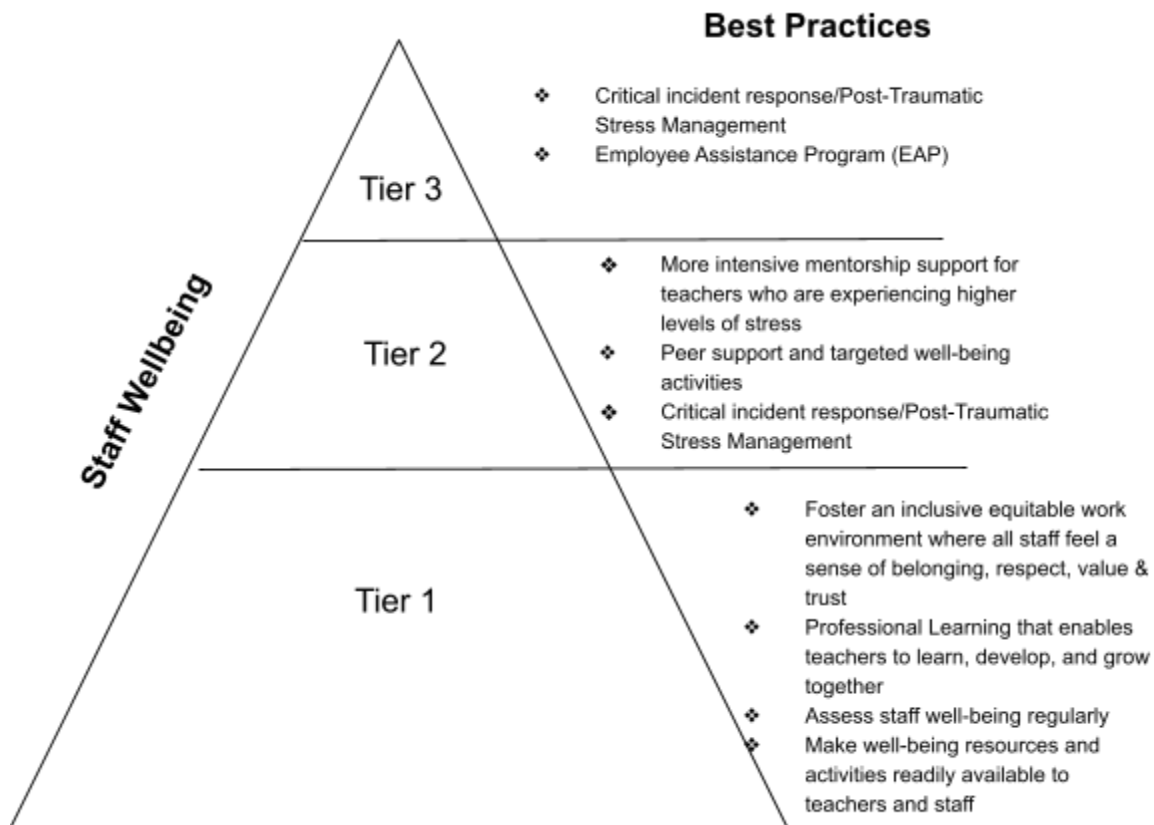




Staff Wellbeing

Staff wellbeing is reflected in a positive attitude toward teaching that stems from supportive relationships with colleagues and students, the belief that one has the ability to teach effectively, and the feeling that one's personal and professional needs and expectations are met. The social, emotional, and physical health of teachers is a shared responsibility and is a critical component of student learning and overall community wellbeing.

When teachers and staff feel supported, have agency in their work, and are given the resources they need to be effective in their roles they are more able to manage the daily stresses of teaching, manage their learning or work environment, and cultivate supportive and caring relationships with students.

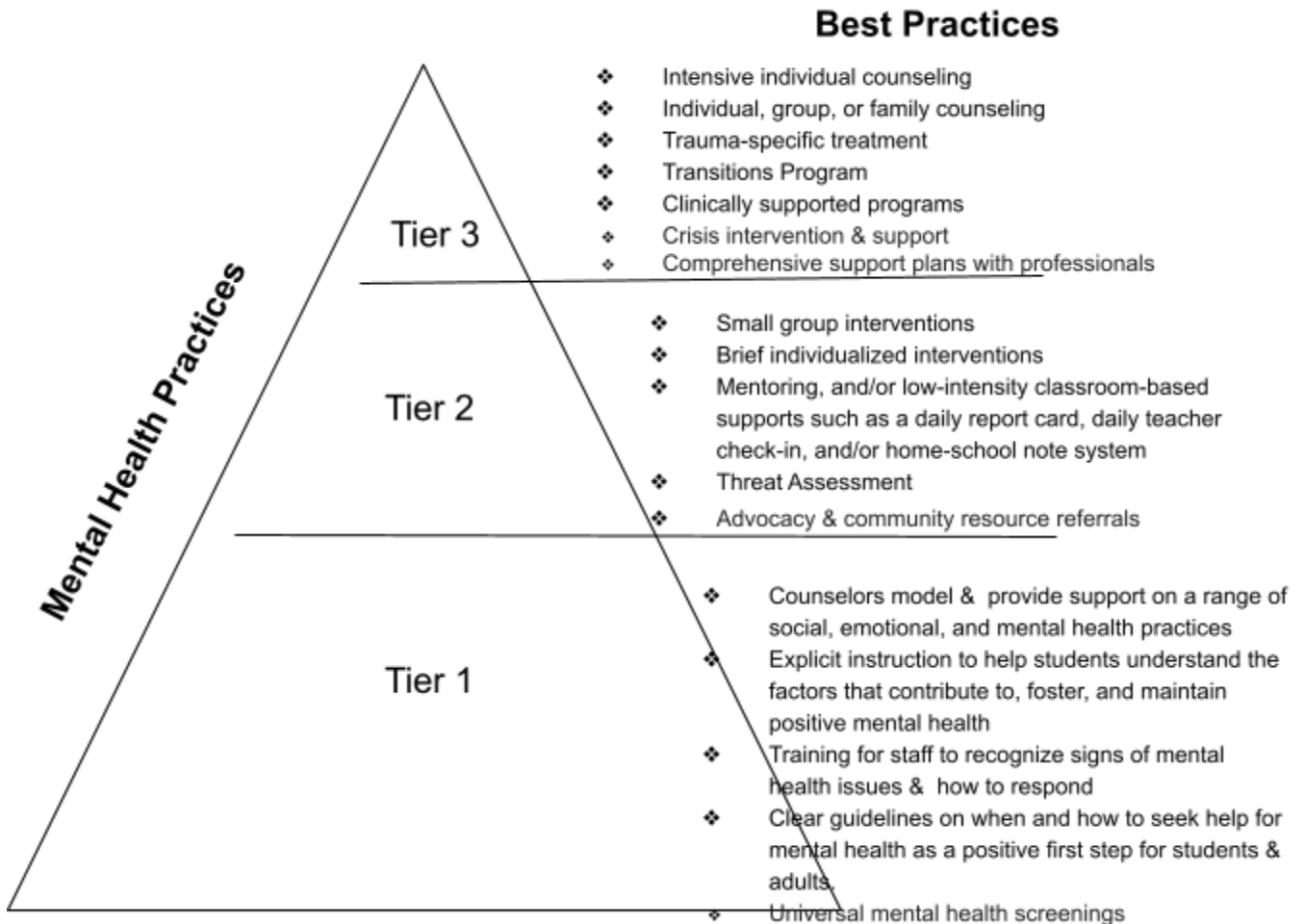




Mental Health Practices

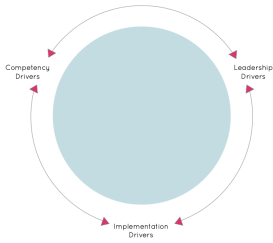
Mental health practices include the knowledge, attitudes, and skills needed to develop and maintain positive mental health, identify mental health challenges in self and others, reduce stigma, and seek appropriate help. It includes mental health literacy, coping and stress management skills, and supports related to life transitions (e.g. between school levels, school graduation). Educators are in a unique position to promote mental health in classrooms and schools by strengthening their own and others mental health skills.

Educators can strengthen their mental health skills by engaging in professional learning, collaborating with colleagues including school counselors and other behavioral and mental health professionals, and partnering with families to learn more about a student's strengths, interests, and experiences.





PART FOUR: IMPLEMENTATION



SYSTEMS DRIVERS

The SELMH Framework is not just about tiered interventions, but rather how all the systems in our schools fit together to support students' social, emotional, and behavioral needs. There must be strong leadership and the ability to build staff capacity and infrastructure at the district and school level in order to successfully implement the framework school-wide and district-wide.

Leadership

Implementation requires leaders who address the adaptive issues (such as identifying barriers and removing them and consensus building) paired with technical support (such as finding time and resources). A successful MTSS system requires leaders who are committed to creating inclusive environments where all students can be successful academically, behaviorally, socially, and emotionally.

Important leadership considerations include:

- ❖ Shared Responsibility & Collaboration
 - Shared understanding and belief systems
 - Communication and collaboration structures
 - Creating an inclusive culture and climate
- ❖ Resource allocation
 - Design of schedule that allows time for tiered instruction/intervention and collaboration
 - Budget supports equitable access to mental health support
- ❖ Student, Family and Community Engagement
 - Welcoming environment and relationships
 - Effective communication
 - Shared power and responsibility
 - Community partnerships

Competencies

Competency drivers revolve around building educator capacity to affect positive student outcomes.

Important competency considerations include:

- ❖ Staff Recruitment, Selection, and Onboarding
 - Core Understanding and Beliefs
 - Onboarding programs and strategies support implementation
 - Staffing model and roles are designed to support implementation
- ❖ Professional Development and Coaching
 - High quality professional development models
 - Research based coaching strategies
 - Adult Learning Culture
- ❖ Feedback and Evaluation
 - Aligned educator evaluation models,

Implementation

Implementation drivers are the organizational systems that leaders create in order for tiered instruction and interventions to take place.

Important implementation considerations include:



- ❖ Tiered Supports and Intervention
 - Tier 1, 2, and 3 are articulated and known by all
- ❖ Implementation Fidelity
 - Fidelity assessments and feedback loops are in place to monitor progress, effectiveness, and the removal of barriers as they are presented.
 - Use of evidence-based practices
- ❖ Data based decision making
 - Data culture and competency
 - District and school data systems
 - Creating a robust assessment framework that aligns with the overall tiered system of support
 - Data teams and a data process in place (e.g. Student Success Team)



GETTING STARTED

Readiness Assessment

School teams are encouraged to use the [MTSS Readiness Assessment](#) and the [SHAPE Assessment](#) to identify strengths to build upon and areas of growth to prioritize as they prepare to implement school wide SEL and mental health practices.

Professional Development

Professional Development is key to successful preparation and implementation of the SELMH Framework. Suggested topic areas for professional development include:

- **Multi Tiered System of Support (MTSS)**
- **Student Success Team**
- **Foundational Principles:**
 - Trauma Informed Practices
 - Universal Design for Learning
 - Developmentally Responsive SEL and Mental Health Promotion Practices
 - Equity Focused mental and behavioral practices
 - Evidenced Based, Data Driven Interventions
- **Five Elements**
 - Social Emotional Learning
 - Positive Behavior and Healthy Relationships
 - Restorative Practices
 - Staff Well-being
 - Mental Health Practices
- **Tier One Interventions and Practices**
- **Tier Two Interventions and Practices**
- **Tier Three Interventions and Practices**

Sample Schoolwide SELMH Plans

- *To be added*

Resources

- Screening Tools (TBA)
- Student Success Team Guidance Document (TBD)
- [MTSS Mobilization Guide](#)



Needham School Committee

March 5, 2024

Agenda Item: **Discussion**

Needham Education Foundation 2024 Winter Grant Awards:

Background Information:

- The Needham Education Foundation (NEF) will announce the 2024 Winter Grant Awards.
- The NEF is also awarding a repeat grant to Cooks After School Enrichment Program for Needham Housing Authority students at Eliot, High Rock and Pollard in the amount of \$4,250.

Action Item

Upon recommendation of the Superintendent that the Needham School Committee accepts with gratitude the Needham Education Foundation 2024 winter grant awards in the amount of \$39,008 as submitted.

Person(s) Available for Presentation:

Caryn Conway, Needham Education Foundation Winter Grants
Committee Co-Chair

Audrey Goodman, Needham Education Foundation Winter Grants
Committee Co-Chair

Winter 2024 NEF Grant Recommendations

International Society for Technology in Education (ISTE) Conference PD Opportunity - Broadmeadow, Eliot, Mitchell, Newman, High School - \$11,025

Small-Multi-School Grant, Grant Writer: Barbara Tennyson, Eliot; Dana Cantor, Newman; Gershona Fein, Mitchell; Technology Integration Specialists

This grant will fund the registration and travel costs for five Technology Integration Specialists to attend the 2024 International Society for Technology in Education (ISTE) Live Conference in Denver this summer. Technology specialists from Broadmeadow, Eliot, Mitchell, Newman, and Needham High School will attend this professional development opportunity and will share the knowledge gained with their colleagues throughout the district upon returning. The educators will learn current pedagogical strategies, curricular innovations, and new techniques in using technology to create high-impact, sustainable, and scalable learning experiences for all students. The team would specifically seek out sessions that support the Portrait of a Needham Graduate competencies.

Rubik's Cube Mosaics @HRS - High Rock - \$2,561

Small-Express Grant, Grant Writer: Erin Mack, Technology Integration Specialist

This grant will fund a set of 225 Rubik's Cubes to create mosaics using specific patterns, as well as materials for building a display case to hold the finished designs. It will also fund both beginner and advanced versions of the Rubik's Cube for exploration. This is an Express grant from a Needham High School grant awarded in 2018. Rubik's Cubes mosaics provide an opportunity for students to participate in creative, engaging, and collaborative problem solving activities. As seen through the HS grant, this unique project encourages students to support each other, overcome challenges, meet new friends, and perhaps spark a new interest. Creating these murals and learning how to cube will help foster community for students after school, during advisory, and during technology and math classes.

3D Printing Exploration at High Rock - High Rock - \$4,754

Small Grant, Grant Writer: Erin Mack, Technology Integration Specialist, Maureen Trowbridge, Social Studies teacher

This grant will fund two 3D printers for High Rock School to explore how 3D printing can motivate students, connect to the curriculum, create engaging lessons, and empower students to become designers and creators using this innovative technology. In the Social Studies classes, students are doing a digital dig instead of an outdoor dig as was done in the past. Students document artifacts, photograph and analyze them, and scan them into a 3D modeling app. The printers would allow students to print a 3D model of their artifact to continue their analysis. In addition, the Tech Club can use the printers for a design competition to create projects that help solve a real world problem.

Year-Round Book Clubs - Pollard - \$4,328

Small Grant, Grant Writer: Liz Welburn, ELA Department Chair, Grades 6-8

This grant will fund the purchase of contemporary, high-interest, grade-appropriate texts to support an innovative, new approach to independent reading in 7th grade. Two years ago, one ELA teacher piloted a new approach to independent reading at Pollard: year-round, informal book clubs that meet every

Friday for 15 minutes. By adding a structured time and social component, the program was very successful, with students reading 4-5 books per year in addition to those assigned during class. This year, the rest of the ELA team is rolling out the program to give students motivation to keep up with their reading and encouragement to try different kinds of novels. The new texts support these efforts.

Carolina Gómez: How to Teach Storytelling in the Target Language - All Elementary - \$600

Small-Multi-School Grant, Grant Writer: Delia Jodrie, Elementary Spanish teacher

This grant will fund a professional development workshop with educator Carolina Gómez for all elementary Spanish teachers to learn how to incorporate storytelling into language learning for grades K-5 across the district. Stories provide an engaging way to access the target language, in addition to supporting student social and emotional learning by allowing them to participate and show what they know in a low stakes manner while using different skill sets. Since storytelling is used in older grades, this grant will help vertically align classroom practices in language acquisition.

Sensory and SEL Support Tools for 1st Grade Learners - Broadmeadow - \$1,791

Small Grant, Grant Writer: Cara Karelitz, Parent, Lillian Chen, 1st Grade Teacher

This grant will fund the purchase of sensory-friendly classroom seating options and therapeutic tools that limit sensory input and/or promote self-regulation for all first grade classrooms. Many first graders are learning to regulate their own emotions and behaviors so that they can meet both the academic and SEL standards and expectations of first grade. By supporting the increased engagement of neurodiverse learners, this grant will bolster their individual achievement as well as the time-on-task for the class as a whole. And by enabling students to make informed choices about their seating and use of sensory tools, the grant will provide all students the opportunity to build critical self-awareness and self-regulation skills. These resources will be available to both neurodivergent and neurotypical 1st grade learners at the discretion of their teachers. The tools and furniture will be shared across the four first grade classrooms and rotated as needed.

Civil Rights: Bringing History to Life! - All Elementary - \$13,949

Small-Multi-School Grant, Grant Writer: Brooke Kessel, Social Studies Department Chair, K-8, Jennifer Collings, Broadmeadow 5th grade teacher, Stephanie Hamel, Broadmeadow 5th grade teacher, Lisa Messina, Literacy Director K-8

This grant will fund integrative teaching and learning experiences in social studies and literacy for all grade 5 students across the district. Specifically, the grant will fund live performances of "The Right to Dream" by Living Voices, which is a show about the Civil Rights Movement, in addition to the purchase of high-quality, accessible, and diverse reading materials about the Civil Rights Movement for all grade 5 classrooms districtwide. Live theater and literature will enhance classroom instruction on the "Slavery, Civil War, and Civil Rights" unit of the state's new elementary social studies curriculum which has been rolled out to all 5th grade classrooms this year. Following a successful pilot of integrating this social studies unit with the literacy unit on research reports, the books in particular will help students complete their research, while the performances will bring the Civil Rights Movement to life.

Total Grants Recommended for Approval: 7 grants at \$39,008

Cooks After School Enrichment Program - Needham Housing Authority Students at Eliot, High Rock, Pollard - \$4,250

Small-Repeat Grant, Grant Writer: Penelope Kirk, Board Commissioner for the Needham Housing Authority

This grant will fund enrichment programming for the Cook's After School tutoring program at the Needham Housing Authority facility on Captain Robert Cook Drive and will benefit their students who attend the Eliot, High Rock, and Pollard schools. The NEF provided initial funding for this program in the spring of 2010 to help improve the low MCAS scores seen from this cohort. Through their tutoring efforts, the students performed better on the MCAS, earning a Governor's Commendation; however, the program closed during COVID. The program has been reestablished with volunteer tutors from Babson College and Noble and Greenough. To complement the tutoring, this grant will fund educational enrichment activities for a group that is typically not exposed to these types of opportunities. Activities include a painter from Gorse Mill, musician David Polansky, a Jamaican storyteller, a historical reenactor, and field trips to the Larz Anderson Auto Museum and Worcester Science Center.

Note: While this grant benefits Needham Public School students, the implementation of the grant will be handled by the Needham Housing Authority. The grant check will be distributed directly to them.



Needham School Committee

March 5, 2024

Agenda Item: **Discussion**

Superintendent Evaluation Process

Background Information:

- Both School Committee policy AFB/CBG and the Superintendent's contract require a process for the annual evaluation of the Superintendent's performance.
- The evaluation process will begin with this meeting and conclude with an evaluation conducted in open session at a future School Committee meeting.
- A copy of the Superintendent's approved 2023-2024 goals is enclosed.


Person(s) Available for Presentation:

Andrea Longo Carter, School Committee Chair
Matthew Spengler, Immediate Past-Chair, School Committee

SCHOOL COMMITTEE POLICY
NEEDHAM PUBLIC SCHOOLS

FILE

AFB/CBG

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

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

1. Clarify for the Superintendent his/her role in the school system as envisioned and expected by the School Committee.
2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Committee and the Superintendent.
3. Develop harmonious working relationships between the School Committee and Superintendent.
4. Provide constructive feedback to improve future performance.
5. Provide data in assessing performance.
6. Ensure that the Superintendent provides excellent administrative leadership for the school system.
7. Ensure that the evaluation process supports student learning and achievement.

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

Superintendent's Performance Goals Needham Public Schools 2023-2024



Superintendent: _____ Daniel E. Gutekanst _____

[Handwritten Signature]

10/17/23

**School Committee
Chair:** _____ Andrea Longo Carter _____

[Handwritten Signature]

Professional Practice	
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1.	<p>In a minimum of eight administrative and community meetings, I will provide training and leadership growth; support community understanding and engagement; and coordinate and facilitate the use of data to inform instruction, policy development, and plans for student, staff, and school needs.</p> <p>Evidence of Progress:</p> <ul style="list-style-type: none"> Meeting agendas show evidence of the use of data and leadership strategies to strengthen supervision and the implementation of inclusive learning environments for all students; reinforce family and community engagement and communication; and identify learning and building challenges. Administrative goals will include evidence of the use of data to strengthen student learning and the school environment.
2.	<p>In a minimum of six administrative and community meetings, I will highlight the implementation of the Portrait of a Needham Graduate strategic priorities and action steps; the district will take initial steps toward the development of a student driven Portrait Portfolio in grades 3-12.</p> <p>Evidence of Progress:</p> <ul style="list-style-type: none"> Regular updates to the School Committee and community show evidence of the work and implementation of the strategic plan; Meeting agendas and survey data demonstrate progress toward full implementation of action steps and Portrait competencies; Initial plan of action, including timeline, for the development of a Student Portrait Portfolio shared.

Student Learning	
3.	<p>I will ensure principals demonstrate progress toward achieving their School Improvement Plans to a) emphasize inclusive, accessible, equitable, and rigorous learning environments (Universal Design for Learning), and b) address disproportionate academic and discipline outcomes among all students, especially students most impacted by historical learning gaps.</p> <p>Evidence of Progress:</p> <ul style="list-style-type: none">• <i>School Improvement Plans and District Strategic Plan Actions Steps will highlight and detail progress. Course taking patterns, local assessments, and discipline data will identify areas of concern and areas for continued growth.</i>

District Improvement	
4.	<p>In a minimum of eight meetings I will promote active communication and engagement with family and community groups to ensure equitable, safe, healthy, and academically rigorous school and learning environments.</p> <p>Evidence of Progress:</p> <ul style="list-style-type: none"> • <i>Survey results show increased family engagement and understanding of district priorities; A partnership with Babson College provides additional plans to develop clear communication and community engagement efforts.</i>
5.	<p>I will facilitate and coordinate successful planning for the District’s Facilities Master Plan and School Administration building and renovation projects. I will guide the development of a re-envisioned and restructured School/Town IT program.</p> <p>Evidence of Progress:</p> <ul style="list-style-type: none"> • <i>Town boards share progress toward addressing the first phase of the Master Plan, a renovation of Pollard; IT services restructured to better serve School/Town Needs.</i>
6.	<p>I will support the successful implementation of the Social & Emotional/Mental Health Framework; I will ensure efforts to increase the diversity of the staff are successful.</p> <p>Evidence of Progress:</p> <ul style="list-style-type: none"> • <i>The Social/Emotional Learning/Mental Health Framework launched and communicated with families, students, and staff. The number of qualified and diverse staff members continues to increase; the increased number reflects growth toward a goal of at least 20% staff of color to match the number of students of color in the district.</i>



Needham School Committee

March 5, 2024

Agenda Item: **School Committee Comments**

Background Information:

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

Members of the School Committee available for comment:

Andrea Longo Carter, Chair

Elizabeth Lee, Vice-Chair

Connie Barr

Michael Greis

Michael O'Brien

Alisa Skatrud

Matthew Spengler

Lea Gruen, Student Representative member of School Committee



Needham School Committee

March 5, 2024

Agenda Item: **Information Items**

- School Attending Children Report to Department of Elementary and Secondary Education as of January 1, 2024
- FY2022-23 Student Activity Report

School Attending Children

[Return to Organization List](#)

Data as of January 1, 2024

City/Town: Needham (01990000) **Organization Code:** 01990000

Status: SUBMITTED **Last Updated Date:** 2/22/2024 3:39:36 PM

Instructions for filling out the SAC form can be found on [the reporting schedule webpage](#).

Grade Level	Local Public Schools	Academic Regional Schools	Vocational Technical Regional Schools	Collaboratives	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Out-of-State Private and Parochial Schools	Total
Kindergarten	359	0	0	1	0	0	1	57	0	418
Grade 1	418	0	0	0	1	1	0	44	0	464
Grade 2	386	0	0	0	0	0	2	63	0	451
Grade 3	394	0	0	1	0	0	1	70	0	466
Grade 4	395	0	0	2	0	2	1	85	0	485
Grade 5	423	0	0	1	0	0	1	92	0	517
Grade 6	430	0	0	0	0	0	1	81	0	512
Grade 7	409	0	0	1	1	0	1	122	0	534
Grade 8	420	0	0	3	1	0	3	118	0	545
Grade 9	358	0	16	3	0	1	3	115	2	498
Grade 10	392	0	10	5	0	1	1	153	1	563
Grade 11	401	0	10	3	0	0	2	108	0	524
Grade 12	398	0	8	2	0	2	1	111	0	522
Total	5183	0	44	22	3	7	18	1219	3	6499

This form has been submitted by mbisbas2



Anne Gulati
Assistant Superintendent
Finance & Operations

February 27, 2024

To: Needham School Committee
 From: Anne Gulati, Director of Financial Operations
 RE: FY 2022/23 School Student Activity Balances

This report presents information about FY 2022/23 student activity account balances.

M.G.L. Chapter 71, s 47 authorizes principals to receive monies in connection with the conduct of certain student activities. The principals are the fiscal agents for these monies, which are held in a custodial capacity for students, who ‘own’ the funds. The funds are held in nine separate accounts: a District-wide depository (or “agency”) account and eight separate checking accounts - one for each school. Principals authorize disbursements from the Agency Account, or write checks from the checking accounts. The principals track how much money belongs to each student class/club, the aggregate of which equals the total amount of money contained in both the agency and checking accounts. As a protection against fraud and abuse, School Committee policy limits the balance that may be on deposit in the checking account of each school. Elementary schools may hold up to \$4,000 in their checking accounts, and the Middle and High Schools may hold up to \$10,000 in their accounts. There is no limitation on the balance that may be held in the Agency account.

A brief synopsis of FY 2022/23 student account activity is presented below. During this fiscal year, students raised over \$430,000 to fund their activities, including yearbooks. The level of fundraising remains below pre-Pandemic levels of approximately \$700,000-\$900,000/ year, reflecting fewer international trips. On June 30, 2023, the balance in these accounts totaled \$375,450.86, as shown in the chart below.

<u>Quickbooks Class/ Club Ledger Balances</u>	Beginning Balance 7/01/22	Plus Posted Receipts	Less Posted Expenses	Ending Balance 6/30/23	Plus Pending Deposits 6/30/23	Less Pending Transactions 6/30/23	Adjusted Ending Balance 6/30/23
Unassigned	-						
Broadmeadow	5,003.62	5,859.31	3,933.25	6,929.68	-	-	6,929.68
Eliot	3,637.02	4,256.10	3,749.10	4,144.02	-	-	4,144.02
Williams	6,415.23	11,337.07	5,864.00	11,888.30	-	-	11,888.30
Mitchell	6,626.50	17,367.75	17,837.86	6,156.39	-	-	6,156.39
Newman	6,097.26	6,809.82	4,989.25	7,917.83	-	-	7,917.83
High Rock	27,076.26	24,585.06	21,550.50	30,110.82	-	-	30,110.82
Pollard	87,757.09	132,721.38	123,537.66	96,940.81	-	-	96,940.81
Needham High School	<u>285,131.22</u>	<u>227,938.45</u>	<u>301,706.66</u>	<u>211,363.01</u>	-	-	<u>211,363.01</u>
Subtotal	427,744.20	430,874.94	483,168.28	375,450.86	-	-	375,450.86

The attached pages present summary balance sheet information for the individual school class/club accounts.

The reconciled ending balance of \$375,450.86 is held in several bank accounts, including eight school checking accounts and a District-wide Agency Account. The breakdown of funds, by account, is presented below:

<u>Checking & Agency Account Balances</u>	Broadmeadow	Eliot	Williams	Mitchell	Newman	High Rock	Pollard	NHS	Total
Checking June 30, 2023 Ending Balance	1,503.25	1,002.17	3,006.49	1,904.29	4,008.65	10,021.63	10,021.63	10,021.62	41,489.73
Plus Pending Reimbursements	-	-	-	100.00	-	-	-	-	100.00
Less Outstanding Checks	3.25	2.17	6.49	4.29	8.65	21.63	21.63	21.62	89.73
Reconciled Checking June 30, 2023 Ending Balance	1,500.00	1,000.00	3,000.00	2,000.00	4,000.00	10,000.00	10,000.00	10,000.00	41,500.00
Agency June 30, 2023 Ending Balance	\$5,382.13	\$3,141.85	\$8,881.81	\$4,103.45	\$3,891.28	\$20,126.94	\$84,333.18	\$196,826.39	326,687.03
Plus Pending Reconciling Adjustments	-	-	-	-	-	-	-	-	-
Plus Pending Deposits in Transit	55.25	2.17	6.49	64.29	26.55	21.63	2,607.63	4,536.62	7,320.63
Less Outstanding Payments	7.70	-	-	11.35	-	37.75	-	-	56.80
Reconciled Agency June 30, 2023 Ending Balance	\$5,429.68	\$3,144.02	\$8,888.30	\$4,156.39	\$3,917.83	\$20,110.82	\$86,940.81	\$201,363.01	333,950.86
Reconciled Grand Total SAA June 30, 2023	\$6,929.68	4,144.02	11,888.30	6,156.39	7,917.83	30,110.82	96,940.81	211,363.01	375,450.86
Compare to School Class/Club Ledgers	6,929.68	4,144.02	11,888.30	6,156.39	7,917.83	30,110.82	96,940.81	211,363.01	375,450.86
Variance to Reconcile	-	-	-	-	-	-	-	-	-

Student activity accounts earned a total of \$1,050.79 in interest income during FY 2022/23. Of this total, \$961.06 was earned in the Agency Account and \$89.73 was earned in the checking accounts. (The checking interest is typically re-deposited to the Agency Account at the conclusion of each school year.) The interest income in these accounts is less than that earned prior to the Pandemic (of approximately \$1,100), due in part to lower levels of transaction activity.

Under School Committee policy, this interest income may be used for certain expenses associated with maintaining the accounts, providing scholarships to students, or providing refreshments for parent volunteers. Alternatively, the School Committee may vote to allocate these funds to purposes as determined by the School Committee. Traditionally, the School Committee votes to allocate this income back to specific student activities, as recommended by the Principal of each school. In June, 2023, the School Committee voted to re-distribute FY23 interest income and undesignated balances as follows: Broadmeadow, Eliot, Williams and Newman: Grades K-5, evenly; Mitchell: Grades K-5 and Student Council, evenly; High Rock: YOG 2029; Pollard YOG 2027 and 2028, evenly; and NHS: Student Council.

The table below identifies the sources and uses of net interest income for FY23:

<u>Student Activity Account Interest Income Sources & Uses: FY23</u>	Broadmeadow	Eliot	Williams	Mitchell	Newman	High Rock	Pollard	NHS	Total
Agency Account									
Beginning Balance	-	-	-	-	-	-	-	-	-
Plus Current Interest Income	15.63	9.05	25.58	11.96	11.27	57.88	250.20	579.49	961.06
Plus Checking Interest Swept to Agency	3.25	2.17	6.49	4.29	8.65	21.63	21.63	21.62	89.73
Plus Voted Reallocation Among Clubs	-	-	-	-	-	-	-	-	-
Reconciled Net Interest 6-30-23	18.88	11.22	32.07	16.25	19.92	79.51	271.83	601.11	1,050.79
Checking Account									
Beginning Balance	-	-	-	-	-	-	-	-	-
Plus Current Interest Income	3.25	2.17	6.49	4.29	8.65	21.63	21.63	21.62	89.73
Plus Adjustments	-	-	-	-	-	-	-	-	-
Plus Checking Interest Swept to Agency	(3.25)	(2.17)	(6.49)	(4.29)	(8.65)	(21.63)	(21.63)	(21.62)	(89.73)
Reconciled Net Interest 6-30-23	-	-	-	-	-	-	-	-	-
Amount Allocated to SAA Clubs on 6-30-23	18.88	11.22	32.07	16.25	19.92	79.51	271.83	601.11	1,050.79
	YOG 2030-35	YOG 2030-35	YOG 2030-35	YOG 2030-35 & Student Council	YOG 2030-35	YOG 2029	YOG 2027 & 2028	Student Council	

ALG/alg, Attachment(s)

Attachment A

Student Activity Account

June 30, 2023

Summary Balance Sheets

All Schools

Broadmeadow Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9300-3210-102 Checking Account	0.00
Checking Interest - Checking	0.00
Class of 2030 - Checking	1,000.00
Student Council - Checking	500.00
Total 9300-3210-102 Checking Account	1,500.00
9300-3210-104 Agency Account	0.00
Agency Interest - Agency	0.00
Broadmeadow School Store - Agen	764.36
Class of 2030 - Agency	733.39
Class of 2031 - Agency	955.63
Class of 2032	1,458.41
Class of 2033 - Agency	503.75
Class of 2034	485.75
Class of 2035	344.62
Student Council - Agency	183.77
Undesignated Income - Agency	0.00
Total 9300-3210-104 Agency Account	5,429.68
Total Bank Accounts	\$6,929.68
Total Current Assets	\$6,929.68
TOTAL ASSETS	\$6,929.68
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Graduated Class Transfer-Out	-5,779.65
Opening Balance Equity	10,783.27
Retained Earnings	0.00
Net Income	1,926.06
Total Equity	\$6,929.68
TOTAL LIABILITIES AND EQUITY	\$6,929.68

Eliot Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9300-3220-102 Checking Account	0.00
Checking Interest - Checking	0.00
Class of 2030 - Checking	1,000.00
Total 9300-3220-102 Checking Account	1,000.00
9300-3220-104 Agency Account	0.00
Agency Interest - Agency	0.00
Class of 2023 - Agency	0.00
Class of 2030 - Agency	319.00
Class of 2031 - Agency	1,059.46
Class of 2032	870.48
Class of 2033 - Agency	360.88
Class of 2034	385.35
class of 2035	148.85
Undesignated Income	0.00
Total 9300-3220-104 Agency Account	3,144.02
Total Bank Accounts	\$4,144.02
Total Current Assets	\$4,144.02
TOTAL ASSETS	\$4,144.02
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Graduated Class Transfer-Out	-3,152.64
Opening Balance Equity	6,789.66
Retained Earnings	0.00
Net Income	507.00
Total Equity	\$4,144.02
TOTAL LIABILITIES AND EQUITY	\$4,144.02

Hillside Williams Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9300-3230-102 Checking Account	0.00
Checking Interest - Checking	0.00
CLASS OF 2030 - CHECKING	1,500.00
Class of 2031 - Checking	1,500.00
Total 9300-3230-102 Checking Account	3,000.00
9300-3230-104 Agency Account	0.00
Agency Interest - Agency	0.00
Class of 2023 - Agency	0.00
Class of 2030 - Agency	1,087.45
Class of 2031 - Agency	1,919.86
Class of 2032-Agency	2,213.86
Class of 2033 - Agency	1,755.63
Class of 2034-Agency	656.14
class of 2035-Agency	1,255.36
Undesignated Income - Agency	0.00
Total 9300-3230-104 Agency Account	8,888.30
Total Bank Accounts	\$11,888.30
Total Current Assets	\$11,888.30
TOTAL ASSETS	\$11,888.30
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Graduated Class Transfer-Out	-10,077.23
Opening Balance Equity	16,492.46
Retained Earnings	0.00
Net Income	5,473.07
Total Equity	\$11,888.30
TOTAL LIABILITIES AND EQUITY	\$11,888.30

Mitchell Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9300-3240-102 Checking Account	0.00
Checking Interest - Checking	0.00
Student Council - Checking	2,000.00
Total 9300-3240-102 Checking Account	2,000.00
9300-3240-104 Agency Account	0.00
Agency Interest - Agency	0.00
Class of 2030 - Agency	119.82
Class of 2031- Agency	1,148.10
Class of 2032	663.32
Class of 2033 - Agency	484.49
Class of 2034	30.98
Class of 2035 -Agency	153.08
Student Council - Agency	1,556.60
Undesignated Income - Agency	0.00
Total 9300-3240-104 Agency Account	4,156.39
Total Bank Accounts	\$6,156.39
Total Current Assets	\$6,156.39
TOTAL ASSETS	\$6,156.39
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Graduated Class Transfer-Out	-1,358.35
Opening Balance Equity	7,984.85
Retained Earnings	0.00
Net Income	-470.11
Total Equity	\$6,156.39
TOTAL LIABILITIES AND EQUITY	\$6,156.39

Newman Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9300-3250-102 Checking Account	0.00
Checking Interest - Checking	0.00
Class of 2030 Checking	1,000.00
Class of 2031 - Checking	500.00
Class of 2032 - Checking	500.00
Student Council - Checking	2,000.00
Total 9300-3250-102 Checking Account	4,000.00
9300-3250-104 Agency Account	0.00
Agency Interest - Agency	0.00
Class of 2030 - Agency	797.62
Class of 2031 - Agency	658.61
Class of 2032	429.20
Class of 2033	468.07
Class of 2034 - Agency	738.47
Class of 2035	217.31
Student Council - Agency	608.55
Undesignated Income - Agency	0.00
Total 9300-3250-104 Agency Account	3,917.83
Total Bank Accounts	\$7,917.83
Total Current Assets	\$7,917.83
TOTAL ASSETS	\$7,917.83
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Graduated Class Transfer-Out	-8,688.53
Opening Balance Equity	14,785.79
Retained Earnings	0.00
Net Income	1,820.57
Total Equity	\$7,917.83
TOTAL LIABILITIES AND EQUITY	\$7,917.83

High Rock Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9300-3260-102 Checking Account	0.00
Checking Interest - Checking	0.00
Recycling Club - Checking	2,500.00
Student Council - Checking	6,000.00
Yearbook - Checking	1,500.00
Total 9300-3260-102 Checking Account	10,000.00
9300-3260-104 Agency Account	0.00
Agency Interest - Agency	0.00
Class of 2028 - Agency	0.00
Class of 2029 - Agency	9,844.72
Musical Theatre	120.00
Recycling Club - Agency	1,737.98
Student Council - Agency	1,188.95
Undesignated Income - Agency	0.00
Yearbook - Agency	7,219.17
Total 9300-3260-104 Agency Account	20,110.82
Total Bank Accounts	\$30,110.82
Total Current Assets	\$30,110.82
TOTAL ASSETS	\$30,110.82
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Graduated Class Transfer-In	29,033.08
Graduated Class Transfer-Out	-36,368.66
Opening Balance Equity	34,411.84
Retained Earnings	0.00
Net Income	3,034.56
Total Equity	\$30,110.82
TOTAL LIABILITIES AND EQUITY	\$30,110.82

Pollard Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9300-3300-102 Checking Account	0.00
Checking Interest - Checking	0.00
Student Council - Checking	10,000.00
Total 9300-3300-102 Checking Account	10,000.00
9300-3300-104 Agency Account	0.00
Agency Interest - Agency	0.00
Best Buddies - Agency	431.75
Class of 2026	0.00
Class of 2027 - Agency	19,629.91
Class of 2028 - Agency	21,290.88
Drama Club - Agency	0.00
Music Club - Agency	15,686.94
Robotics Club - Agency	1,693.16
Ski Club	1,250.59
Student Council - Agency	2,716.83
Undesignated Income - Agency	0.00
Yearbook - Agency	24,240.75
Total 9300-3300-104 Agency Account	86,940.81
Total Bank Accounts	\$96,940.81
Total Current Assets	\$96,940.81
TOTAL ASSETS	\$96,940.81
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Graduated Class Transfer-In	36,351.89
Graduated Class Transfer-Out	-36,542.50
Opening Balance Equity	87,947.70
Retained Earnings	0.00
Net Income	9,183.72
Total Equity	\$96,940.81
TOTAL LIABILITIES AND EQUITY	\$96,940.81

Needham High School Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9300-3400-102 Checking Account	0.00
Checking Interest - Checking	0.00
Habitat for Humanity - Checking	6,500.00
Musical Performance - Checking	0.00
SAMD - Checking	3,500.00
Total 9300-3400-102 Checking Account	10,000.00
9300-3400-104 Agency Account	0.00
Advocate, The - Agency	31,432.21
Agency Interest - Agency	0.00
AGSA - Agency	997.02
Alzheimer Club	70.00
Amnesty International Club - Agency	406.87
Anime Club - Agency	1,173.41
Armenian Club - Agency	122.00
Asian Student Union - Agency	80.59
Best Buddies - Agency	1,488.87
BioBuilder Club - Agency	41.71
Biology Club - Agency	81.89
Birthday Wishes - Agency	163.62
Black Student Union	1,369.36
Bomb Squad - Agency	28.44
Book Club - Agency	152.37
Bracelets For Charity	158.00
Brownies for Books - Agency	216.50
Bunk Bound	38.00
Calligraphy with a cause - Agency	79.91
Canines for Kids	1,828.00
Chess Club - Agency	190.40
Choose To Be Nice - Agency	103.50
Class of 2023 - Agency	9,175.21
Class of 2020 - Agency	11,884.30
Class of 2021 - Agency	4,306.32
Class of 2022 - Agency	0.00
Class of 2024	13,937.75
Class of 2025 - Agency	9,228.70
Class of 2026 - Agency	11,059.84
Coffee Cart	850.93
Cradles to Crayons - Agency	319.46
Culinary and Pastry Arts Club	402.72
DECA - Agency	186.16

Needham High School Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
Dream Far - Agency	0.00
EKAL of NHS - Agency	488.18
ELLIE FUND CLUB	1,040.90
Endangered Species Club - Agency	98.00
English Club - Agency	4,137.55
Entrepreneur Club - Agency	447.00
Environmental Club - Agency	2,636.54
Even A Rag - The Rag	1,882.20
Fashion Club - Agency	266.15
Fermata Nowhere - Agency	0.00
Film Club - Agency	170.75
Food Security Club - FSU	850.42
French Club - Agency	1,668.94
French Trip - Agency	1,384.16
Friends for Families	246.87
Fundraising & Advocacy Brazilian Communities	180.52
Future Med Prof - Agency	125.72
Gender Equality Club - Agency	798.65
Generic Ministries Club	649.80
Gift of Life - Agency	297.58
Girl Up Club - Agency	333.69
Girls Who Code Club - Agency	284.75
GO TEAM IMPACT	49.50
Greater Boston Project - Agency	397.32
Habitat for Humanity - Agency	1,140.85
Happy Camper - Agency	652.68
HIDIN (Helping Island Dogs in Need) - Agency	191.55
Hill Topper - Agency	170.84
International Culture Club - Agency	164.52
Jewish Student Union - Agency	516.08
Jimmy Fund Club - Agency	232.06
KEY CLUB	59.56
Kids for Wish for Kids Club	286.47
KIVA - Agency	2,645.51
Know a language, Share a language - Agency	60.00
Latin Club - Agency	253.17
Latin/Hispanic Student Union - Agency	74.00
LIFE -Agency	205.07
Life Skills 101 - Agency	0.00
Mahjong Club - Agency	140.00
Malaria Free World Club	316.64
Mandarin Club - Agency	1,621.05
March for Our Lives	60.00
Marching Band - Agency	328.42

Needham High School Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
Math Team - Agency	268.20
Mending Hearts - Agency	99.29
Mock Trial - Agency	922.47
Model UN - Agency	32.83
Mud Club - Agency	93.01
Musical Performance - Agency	245.92
MUSLIM STUDENT ASSOCIATION	109.25
N.I.C.E. - Agency	80.05
National Art Honor Society - Agency	524.78
National Honors Soc - Agency	8,561.46
Needham Graphics Design Club - Agency	210.00
Operation Smile-Agency	985.67
Own Your Peace - Agency	175.28
Packages for Patients	40.00
People for Paws - Agency	471.90
Photography Club - Agency	0.05
Physics Club	0.00
Ping Pong Club - Agency	335.49
Quiz Bowl - Agency	55.14
Raise to Save - Agency	64.00
RedLife - Agency	513.84
Refugee Heath & Human Rights - Agency	108.00
Relay for Life Club - Agency	142.37
Robotics Club - Agency	8,115.91
Rocketry Club - Agency	600.56
Room to Read - Agency	484.41
SALSA Club	2,471.32
SAMD - Agency	12,385.63
Save a Child's Heart - Agency	3,183.62
School on Wheels	228.93
School the World Club	84.00
Science Club - Agency	926.87
Self Defense for Girls	151.00
Shanghai Needham Excha - Agency	3,857.89
ShelterBox	0.00
Soccer Without Borders - Agency	61.00
Social Studies - Agency	1,543.71
SPAC - Social & Political Activism Club	0.82
Spanish NHS - Agency	0.00
Special Olympics	982.41
Speech & Debate - Agency	2,515.90
Student Council - Agency	6,806.09
Support Our Troops Clu - Agency	631.75
Swim Across America	663.88

Needham High School Student Activity Ledger

Balance Sheet

As of June 30, 2023

	TOTAL
T1D	298.01
Take Back The Night - Agency	2,394.16
Tea Club	59.58
The Interact Club - Agency	1,340.48
The Neuroscience Club	125.50
The NewspapHER	385.05
The Rising Hearts Club	65.00
Ukrainian Club	132.50
Undesignated Income	0.00
UNICEF - Agency	0.71
Varsity Dance Club	112.00
Visual Arts Club - Agency	1,564.45
Welcome Home	0.00
Wellness Club. - Agency	251.02
World Language - Agency	5,678.48
Writer's Corner	93.65
Total 9300-3400-104 Agency Account	201,363.01
Total Bank Accounts	\$211,363.01
Total Current Assets	\$211,363.01
TOTAL ASSETS	\$211,363.01
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Graduated Class Transfer-In	36,582.59
Opening Balance Equity	248,548.63
Retained Earnings	0.00
Net Income	-73,768.21
Total Equity	\$211,363.01
TOTAL LIABILITIES AND EQUITY	\$211,363.01