



Preparing all Needham Public Schools students to be...

Creative Thinkers
And Problem Solvers

Communicators
And Collaborators

Socially And Culturally
Responsive Contributors

Responsible And Resilient
Individuals

Empowered Learners

Needham Public Schools

2019

PERFORMANCE REPORT

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Dear Neighbors, Friends, and Families,

Needham Public Schools staff, students, and families spent the 2018-2019 school year hard at work developing our vision for Needham's students, planning for full-day Kindergarten, and preparing for the opening of the new Sunita L. Williams Elementary School. We have conducted this work through an equity perspective, ensuring school programs and policies, school facilities, instructional practices, and school cultures exist so that students feel represented, valued, included and welcomed. We are pleased to highlight our efforts in the 2019 Performance Report.

By the time you have this document in your hands, nearly 520 students will have begun the new school year at Sunita Williams and 21 full-day Kindergarten classrooms will be open across our five elementary schools. Another 2018-2019 project enabled the opening of new modular classrooms at the Mitchell School to support full-day Kindergarten. The successful completion of the High School addition also provided much-needed classroom space for a growing population at that school.


Our focus on equity resulted in the creation of a district-wide team, the Race, Equity, Access and Leadership (REAL) Coalition, whose purpose was to lead the work and conversations around equity in our classrooms and schools. We took small steps and learned from mistakes to provide an innovative and high quality educational program for all the children we serve, including those students who historically have not achieved at levels commensurate with many of their peers.

We also developed a framework for educational excellence, innovation, and equity—a Portrait of A Needham Graduate—that will inform the district's work going forward, with learning priorities and strategic objectives around which the community can coalesce and contribute. Needham Public Schools will support all our students in becoming creative thinkers and problem solvers, communicators and collaborators, socially and culturally responsive contributors, responsible and resilient individuals, and empowered learners. Our students' collective and individual success depends on developing these Portrait competencies in preparation for the future world that awaits them.

Highlighted in this Performance Report are examples of current teaching practices aligned with the Portrait vision, along with ideas and challenges for boosting student learning around each of the district priorities over the next five years. Our work is really just beginning, but we feel energized and positive about our focus and future direction.

We are thankful for our dedicated staff and teachers and for the support of our families and this amazing community. Together, we are preparing over 5,700 young people for their future as capable and caring citizens. We are committed to continuously improve how we provide an enriching, accessible, and equitable education for each child in the Needham Public Schools. We value your support, and we welcome your suggestions as we collaborate to ensure each child is empowered to grow, learn, and achieve.

Sincerely,



Michael J. Greis,
School Committee Chair



Daniel E. Gutekanst,
Superintendent

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SAFE: Students Advocating For Equity—Hear their story at this link <https://tinyurl.com/NPS-SAFE>



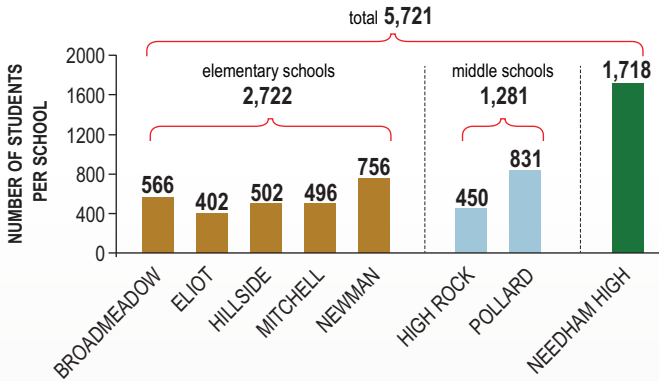
Students recognized at May School Committee meeting for representing District's core values of Scholarship, Citizenship, Community, and Personal Growth



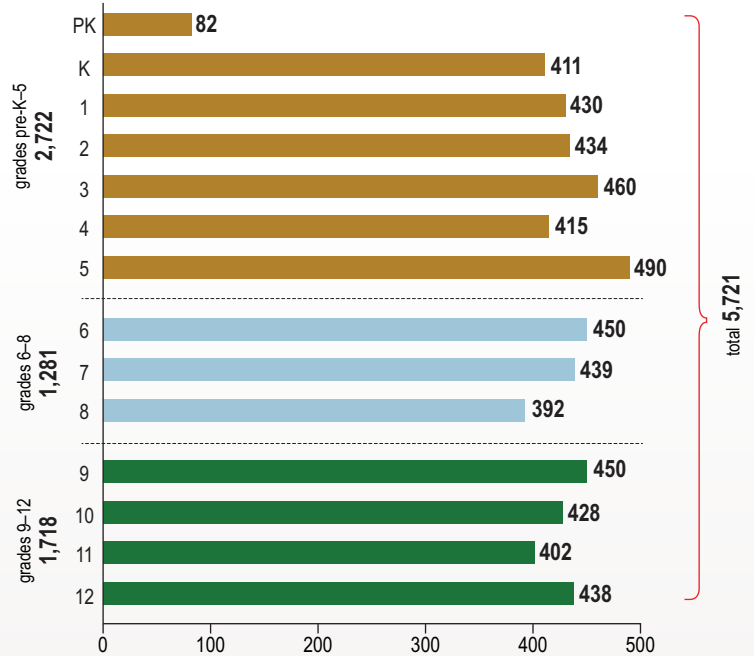
By The Numbers: Census Data on Our Schools and Other School Options

The Needham Public Schools (www.needham.k12.ma.us) serves students in grades Preschool through 12. During the 2018-2019 school year, the five elementary schools, the sixth grade school, the seventh and eighth grade school, and high school accommodated 5,721 students.

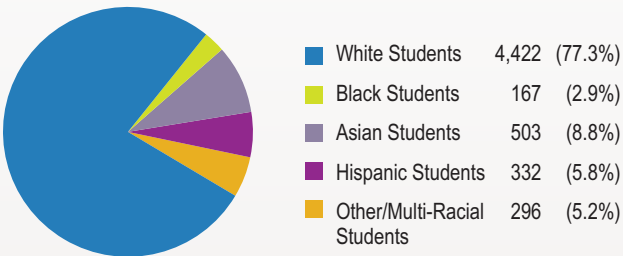
STUDENT POPULATION BY SCHOOL



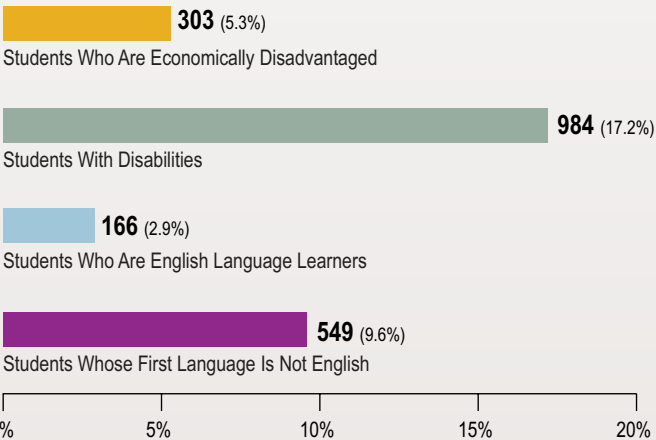
STUDENT POPULATION BY GRADE



STUDENT POPULATION BY RACE



STUDENT POPULATION RECEIVING SPECIAL SERVICES



OTHER SCHOOL OPTIONS FOR NEEDHAM RESIDENTS

NUMBER OF STUDENTS (NOT ATTENDING NEEDHAM PUBLIC SCHOOLS)

Out-of-District Public Schools ⁽¹⁾	17
Home Schooled	19
Charter Schools	4
Collaboratives ⁽²⁾	16
Vocational Technical ⁽³⁾	21
Private Schools ⁽⁴⁾	1,131

⁽¹⁾ Needham students are enrolled in regional schools including Norfolk County Agricultural High School www.norfolkaggie.org and other schools supported by public funds.

⁽²⁾ Needham is a member of The Education Cooperative (TEC) and the ACCEPT Education Collaborative, consortiums of surrounding school districts. Our partnership with these collaboratives provides opportunities for high quality professional development, innovative programming for students with disabilities, joint purchasing of school supplies, and the TEC Connections Academy for a virtual online school. www.tec-coop.org and www.accept.org

⁽³⁾ Among the options for Needham residents is the opportunity to attend Minuteman Career and Technical High School www.minuteman.org

⁽⁴⁾ Needham students are enrolled in private and parochial schools anywhere inside or outside of Massachusetts, including Special Education schools.

Nondiscrimination Policy: The Needham Public Schools does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, genetic information or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.



District Priorities

This 2019 Performance Report updates the community on Needham Public Schools’ teaching and learning practices. It tells the story of where we are and where we want to be to prepare our students for their future. To bridge the gap, the district established a framework with four priorities that are equally important, each with strategic objectives for realizing our vision over the next five years.

- 1 All Students Are Drivers of Their Own Learning**
- 2 All Students Experience Integrative Teaching and Learning**

- 3 All Students Learn and Grow Within Adaptable Environments**
- 4 Infrastructure Supports Needs of All Students**

For more detailed information on the district’s progress and our newly defined priorities, please refer to the links provided throughout this report and our eight School Improvement Plans. <https://goo.gl/Su5hDx>

Portrait of A Needham Graduate: Planning Process and Strategic Framework

What kind of educational experiences do we want for our students at all grade levels as we propel them towards graduation, the challenges ahead, and their future lives? The district answered this question by developing a strategic framework—a *Portrait of A Needham Graduate*. The process was grounded in research and data on future trends in education and changes in society that we must prepare our children to address. A broad-based group of 53 stakeholders (representing students, educators, parents, business and civic leaders, and higher education) were invited to participate in this yearlong planning process. The presentations, articles, and videos reviewed by the Portrait Committee are available at this link: <https://goo.gl/KsfeJk>

After synthesizing the research findings and feedback from many community groups and over 450 teachers and staff, we generated a list of competencies that we believe all our students will need for their future. This vision is an exciting shift in our district. We are bringing into focus how dramatically rapid advancements are changing the workplace and society. At the same time, we are acknowledging that what our students will need to know and be able to do will, in many ways, be different from what we needed when we were in school. We believe that even though their future is uncertain, our students will be prepared. With district support from Pre-K to grade 12, all our students will become creative thinkers and problem solvers, communicators and collaborators, socially and culturally responsive contributors, responsible and resilient individuals, and empowered learners. More specifically, our students will be able to demonstrate these competencies as defined in the Portrait document widely circulated throughout the district and depicted to the right.





PRIORITY 1

All Students are Drivers of Their Own Learning

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. The district established the following strategic objectives to support all students in becoming drivers of their own learning:

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

A number of instructional and learning practices throughout the district already are aligned with the Portrait vision and support students in becoming drivers of their own learning. We are proud to share some of these bright spots from the 2018-2019 school year.

As teachers and administrators prepared to launch full-day Kindergarten in September 2019, they incorporated **student choice, independent learning, and personalized pathways** into the development of the new Kindergarten program. This curriculum was modeled after the Boston Public Schools' successful "Focus on K2" program and in many ways mirrors the half-day Kindergarten and half-day Kindergarten After School Enrichment (KASE) program that served Needham children and families for the past 26 years.

Our new full-day Kindergarten curriculum was designed so that all Kindergarten students will experience and explore various learning centers throughout the day even while they focus on literacy, math, and social and emotional learning. According to the carefully designed program plan, center activities will enable Kindergarten students to manage and complete tasks independently and develop competencies aligned with the Portrait. Students will be reading, writing, talking, singing, building with blocks, conducting science investigations, creating with art materials, exploring at the sensory table, or taking on roles through dramatization. They will have flexibility and choice among these centers and once they choose a center, they will engage with materials and activities in purposeful ways. Our skillful Kindergarten teachers will scaffold children's engagement by gathering information

about each student's individual interests and skills and appealing to these as entry points for particular activities. True engagement with materials and ideas will lead students to take activities in different directions or to use materials in novel ways. Teachers will then extend each child's learning on a personalized path.

More about implementation of the new full-day Kindergarten program can be found in this NPS Spotlight video <https://tinyurl.com/NPS-FDK2020> and in the Family Guide to Kindergarten <https://tinyurl.com/FAMILY-GUIDE-FDK>.

In the 2018-2019 school year, at all levels across the district, we provided **structures and experiences that enable student efficacy, leadership, and voice**. Below are a few examples from our elementary, middle, and high schools.

Own Your Peace/Piece at Hillside: Many people in our community may know that Own Your Peace/Piece (OYP) has been part of the high school culture for years. It has helped students in grades 9 to 12 in identifying challenges, accessing resources, and speaking out on behalf of themselves and others. It entails Owning Your Peace (your inner wellness) and your Piece (taking care of the community). Extending the learning, a group of high school students brought OYP to Hillside Elementary School. Hillside students were invited to share stories in which they were kind or people were kind to them. In response to their stories, these elementary students learned that everyone can do kind things, ask questions about other's experiences and background, give to those who are hungry or in need of clothes or food, take care of the environment, and much more, to create a culture or atmosphere at Hillside of owning your piece.



Thanks to the amazing KASE staff for growing Kindergarten students into 1st graders for 26 years!

Pollard Middle School’s Make Your Move Day and The Playbook Initiative: All 7th and 8th grade students participated in “Know Thy Selfie!” which was the theme for this year’s Make Your Move Day. Students attended classes and workshops designed to support efficacy, leadership, and voice with an emphasis on the use of technology and social media. Workshop titles included FOMO (Fear Of Missing Out) and Don’t be MEME. Students also worked in their advisories to unpack what they had learned and share ideas for making small changes to online and social media behaviors. Another program designed to support efficacy, leadership and voice was “The Playbook Initiative,” an anti-discrimination and bias prevention program that inspired dialogue on race, religion, gender, disability, and sexual orientation. This program equipped the Pollard participants with tools to intervene in challenging social situations.



Pollard Middle School students participated in One School One Book discussions about “Refugee” by Alan Gratz

Needham High School’s One Day Program: High school students helped organize and plan for “One Day,” a program designed to complement this year’s all school read, *The Hate U Give* by Angie Thomas. A variety of workshops, lectures, and performances focused on the theme of finding power in your voice (a major theme in the book) and provided students and teachers with opportunities to explore issues related to equity, race, social media, and substance abuse. Additionally, students led and explored workshops focused on the development of athletic leadership skills, climbing, speech and debate, history, and poetry. Musical performances by the Sons of Serendip (a professional jazz improvisation group), the creation of art and sculptures, and TED Talks rounded out the program. In many cases students developed and led the workshops, an important way in which to empower student voices and include their personal experiences and stories.

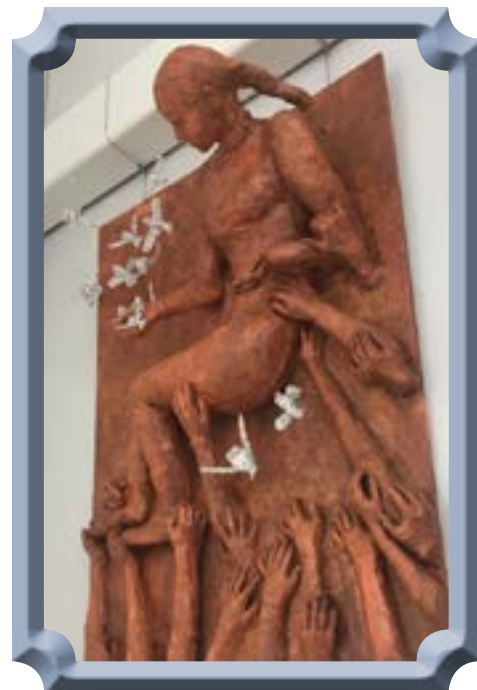
Courageous Conversations on Race

A group of nineteen high school juniors and seniors completed a ten-hour training program on the use of the Courageous Conversations on Race (CCOR) protocol. These student leaders were paired in multi-racial teams and prepared with their staff mentors to engage 225 freshmen in conversations so that the ninth graders could better understand issues of race and ethnic identity and could support the student-led effort to build a healthy, inclusive school culture. Here are a few representative quotes from our CCOR-trained students:

“At first, the freshmen were reluctant to speak, but then they shared after seeing us model these conversations.”

“The students of color in the freshmen classes were really surprised and appreciative that finally race was being discussed.”

“We can flip a conversation about race from something antagonistic and uncomfortable to something productive; with listening and sharing, we can change the culture.”



Life size sculpture created by our students and entitled “Speak” hangs in the high school and reaffirms that all of us have a voice in making this world a better place



During the 2018-2019 school year, at all levels across the district, we taught students the **content and skills necessary for them to grow personally and academically** so that they can become the drivers of their own learning. Below are a few key examples from our elementary, middle, and high schools.

Elementary Writing

Workshop: This student-centered framework for teaching writing is based on the idea that students learn to write best when they write frequently, for extended periods of time, on topics of their own choosing. The Writing Workshop streamlines instruction in a setting that supports children in setting their own goals for their writing, and to accept guidance from an experienced writer, as well as support from a community of fellow learners. At each of the elementary schools, the students loved learning how to bring their stories to life and how to use “craft moves” to make these stories even better! In addition, two new Units of Study in Opinion, Information, and Narrative Writing were implemented in all classrooms in grades 1 to 5.



Eliot Elementary School 5th graders engaged in analyzing complex non-fiction texts

High School’s Financial Literacy Program: For the past six years, we offered NHS seniors a course on how to navigate the financial decisions they will face after graduation as part of the school’s effort to improve financial literacy in an age of soaring student loan debt and rising costs of living. Students in this class learned about budgeting, credit cards, evaluating investments, and addressing major life decisions such as picking a college or choosing a career to pursue. In addition, the class included field trips to local businesses where students received advice directly from professionals. They visited a car dealership to learn about establishing priorities when buying a car. They went to a real estate agency to receive a lesson in smart home buying. According to one of the students, “I think all of the senior class would benefit from going through the process and learning about what kind of decisions and challenges they’re going to face financially in their lives.”



Needham High School Class of 2019 included 430 graduates

High Rock’s Battle of the Books: This High Rock tradition included a list of 80 books in the 2018-2019 school year. Students helped create the list; teachers and school leaders added titles that incoming sixth graders may not have read yet. The list was balanced among genres, reading levels, and protagonists. Students chose books from the list in anticipation of the Battle of the Books final event where the answer to all questions was a book title. By the end of the school year, most students had read at least a few from the list and were excited about the actual Battle of the Books. Everyone participated in round one (i.e., a quick six question multiple-choice quiz). About twenty students from each cluster progressed to round three and spent one lunch block answering questions by writing book titles on erasable whiteboards until the top three were determined. This event was the culmination of the year and the entire school cheered in celebration of reading!



High Rock students competed in Battle of the Books

Five years from now, we envision all students as drivers of their own learning, engaged in student-centered learning, with voice and choice in how they learn. To make that happen for all our students over time, we will be expanding opportunities for student-centered learning with such programs as independent study, career exploration, and different elective paths. We will be increasingly integrating technology to support personalized learning, along with other actions that we have yet to identify. Starting in the 2019-2020 school year, we will be exploring and preparing for this work by developing a common understanding and defining student-centered learning through research on best practices and on potential barriers to access. We will be assessing and expanding structures and experiences that enable student efficacy, leadership, and voice beyond what currently exists with Student Councils in every school. We will hone in on teaching the content and skills necessary for students to grow, and that includes curriculum alignment to the State’s new Science and Social Studies standards and an 8th grade Civics program.

PRIORITY 2

All Students Experience Integrative Teaching And Learning

In many educational systems, there are learning silos for academic subjects, departments, Special Education, etc. This priority is about Needham Public Schools unifying separate things for the purpose of carrying out best practices. The district established the following strategic objectives to support all students in experiencing integrative teaching and learning:

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

During the 2018-2019 school year, we extended **interdisciplinary teaching and learning** as we moved toward providing integrative experiences for all students from Pre-K to 12. Our interdisciplinary learning (IL) model, developed with the Greater Boston Project, has grown to 22 offerings in the NHS Program of Studies. For more information about IL and funding support from the Needham Education Foundation, watch the video explaining this collaboration between the NEF and the district. <https://tinyurl.com/IDL-Needham>.

Interdisciplinary learning also grew over the past few years at the middle and elementary schools. Students at High Rock participated in a Visual Arts Interdisciplinary Program. The Visual Arts Instructor co-taught specific lessons in science, social studies, and English by embedding visual art skills and concepts into these other academic areas. At Pollard, Engineering Design was an interdisciplinary course offered to 7th and 8th graders. This hands-on course integrated science, engineering, and technology concepts as students explored real-world applications using science and math.

As the STEAM (Science, Technology, Engineering, Art, Math) program evolved this year for students in grades 1-3, increased emphasis was placed on strengthening connections between the Arts and the other STEAM components via the over-arching themes of "Earth," "Sound," and "Air & Weather." For engineering, elementary students experienced the design process (i.e., ask, imagine, plan, create, improve, and share) to solve problems. In the technology segment of STEAM, elementary students were introduced to computer programming and robotics. They developed the basic computer and navigation skills needed to support general computer use as well as their programming activities.

For all students to experience integrative teaching and learning, we must be deliberate about embedding **Portrait competencies, technology, inclusive practices, SEL, and equity into all curricula and instructional practices**. Although we only introduced the Portrait competencies in 2018-2019, we recognized several ways teachers already provided stand-alone lessons or wove the competencies into the fabric of the school day. For example, in order to prepare students to be communicators and collaborators, teachers routinely used strategies such as turn-and-talk, partner editing, feedback to peers, public speaking, reading journals, sharing math concepts, and/or world language acquisition.

Technology integration was quite evident in the 2018-2019 school year. As published in the most recent Technology Strategic Plan (<https://tinyurl.com/NPS-TechPlan>), the district is committed to creating an environment in which students and staff become curious problem-solvers, thoughtful innovators, independent lifelong learners, and socially responsible global citizens. This work is supported and enhanced by modern and efficient digital tools that make learning more meaningful, relevant, and student-centered. Students become engaged, excited, responsible users of technology, and they experience deeper understanding with technology integration.

We piloted a Learning Management System (LMS) with 32 teachers to help us gauge usability and accessibility of an LMS for our students and staff. The LMS was described as "a onestop platform for creating and engaging in self-paced learning activities, more robust digital quizzes, and a streamlined grading system." For more information on the LMS pilot and the work of the Technology Integration Specialists, please visit our website at <https://tinyurl.com/NPS-Digital-Learning>

Using Technology to Support Learning

In addition to accessing 7,200 devices deployed across the district (including desktops, laptops, iPads, Chromebooks), our teachers and students explored virtual reality, augmented reality, green screens, and a variety of audio/video projects during the 2018-2019 school year.



Hillside students learned to use technology with drawings, camera, and voice recordings



Needham's Unified Basketball Team—Hear from featured athletes and their coaches about competing in Special Olympics at <https://tinyurl.com/NPS-UnifiedSports>

Also evident in the 2018-2019 school year were examples of **inclusive practices**, which are the instructional and behavioral strategies that improve academic and social-emotional outcomes for students with and without disabilities in a general education setting. Considerable progress with inclusive practices was made when we engaged in a pilot with a team from Mitchell Elementary School. The team participated in a statewide Inclusive Practices Academy, endorsed by the Department of Elementary and Secondary Education, involving over 60 hours of training that led to an understanding of Universal Design for Learning (UDL).

The UDL-trained team from Mitchell learned to plan lessons in anticipation of student needs; build the tools and methods of differentiation right into the lesson; give all students access to the same high-quality content; assess student progress during learning, and adjust as needed. Their feedback was that UDL goes beyond what the district is currently doing to differentiate learning for our students and may be a promising model to operationalize the Portrait.

Social and Emotional Learning (SEL) for each student in grades Pre-K to 12 was part of their integrative teaching and learning experience. SEL has long been a critical component of our elementary curriculum, including the use of Responsive Classroom to build students' social skills. In addition, our Physical Education & Wellness Program has incorporated the domains of Emotional Wellbeing, Physical Wellbeing, Intellectual Wellbeing, Occupational/Leisure, Social and Spiritual Wellbeing into the curriculum for all students. In the 2018-2019 school year, we provided students with vibrant SEL practices and programs to strengthen relationships, empathize with a different point of view, build their confidence and resilience, and boost learning. One powerful example was Reach Out Day for all sophomores. According to the 10th grade participants, this SEL program substantially deepened connections among students and staff. To learn more about the District's SEL programs overall, please visit our website: <https://tinyurl.com/SEL-Needham>.

Equity also was part of the integrative teaching and learning experiences for our students. This year we relied on the following working definition of equity.

Equity: Fair and just access, inclusion, and participation; the practice of nurturing a learning environment in which all children are empowered to grow, create, and achieve; freedom from bias and discrimination; an understanding that each child possesses personal gifts and attributes and brings these to the classroom which strengthen learning for all; a process by which we promote justice, engender respect, and inspire hope.



NHS teacher Robyn Briggs, inspired by the equity definition, created this graphic design

This may be an imperfect definition, but it guides us for the ongoing discussions and conversations around what all children need to succeed. Our district's focus on equity has resulted in the creation of a district wide team, the Race, Equity, Access & Leadership (REAL) Coalition, whose purpose is to lead the work and conversations around equity in our schools and classrooms. The REAL Coalition has partnered with other community-based organizations, including the Needham Human Rights Committee. More information about our goals and action steps with respect to addressing racist and hateful graffiti, and the importance of equity within the Needham Public Schools, is prominently placed on the district's website at <http://www.needham.k12.ma.us/equity>.

During the 2018-2019 school year, we provided **opportunities for students to demonstrate their knowledge and skills through multiple means of expression**, another step in helping move the district toward integrative experiences for all students. Different types of assessments provided teachers

Inclusive Practices for All Students

The district identified 166 students who were English language learners in the 2018-2019 school year. We arranged for provision of appropriate frequency, duration, and type of



English language instruction for these students and they made remarkable progress with both academic and personal growth.

Students who are English language learners presented to the School Committee on their personal stories, hopes, and challenges



Needham's Tenacity Challenge Team had the best finish in school history—6th place overall, 3rd place in Art and 1st place in History!

with benchmarks on how students generalized what they learned from the curriculum and applied their knowledge in a variety of ways, including on standardized tests.

Standardized tests for the graduating class consisted of SAT, ACT, and Advanced Placement tests. Of the 444 SAT test takers for 2018 at Needham High, the Department of Elementary and Secondary Education reported Needham High SAT averages as 618 for EBRW (Evidence Based Reading and Writing) and 624 for Math. (See table on page 17 for comparison with local communities on combined SAT scores.) Needham's 2018 ACT composite average score was 27.0 as compared with 20.8 nationwide and 25.5 in Massachusetts. Four hundred thirty-nine students took 746 Advanced Placement tests. Seventy-two percent of the scores were 4s and 5s, defined as well qualified or extremely well qualified to receive college credit. More details can be found on these standardized test results in the Needham High School report at this link:

<https://tinyurl.com/NHS-Achievement-2019>

Our students took part in Next-Generation MCAS testing. MCAS is used to assess all public school students in Massachusetts and to measure student performance based on the Massachusetts Frameworks (the foundation of the Needham Public Schools curriculum). Achievement in 2018 remained fairly consistent with that of 2017 for English language arts (ELA) and Science and dipped slightly in Math. Growth in both ELA and Math was strong for students at all grade levels. For Needham's students in grade 10, 98% scored Advanced/Proficient in ELA, 93% in Math, and 92% in Science. See the full report of the district's results at <https://tinyurl.com/NPS-ReportCard> and page 17 of this report for comparisons with local communities.

MCAS provided a snapshot in time of each student; our local assessments and student work samples gave a more substantive picture of each student's learning. In a number of classrooms across the district, teachers were empowering their students to monitor their own progress and demonstrate their own strengths and weaknesses as learners. In other classrooms,

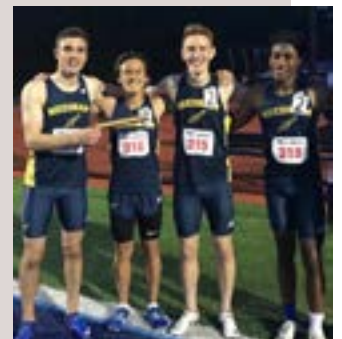
teachers welcomed students to choose different ways to express what they know—a portfolio, slideshow, video, e-book or scrapbook, infographic or poster, website, oral presentation, peer review, capstone, and more.

Five years from now, we envision every student fully experiencing integrative teaching and learning. There will be interdisciplinary learning at all levels. We will work toward embedding Portrait competencies, technology, inclusive practices, SEL, and equity into all curricula and instructional practices. That step necessitates capacity building in order to align and synthesize the multiple plans, initiatives, and assessments currently being used district wide. Therefore, starting in the 2019-2020 school year, we will be exploring, preparing, and bringing cohesion to this important work.

Beyond Assessments—Students Demonstrating their Knowledge and Skills

Participation in athletics, the arts, and co-curricular activities provide students with tremendous opportunities to demonstrate their knowledge and skills. Here are a few stellar examples from the 2018-2019 school year:

- 5 Girls' Lacrosse players from NHS were named Academic All Stars, which speaks to their abilities, their parents' support, and their coach's and teachers' dedication.
- 4 Needham High School students earned the National Speech & Debate Academic All American Award recognizing academic rigor, competitive speech and debate success, and personal excellence.
- The Pollard National History Day Team won first place in the Boston National History Day Regionals for their research project on the impact of the Flu of 1919 on Needham.
- Competing for the Boston Globe Scholastic Art & Writing Awards, Pollard and NHS students were recognized for creative works assessed in terms of originality, technical skill, and emergence of personal voice: with 6 Gold Keys, 6 Silver Keys, 18 Honorable Mentions.
- At the MICCA Concert Festival, NHS Concert Band earned a silver medal; High School Chorus, Chamber Strings, and Symphonic Band earned gold; Needham Town Orchestra earned bronze; 8th Grade Treble Chorus & Select Choir earned gold medals.



Congratulations to NHS State Track Champions; they were among 1700 NHS, Pollard, & High Rock students participating in our Athletics programs



PRIORITY **3**

All Students Learn And Grow Within Adaptable Environments

The district established the following strategic objectives to enable all students to learn and grow within adaptable environments:

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

In the 2018-2019 school year, the district already had in place a number of **classroom models and environments that foster collaboration and innovation**, and discussions continued about plans for supporting and designing further opportunities for our students in the future. We thought more strategically about best fit for an activity—individual work, class discussion, group projects—and conditions that optimized children’s learning. Below are a few examples:



Broadmeadow Buddies from upper and lower grades enjoyed collaborating on a technology project

- At the elementary level, teachers helped students make connections through Buddy classes, formed between an upper-grade class and a lower-grade class. Buddy classes usually met once a month to do a curriculum-related project together like playing a math game, writing a poem, or reading to each other. Both older and younger students benefited from these collaborations as academic and social skills were fostered and supported.

- At all levels across the district, there were classrooms that had creative seating for their students, such as standing desks, hammock chairs, or therapy balls. These features supported different instructional strategies and, in many cases, enabled students and teachers to move around the classrooms, increasing social interaction and creating a sense of community that enhanced student engagement.
- A redesign of Mitchell's Media Center was made possible by a grant from the Needham Education Foundation (NEF) and will include the housing of traditional and digital media, a STEAM learning center, and spaces for collaborative student and adult work.
- A plans for Pollard’s new outdoor low-ropes challenge course also was made possible by an NEF grant and will provide students with an innovative venue for meaningful physical and mental challenges.
- The DaVinci Workshop, which opened in 2015 for classes and special projects, was designed as a lab space for technological innovation for our high school students; makerspaces promoted innovation at schools for our younger students.
- The new high school wing was designed with flexible seating areas outside classrooms for dedicated collaboration spaces.

For all students to learn and grow within adaptable environments, we provided **time, schedules, and spaces that promote learning objectives**. A primary example was STRETCH; this flexible block of time offered Pollard students an opportunity to stretch their skills and competencies in their particular areas of interest, without the pressure of homework or assessments. Students chose different modules from a large variety of options and attended once a week for five weeks in each trimester. STRETCH block gave Pollard students an equitable opportunity to participate in an enrichment activity during the school day.



Pollard students used STRETCH block to explore their interests and have fun

Another example of how time and schedule promoted learning objectives in the 2018-2019 school year was X-block at the high school. X-block was designed to provide all NHS students with time within the school schedule to work on academic and/or social emotional growth, and to provide support for students struggling in school. X-block, which met twice per week for 30 minutes, made it possible for students to have equitable access to teachers and counselors during the school day. Students used X-block to meet their needs in a variety of ways. They could clarify assignments, get help with understanding concepts presented in class, practice fundamental skills, receive assistance with incomplete assignments, complete tests, or confer with teachers/counselors for additional social emotional support.



High Rock students used wrist monitors to gauge activity level and target heart rate in Wellness class

Teachers were sensitive to how long students were sitting and they planned the day's schedule with a mix of seatwork, active partner or group work, and short breaks as needed to promote learning. Many teachers incorporated scheduled movement breaks into their daily routines; whether it was a walk around the building or some other option, it was a chance for students to move their bodies so they were ready to focus on their classwork. Some students needed extra opportunities to move (e.g., jumping rope for two minutes in the hallway, five minutes in the gym, or doing "chair yoga" in the classroom) before they could engage their minds.

For elementary students, recess was an important time of the day—the time when students practiced social emotional learning skills taught in the Second Step/Steps to Respect program. Just as students practiced reading, writing, math, drawing, or singing during classroom time, students practiced playing, negotiating, taking turns, following game rules, and dealing with conflict when at recess. In addition, students were cooperating, collaborating, and using their communication skills as they engaged with each other for the recess period.



Learning for Mitchell students extended beyond the classroom to the Needham Community Council Food Pantry

Another example of time, schedules, and spaces promoting learning objectives was evident within our Early Learning Center (ELC) located at Newman and Hillside. The ELC, one of four district-wide elementary special education programs, served the needs of students with disabilities who required specialized instruction in a small structured classroom environment. With the goal of independence and inclusion, this multi-grade level program followed a flexible inclusion model where students participated in their general education classroom at varying levels while also having access to the ELC classroom as needed. The ELC will be located at the new Williams school starting in the 2019-2020 school year.

For students to learn and grow within adaptable environments, we provided **accessible learning beyond the classroom, within the community, and in partnership with families.** At the Eliot Elementary School, for example, virtual classroom experiences provided 2nd grade students with opportunities for learning beyond the classroom. Our 2nd graders connected with their peers in 26 states for an educational game known as Mystery Skype where they guessed the others' location by asking questions through video chat. This experience helped to build students' critical thinking and geography skills and was one of the highlights of their 2018-2019 school year. For other students, learning beyond the classroom occurred through field trips to the local food bank for fulfilling community service, visits to the Eastman Conservation Trail for science exploration, or more extensive learning and travel like the 8th grade trip to Washington, DC. Global travel opportunities (such as the exchange program with our sister schools in China) provided a gateway for our students to develop knowledge and skills needed to participate productively in a global community, stretch outside their comfort zones, use their foreign language skills, and learn how to adapt and function in new cultural situations.



Partnerships with families were critically important for student learning and opportunities arose routinely through homework and special events. Teachers aimed to provide enough communication regarding a child's interests and progress so that parents/guardians could support their children with homework and with becoming lifelong learners. In one scenario, our Math Coordinators met with families to explain the math options for their children, and engaged these families in doing some math to illustrate math concepts at each level. Additional family connections and support were evident in a variety of PTC-sponsored events. One example was Broadmeadow's first Science Fair where 75 students in Kindergarten through grade 5 displayed trifold presentations of their experiments for parents and teachers to see. The students demonstrated excitement and pride in this special event organized by parents and funded by a parent's donation from a National Science Foundation grant.

Five years from now, we envision all students learning and growing within adaptable environments. We will have tested innovative ideas for flexible spaces and schedules that emerged during the Portrait planning process from data gathering with staff and community members. Some of these ideas challenge us to address what interferes with learning. We are excited about the possibilities that will enable full student engagement within school, with the local and global community, and in partnership with families. What might that look like in future years? Perhaps we will implement alternative schedules to allow for internships and additional long or unstructured blocks of time. Other possibilities for the future may involve an expanded "Focus on K2" model (developed for the new full-day Kindergarten program), new makerspaces and breakout rooms, or cross-grade/multi-age classrooms and an Innovation Cluster. We'll start the planning and engage parents and the community in FY20, and continue our planning in the coming years.

What It Means To Be A METCO District

In partnership with our Boston-resident families, we held screenings of the documentary entitled *METCO, Yesterday-Today-Tomorrow*. We discussed as a community what it means to be a METCO district—having students from racially imbalanced schools in Boston and Needham learn together in an integrated public school setting. By doing so, we increase the diversity and reduce racial isolation of students from different backgrounds who can learn from each other in meaningful ways. Another benefit of the METCO program is to provide closer cooperation between our Boston-resident and Needham-resident parents. For a deeper understanding, please view this documentary produced by Natalie Guthrie, TV Communications teacher at NHS. <https://youtu.be/wei-2GEBF-M>

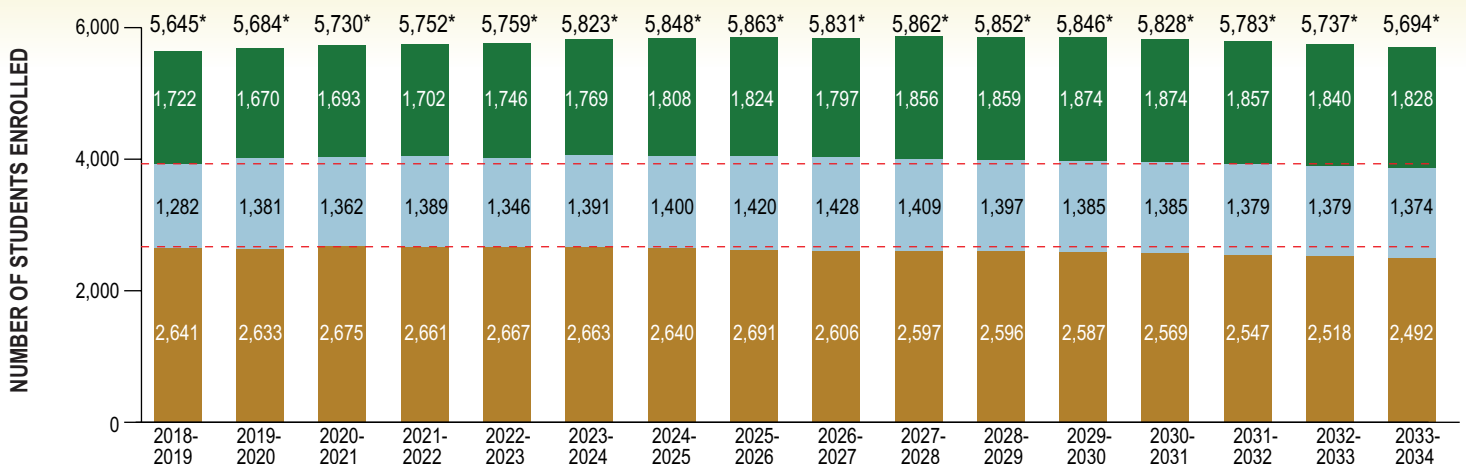


Boston-resident students participated in METCO's summer orientation for our Kindergarten and first grade classes

ENROLLMENT PROJECTIONS

● Grades 9–12 ● Grades 6–8 ● Grades PreK-5 * Total Enrollment

This fifteen-year projection, referenced on page 13, predicts a slight decline in Elementary enrollment and Middle and High School enrollments to remain strong. (December 2018 update to School Committee)



PRIORITY 4

Infrastructure Supports Needs Of All Students

Underpinning the Portrait framework is an infrastructure critical to carrying out our five-year plan. This priority focuses on the investments needed, the capacity building, development of systems, and the ongoing training and professional learning of Needham Public Schools staff. The district established the following strategic objectives to provide the infrastructure that supports the needs of all students:

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

During the 2018/2019 fiscal year (FY), we provided **staffing, facilities, and budget resources** to support our students' needs. In terms of staffing, we employed 795.4 full-time equivalents (FTE) staff who daily demonstrated their commitment to our students. Of the total staff, 407.4 FTE were teachers with a student/teacher ratio of 14.0 to 1 compared to 12.9 to 1 statewide. (See table on page 16 for comparisons with student/teacher ratios from local communities.)

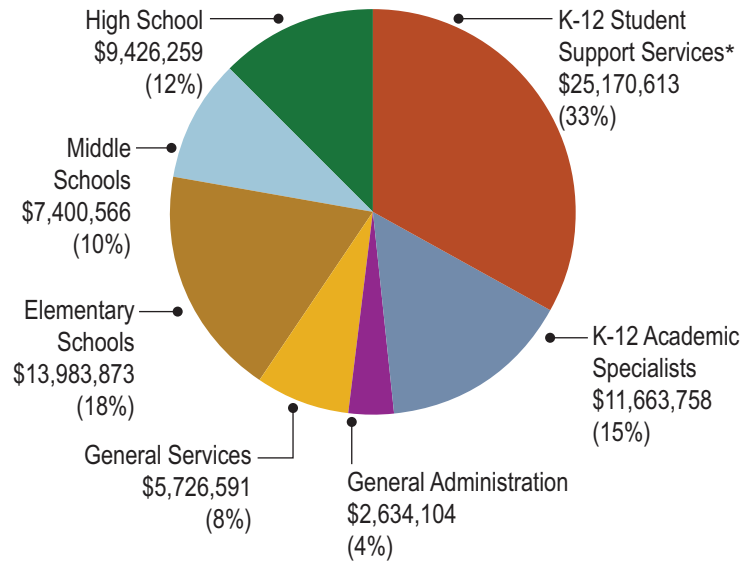


Check out the Superintendent's interview with 7 teachers sharing their classroom highlights at <https://tinyurl.com/NPS-teachers>

In terms of facilities, renovation and construction projects were driven by student enrollment in line with the fifteen-year projection shown on the previous page. We completed a \$12 million Needham High School expansion project that was fully ready a few weeks after school opened in the fall of 2018. With the new ten-classroom expansion and gym renovations, we now have ample space for the growing student population at NHS. In addition, the Mitchell Elementary School received a new playground, the Broadmeadow Elementary School had new flooring installed, and a bathroom renovation project at Pollard Middle School meant new plumbing, fixtures, walls, and handicapped accessibility. We also provided new modular classrooms at Mitchell to accommodate full-day Kindergarten. The biggest project, however, involved

the construction of the Sunita L. Williams Elementary School. A quick tour of the building allows one to see how the large classrooms, unique media center, large gym and café spaces will provide ample space for teaching and learning. Additional information about the new school construction can be found at <https://tinyurl.com/Williams-School-Plan>.

FY2019/2020 APPROVED OPERATING BUDGET: \$76,005,765



* Includes Special Education (in district and out-of-district), Guidance, Nursing, ELL, Reading and Math Special Instruction

The FY 2019/2020 Operating Budget for the Needham Public Schools was approved at Town Meeting in May 2019 for \$76,005,765 and represents a \$4,899,822 (6.9%) increase over the FY2018/2019 budget year. The budget includes the additional resources needed to implement full-day Kindergarten and to open the new Sunita L. Williams Elementary School. The total resources for full-day Kindergarten are \$1,491,190 including 33.8 FTE new staff members, curriculum materials, and technology supports. The additional resources needed beyond the building project budget to open the new Sunita L. Williams Elementary School total \$97,814 (1.05 FTE).

The overall budget increase, excluding the resources needed for full-day Kindergarten and the Williams School, is \$3,310,818, a 4.7% increase from FY2018/2019 to cover the cost of contractual salary increases; enrollment, class size and program support; increased special education and student support service costs; and targeted program improvements including additional funds to support, among other needs, the operations of NHS Athletics, equity initiatives, and curricular needs.

The budget plan was carefully considered and reflects the School Committee and community's high expectations for its young people. For full budget details, go to <https://tinyurl.com/NPS-Budget2020>.



Priorities were identified for FY2019/2020 funding from the Capital Improvement Budget. Equipment needs included funds to replace district computers, servers and other technology at a cost of \$632,350; other replacement costs were for copiers, school furniture, and school vehicles. Additional funding was recommended for facility-related projects including \$125,000 to develop a School Master Plan, plus funds to install a custom shade shelter at the Newman Preschool Playground, and to reconfigure the boys' and girls' lockers at NHS.



Needham Education Foundation honored those awarded grants in FY2018/2019

In addition to the Operating Budget, the district receives funding annually through the Needham Education Foundation (NEF), which reached a landmark \$3 million given over the past 19 years in support of the Needham Public Schools. This funding fulfilled 715 grant requests written by teachers, administrators, parents, students, and community members. In FY2018/2019, the NEF supported programs that were beyond normal and expected public funding, as well as professional development, particularly with the goal of deepening understanding of equity in education.

In FY2018/2019, the district began to analyze and implement actions to improve the **recruitment, retention, and development process for staff growth and diversity**. We participated in five diversity job fairs, joined the Massachusetts Partnership for Diversity in Education, and attended the METCO career fair to help us recruit staff of color. We established a Diversity Committee of administrators and teachers who considered steps for hiring a highly qualified, talented, and diverse staff. One of the early recommendations was to consistently include questions in the interview process to aid in understanding candidates' experiences and skills in working with diverse populations.

The REAL Coalition (described on page 8) looked at the district's distribution of staff by race and recognized a challenge. Nationally, 80% of teachers are white, with fewer persons of color entering the teacher pipeline. In Needham, 92% of our staff are white. An immediate step taken during this past school year was to



Dr. Beverly Daniel Tatum (left), author of "Why Are All the Black Kids Sitting Together in the Cafeteria And Other Conversations About Race", was the keynote speaker at the district's November 2018 All-Staff Day of Learning

establish a working group to assist in the formation of a MALANA (Multi-racial, African American, Latinx, Asian and Native American) affinity group for professional learning, mentoring, and retention for our staff of color.

Throughout the school year, staff engaged in **professional learning programs supporting equity and the Portrait vision**. We made progress by providing an All-Staff Day of Learning in November 2018 entitled "Racial Equity In Action" with Dr. Beverly Daniel Tatum as the keynote speaker, followed by over 50 workshops covering issues and best practices for creating inclusive communities of learning. We provided building-based professional development dealing with implicit and explicit bias and how to disrupt these systems in our classrooms. Evidence-based professional learning programs that include culturally responsive teaching and courageous conversations will continue through the coming years.

Unfortunately, there were times that an act of bias or hate occurred in our schools. For administrators, it was a challenge to determine what information should or should not be shared with students, staff, and families. We needed to balance the investigation of an incident, student privacy issues, and a need to call out biased and hateful behavior. We prepared a "Protocol for Responding to Bias or Hate in the Needham Public Schools" to guide us in supporting all our students and staff.

Five years from now, we envision having the infrastructure in place to make our Portrait plan a reality. This includes a budget and capital plan with equitable investments in facilities, staffing, and resources, as well as support from administration, business operations, student transportation, and nutrition services. Over the next few years, we will examine how the Portrait plan potentially impacts the district's future organizational structure and carry out a robust, diverse recruitment and retention plan for staff who reflect the diversity of our students by race and gender. In addition, we will assess the district's current Professional Learning program, which includes a wide variety of options, and plan for a cohesive program that we have begun to refer to as "Portrait of A Needham Educator/Employee."

Challenges And Opportunities

This final section of the Performance Report focuses on the complexities of implementing the district plan over the next five years and continuing our focus on equity, access, and inclusion for all students and staff. The work ahead will cover every aspect of what we do in the Needham Public Schools, including instruction, assessment, school structures, and staffing—all guided by the Portrait of A Needham Graduate, our shared vision of the future. Having five years for Portrait implementation allows us to pace the work in a way that increases the likelihood of our success.



NASA Astronaut and Needham alumna Sunita L. Williams (center) toured the construction site of the new elementary school with staff and family and will be returning on October 11th for the dedication ceremony

The most immediate challenge for the district involves the **opening of a new school** and the **implementation of full-day Kindergarten**.

- Saying goodbye to Hillside School was bittersweet. Our staff and families left behind many memories, laughs, tears, bonds, and friendships as they prepared to move to the new Sunita L. Williams Elementary School. An amazing and student-centered design means the new school will serve generations of Needham's young people.
- Class of 2032, we are ready for you! Needham Public Schools is prepared to deliver a publicly funded, full-day Kindergarten program for all eligible students. Since the program is new, we anticipate the need to be flexible with the rollout and adapt to accommodate the needs of our students, families, and staff.

While managing these two momentous occasions at the start of the 2019-2020 school year, we must continue to face the **enrollment challenges** ahead. We need to explore capital plans under different enrollment scenarios and the practical considerations of aging buildings. A School Master Plan study in FY20 will provide potential recommendations.



Needham Public Schools Kindergarten students will have a full-day program starting in September 2019

Another challenge is to create the systems, processes, and structures for **implementing the District's Strategic Plan**. Over the past few years, the district has developed a Technology Strategic Plan, a District Curriculum Accommodation Plan (DCAP), a district framework for student Social and Emotional Learning, a multi-pronged Equity Plan from the REAL Coalition which includes a draft framework for becoming culturally responsive educators, a variety of assessment methods, and now the Portrait of A Needham Graduate—a shared vision of the future for our Pre-K to 12 students. We are tasked with finding the through line to connect all these pieces so we bring cohesion to the district's work, clarifying and simplifying the district's progress.

Many have expressed both real excitement along with some healthy skepticism about the way forward. It is both exciting and daunting to consider the opportunities and challenges we face as we prepare our young people for their lives now and beyond the Needham Public Schools. With the School Committee's support, we will stay focused on this effort, and we will pace ourselves as we learn, grow, and improve.

We believe the Portrait and priorities will set a direction that boosts our strong academic programs and builds on our **commitment to equity**. It is time we move the needle on performance for those students who have historically not achieved at levels commensurate with many of their peers. It is time to ensure our schools are safe for each child and free of bias, bullying, and hurtful acts that demean and diminish. It is time for a robust, diverse recruitment and retention plan for staff who reflect the diversity of our students. With energy, hope, and a deep belief in the promise and possibility of each one of our young people, the district administrators are committed to working with the School Committee, staff, parents, community members, and especially students, to build on our assets and tackle the challenges of ensuring equity for all.



At A Glance: How Needham Compares

People often ask how Needham compares with similar communities. These charts contain data on taxes, school expenditures, and student performance for comparison. The figures are the most recent available for each of these towns. Shaded numbers represent the rank order of the corresponding community in each category.

COMMUNITY	FY19 AVERAGE SINGLE FAMILY TAX BILL ⁽¹⁾		FY18 PER PUPIL EXPENDITURE ⁽²⁾		FY19 TEACHER SALARY Lowest Step, Masters Lane ⁽³⁾		FY19 TEACHER SALARY Highest Step and Lane ⁽³⁾		FY19 STUDENT: TEACHER RATIO ⁽²⁾	
	AMOUNT	RANK	AMOUNT	RANK	AMOUNT	RANK	AMOUNT	RANK	RATIO	RANK
Belmont	\$12,720	9	\$14,246	18	\$53,170	9	\$107,185	10	16.6 to 1	21
Brookline*	—	—	—	—	\$58,285	1	\$111,144	6	12.2 to 1	5
Concord†	\$15,115	5	\$21,450	3	\$57,946	2	\$119,673	1	12.6 to 1	8
Dedham	\$7,074	18	\$20,291	5	\$57,881	3	\$105,081	13	11.7 to 1	1
Dover	\$15,693	3	\$24,039	2	\$53,020	10	\$110,251	7	12.2 to 1	6
Framingham	\$6,408	19	\$19,184	8	\$51,322	16	\$95,133	20	12.7 to 1	11
Holliston‡	\$8,497	15	\$14,146	19	\$50,445	18	\$97,297	19	13.6 to 1	18
Hopkinton‡	\$10,295	14	\$15,017	17	\$42,165	21	\$99,362	17	14.0 to 1	19
Lexington	\$14,834	6	\$18,747	10	\$50,771	17	\$109,735	9	11.8 to 1	2
Medfield	\$11,766	11	\$15,890	15	\$51,597	15	\$102,256	15	12.8 to 1	14
Natick	\$7,793	16	\$16,294	14	\$52,799	13	\$102,324	14	13.3 to 1	17
NEEDHAM	\$11,402	12	\$18,149	12	\$53,844	7	\$105,704	12	14.0 to 1	20
Newton	\$12,393	10	\$19,396	7	\$53,366	8	\$106,207	11	12.0 to 1	3
Norwood‡	\$4,930	20	\$17,224	13	\$49,451	20	\$91,814	21	12.6 to 1	9
Sherborn	\$15,952	2	\$19,463	6	\$53,020	11	\$110,251	8	12.7 to 1	12
Walpole	\$7,716	17	\$15,820	16	\$54,187	5	\$100,576	16	12.9 to 1	15
Wayland	\$13,719	7	\$18,751	9	\$50,326	19	\$117,190	2	12.5 to 1	7
Wellesley	\$15,406	4	\$20,365	4	\$53,996	6	\$114,662	3	12.6 to 1	10
Weston	\$20,016	1	\$25,367	1	\$55,874	4	\$111,392	5	12.0 to 1	4
Westwood	\$11,299	13	\$18,690	11	\$52,528	14	\$112,438	4	12.7 to 1	13
Winchester	\$13,083	8	\$14,122	20	\$52,823	12	\$99,345	18	13.1 to 1	16

⁽¹⁾ Source: Commonwealth of Massachusetts Department of Revenue website.

⁽²⁾ Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website.

⁽³⁾ Source: Unit A Contracts posted on individual District websites.

*Brookline does not submit data.

† Concord calculated from tax data and rate analysis report on Town of Concord website.

‡ Holliston, Hopkinton and Norwood not posted for FY19; FY18 salaries reported.

“Portrait planning focuses on ALL our students and the district’s commitment to equity. If the Portrait of A Needham Graduate were hanging on a wall, that wall would be one of equity.”

— Daniel E. Gutekanst,
Superintendent of Needham Public Schools
from remarks at the June 18, 2019
School Committee Meeting



NOTE: The MCAS Next Generation scores for English Language Arts (ELA) and Math are reported as the average for students in grades 3 to 8 on a scale of 440 to 560 (from Not Meeting Expectations to Exceeding Expectations). The MCAS scores for Science & Technology/Engineering for all grades are the Composite Proficiency Index (CPI) representing a number between 1-100 that shows the extent to which students attained or are progressing toward proficiency in a given subject. The SAT scores are computed by the College Board’s Educational Testing Service as the average combined scores for the last exams taken by students in Evidence Based Reading & Writing and Math.

COMMUNITY	FY18 NEXT GENERATION MCAS ELA		FY18 NEXT GENERATION MCAS MATH		FY18 CPI FOR MCAS SCIENCE & TECH/ENG		CLASS OF 2018 COMBINED SAT	
	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK
Belmont	515.8	5	516.7	2	92.5	5	1256	10
Brookline	514.6	9	511.7	10	87.9	14	1259	8
Concord	515.3	7	512.4	8	86.2	18	1275	2
Dedham	499.4	20	501.0	19	78.3	20	1132	20
Dover	516.9	3	516.4	3	92.1	7	1275	3
Framingham	493.6	21	492.0	21	70.7	21	1142	18
Holliston	507.1	17	504.3	18	88.6	12	1194	16
Hopkinton	514.7	8	515.0	5	92.3	6	1235	13
Lexington	518.8	1	518.6	1	92.6	4	1319	1
Medfield	508.5	15	510.0	15	86.4	17	1202	14
Natick	506.7	18	506.7	17	88.4	13	1174	17
NEEDHAM	514.6	10	511.4	11	90.4	10	1242	12
Newton	510.3	14	510.7	14	87.6	16	1258	9
Norwood	500.1	19	500.5	20	81.2	19	1122	21
Sherborn	514.4	12	512.2	9	92.7	3	1275	4
Walpole	507.9	16	507.2	16	87.9	15	1136	19
Wayland	514.5	11	514.2	7	90.9	9	1274	5
Wellesley	515.9	4	511.1	12	90.2	11	1272	6
Weston	518.1	2	514.4	6	93.1	2	1262	7
Westwood	514.2	13	510.8	13	91.0	8	1200	15
Winchester	515.6	6	516.3	4	93.6	1	1254	11

Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website showing School and District Profile pages for Next Generation MCAS Achievement Results and Legacy MCAS results, as well as SAT scores.

Language Assistance Services

ATTENTION: If you speak a language other than English, language assistance services are available to you free of charge. Contact Student Support Services at 781-455-0400 x11213 or penny.belezos@needham.k12.ma.us for assistance.

Spanish: ATENCION: Si usted habla un idioma que no sea el inglés, hay servicios de asistencia lingüística disponibles gratis. Contacte Servicios de Apoyo para Estudiantes al 781-455-0400 x11213 o penny.belezos@needham.k12.ma.us para que le ayudemos.

Portuguese: ATENÇÃO: Se fala um idioma diferente do inglês, os serviços de assistência linguística estão disponíveis gratuitamente para si. Entre em contato com os Serviços de Apoio ao Aluno através do número 781-455-0400 x11213 ou penny.belezos@needham.k12.ma.us para obter assistência.

Russian: ВНИМАНИЕ: Если вы не говорите на английском языке, для вас доступны бесплатные сервисы на вашем языке. Обратитесь в службу поддержки студентов по телефону 781-455 0400 x11213 или по email penny.belezos@needham.k12.ma.us.





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See inside for details on these topics and more.

- Portrait of A Needham Graduate
- Equity in the Needham Public Schools
- Full-day Kindergarten
- Academic growth and achievement
- Interdisciplinary teaching and learning
- Unified Sports Teams
- MCAS results
- X-Block and Stretch
- Sunita L. Williams Elementary School



Governor Baker participated in the ribbon cutting ceremony for the opening of the new high school gym

Needham Public Schools mission: A school and community partnership that creates excited learners, inspires excellence, and fosters integrity