



Needham School Committee

November 17, 2015

7:00 p.m.

Broadmeadow School

School Committee Room

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



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

SCHOOL COMMITTEE MEETING AGENDA

November 17, 2015

Broadmeadow School: School Committee Meeting Room

Next School Committee Meeting: December 1, 2015

- 7:00 p.m. Public Comments**
- 7:10 p.m. School Committee Chair and Subcommittee Updates**
- 7:20 p.m. Superintendent's Comments**
Massachusetts Association of School Superintendents Academic Excellence Awards
- Discussion Items**
- 7:40 p.m. Needham Education Foundation 2015 Fall Grant Awards**
- 8:00 p.m. 2015-2016 Hillside School Improvement Plan**
- 8:50 p.m. Action Items**
Approve Preferred Schematic Report for Hillside School
Approve School Committee Policies JHC: School Health Services Revision 3
and JHCC: Contagious Diseases Revision 2
- 9:10 p.m. School Committee Comments**
- Information Items**
Transportation Report
Disposal of Surplus Items

**Needham School Committee
Needham, Massachusetts 02492
November 17, 2015**

Agenda Item: **Public Comments**

Background Information:

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

**Needham School Committee
Needham, Massachusetts 02492
November 17, 2015**

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

Background Information:

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

Members of the School Committee available for comment:

Connie Barr, Chair
Susan Neckes, Vice-Chair
Heidi Black
Andrea Longo Carter
Michael Greis
Kim Marie Nicols
Aaron Pressman

Needham School Committee
Needham, Massachusetts 02492
November 17, 2015

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.

- The Superintendent will award the Massachusetts Association of School Superintendents Certificates of Academic Excellence.

- This award is presented to students who have distinguished themselves in the pursuit of excellence during their high school careers.

**Needham School Committee
Needham, Massachusetts 02492
November 17, 2015**

Agenda Item: **Discussion**

Needham Education Foundation 2015 Fall Grant Awards

Background Information:

- The 2015 Fall Grant Awards will be announced.

Action Item

Upon recommendation of the Superintendent that the Needham School Committee accepts with gratitude from the Needham Education Foundation the 2015 fall grant awards in the amount of \$60,526.

Person Available for Presentation:

Ms. Jessa Katan, Needham Education Foundation Grants Co-Chair
Ms. Nancy Warn, Needham Education Foundation Grants Co-Chair

**Needham School Committee
Needham, Massachusetts 02492
November 17, 2015**

Agenda Item: **Discussion**

2015-2016 Hillside School Improvement Plan

Background Information:

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

Persons Available for Presentation:

Mr. Michael Kascak, Hillside School Principal
Hillside School Council Members

Hillside Elementary School Improvement Plan (SIP), 2014 - 2017

Presented to Needham School Committee, April 29, 2014

Second update presented on November 17, 2015



“Hillside is an inclusive neighborhood school, Kindergarten through fifth grade, in Needham, Massachusetts. Our neighborhood has expanded to include a successful METCO program, a growing ELL (English Language Learners) population, and the Early Learning Center II program for students with special needs in grades three through five. Our student body is a diverse, creative, and energetic group of students who certainly make the very most of what we have to offer. Our parents have been thanklessly supportive by funding a steady stream of creative arts programs and educational technology into our classrooms. The teachers and staff continue to develop and hone the best possible curriculum for our students while being ever mindful of the importance of creating and maintaining a healthy emotional school environment. At Hillside, it is important that all children and adults feel safe. Just as important is that we all, students, parents, teachers and staff, respect each other and are treated with that same respect.”

- from our school's website which we encourage you to visit at:

<http://hillside.needham.k12.ma.us/>

Hillside School Council members are faculty members, Lauren Geary and Kathy LeSanto, parents, Liz Webb Green, Anne Pickett and Paul Murray, community representative, Andy Spear, and principal, Michael Kascak

Hillside Elementary School Improvement Plan, 2014-2017

COMMUNITY

Overarching goal: Create and sustain the best possible community for all.

Continuum of Learning

- Assessment for improving instruction
 - aMath Assessment
 - F&P Assessments
 - MCAS, **TestWiz reintroduction**
 - STEAM programming
- Continued development of Social Emotional Learning (SEL)
 - Resiliency Training
 - Connection Clusters
 - METCO Mentors
 - Buddy Classes
- Parent Initiated programs:
 - **Let's Build Engineering**
 - Literacy Evenings
 - Understanding Different Abilities (UDA)
- **Cultural Proficiency Initiatives**
 - **Staff Professional Development**
 - **Excellence in E**
 - **China Collaboration**
 - **Spanish Program**
- **Healthy Choice Initiative**
 - BOKS Program
 - **Hillside 5K**
 - Cafeteria upgrades

Collaboration and Student Leadership

- **China Collaboration**
- **Lesley Internship Program**
- ELC Program
- **Community Service Learning**
 - Student Council
 - Jump Rope for Heart
 - UNICEF Water Project
 - Green Team
- **Senior Center Connection**
- Student Leadership Roles
- Olin College Collaboration
 - 4th Grade Engineering
 - 3rd Grade UDA
- First Lego League
- Hillside/Eliot Basketball Game

Campus

- **Needham Elementary Schools Building Project**
- Mural Project
- Safety issues
 - Student Sidewalk Detail (SSD)
 - Security changes
 - Safe Routes
 - Walk-to-School Initiative
 - Carpool Committee
 - **Crisis Team research and planning**
 - **HSAC restructuring**
- Facility upkeep and upgrades
 - Learning Garden Water Brigade
 - Composting Project
 - **Playground Painting**
- Expanded use of technology for global connections
 - **iPad cart**
 - **Google Migration**
 - **New Technology Pilot (Grade 3)**

Hillside School's overarching goal is to create and sustain the best possible learning community

for the three groups of constituents that define our institution; our staff, our families, and of course, our students. It is through community building that we can articulate and organize the three dynamic goals of our School Improvement Plan. We have created programs and protocols which help us achieve these goals and the sections that follow define and detail some of the projects we have, or will be undertaking, to meet our needs and improve our school community. We have adjusted the format for our latest SIP in hopes of being more consistent with the district's goal document and other school's SIPs. We also hope this new format will be easier to read and therefore garner a wider audience who actually do read it. Our overall school goals remain the same. Our three Cs of the Hillside Community (Continuum of Learning, Collaboration and Student Leadership, and Campus) remain aligned with district goals as shown below.

Hillside School Goal #1: **Create and improve through regular review, a Continuum of Learning that matches the needs of all learners.**

District Goal #1: **Advance Standards Based Learning.** To refine and continue to put into practice a system of curriculum, instruction, and assessment that enables each student to be engaged in challenging academic experiences that are grounded in clearly defined standards.

Hillside School Goal #2: **Collaboration with our school constituencies, other Needham Schools and other outside institutions to develop and promote student leadership and expanded learning opportunities.**

District Goal #2: **Develop social, emotional, wellness, and citizenship skills.** To ensure students develop the knowledge and skills that empower healthy, resilient, and culturally proficient global citizens who commit to act with integrity, respect, and compassion.

Hillside School Goal #3: **Continue to run a safe and successful school program in an aging facility that has inadequate interior and exterior space and is in need of renovation.**

District Goal #3: **Ensure infrastructure supports district values and learning goals.** To build and carry out a sustainable plan for financial, building, technological, and human resources that enables our learning goals and is responsive to student and school needs.

The chart on the previous page categorizes many of our programs and initiatives under our three school objectives. Bolded items on that chart are our priorities for this coming year and additional details are provided in the following pages. We believe the remaining items do not warrant greater detail in this document as they have become part of our established program (e.g., the UNICEF Water Project) or are part of town-wide initiatives (e.g., implementing Standards-Based Reporting in grade one and piloting an electronic math assessment). Additional details regarding town-wide initiatives can be found on the district website page

(http://rwd1.needham.k12.ma.us/school_committee/documents/2013-2014District%20Goalsapproved10.1.13R.pdf)

One more note on formatting. This is our second update of this current plan and in an effort to streamline access to our current update, we have reduced and italicized the font of the evidence and outcomes listed on the charts from both the original and plan and first and bolded only those items which are new to this update.

Hillside School Goal #1: Create and improve through regular review, a Continuum of Learning that matches the needs of all learners.

Objective 1.1: Increase student interest in STEAM (Science, Technology, Engineering, Arts and Mathematics) concepts and in turn, improve scores on MCAS and related assessments.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Hold an event, an “Engineering Extravaganza” designed for hands-on exploration of STEAM topics. Done!	2013 - 2014 2014 - 2015	<i>The first Engineering Extravaganza (http://www.youtube.com/watch?v=Sn6juTCMRUQ) was held at Hillside School this past October. This highly successful event hosted over 300 participants with the support of 43 volunteers and presenters representing Olin College, MIT, Needham Science Center, Needham robotics teams, as well as Joshua Winer, the mosaic artist connected with a Hillside community grant, and one Needham solar expert. The Second Annual Engineering Extravaganza, coming in Fall 2014, is expanding to become a joint Hillside and Broadmeadow venture. - Liz Lee, Parent</i> <i>The 2014 Engineering Extravaganza (a joint event between Hillside and Broadmeadow) took place at Broadmeadow School on Nov 8th and drew 300 parents, children and 33 volunteers from both schools and the greater community. This year the Extravaganza added a number of new activities, including Build and Play, an open ended activity for younger event participants, and Crush a Cup, an exploration of the relationship between weight, materials strength and the effect of distributing weight. - Liz Lee, parent</i>
Extend “Let’s Build” Engineering project to all grade levels, K-5. Done!	2013 - 2014 2014 - 2015	<i>After a successful pilot last Spring in grades K and 2, the “Let’s Build” program (http://www.letsbuildengineering.org/#) expanded this year to include all grade levels. This program is a community effort primarily facilitated by Hillside parents, but includes a diverse group of volunteers from the community including parents from other schools. With the volunteer population being roughly 35% male and 12% community members, new and interesting perspectives are brought into the classroom as they share experiences from a variety of work backgrounds including female engineers, human resource professionals, professors and lawyers.- Liz Lee, Parent</i> <i>In spring and fall of 2014, Let's Build launched programming in grades 2 and 5 at Newman and Kindergarten at Broadmeadow. Spring 2015 will be Let's Build's 3rd year working at Hillside School and the 2nd year serving all grades K-5. As in previous years, Let's Build volunteers include elementary family members and the community. Fall 2014 brought 28 new volunteers to the program, 7 men (25%) and 21 women (75%) representing three of the five elementary schools. - Liz Lee, parent</i>
Create student surveys to measure the effect of the “Let’s Build” program experiences. Done!	2014 - 2017	<i>All third and fifth graders will complete online surveys prior to their engineering challenge and then again after they complete them. Focus group interviews are planned for the Kindergarteners. Collected data will be reviewed each year and used to revise programming as appropriate. -Michael Kascak, Principal</i>

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Continue to foster and encourage student team participation in the First Lego League and Robotics Tournaments.	2014 - 2017	<p><i>Two new Hillside teams, the Technobots and the Arachnodroids were formed this year. The Technobots won the 2nd place Champions Award and qualified to attend the state competition in Worcester. In December, the team presented their research and robot to the entire 5th grade before their competition. The Arachnodroids placed 22nd out of 42 teams. - Laura Miller, Fifth grade teacher</i></p> <p><i>The FIRST (For Inspiration and Recognition of Science and Technology) Lego League continues to thrive at Hillside School. The Technogirls, Hillside's first all-girl team comprised of 4th and 5th graders advanced to the state competition! Each spring, there is an informational meeting held for parents and students interested in forming teams. - Laura Miller, Grade 5 Teacher</i></p>
	2015 - 2016	<p>Three new FIRST (For Inspiration and Recognition of Science and Technology) teams; High Tech, Radioactive Hamburger and Pyrobots have formed along with the continuation of an all girls team, the Techno Girls. This universal STEM program addresses the educational needs of all learners. This year's theme is called, "The Trash Trek Challenge." Students are asked to explore all elements of our trash problems and come up with innovative ways to solve them. As we begin to think about the "new" Hillside School, having a designated space to hold FIRST Lego League/STEM activities will enable more students to participate. - Laura Miller, Grade 5 Teacher</p>

Objective 1.2: Expand, where possible given the restraints of our physical plant, technology which will positively impact student learning and teacher instruction.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Improve the continuum of learning and better match the needs of all learners by enhancing exposure to technology through use of iPads in educational programming; devices will be used as an enrichment tool to enhance various teaching and learning experiences.	2013 - 2017	NEF grant was awarded. Classroom teachers will complete both pre- and post-implementation surveys about the instruction use of iPads. Concurrent with the phase in process, teachers will be provided multiple and varied professional development opportunities to ensure the best use of devices. Four faculty members will attend an iPad conference (http://www.ber.org/seminars/CourseInfo.cfm?seid=ZDT4S3-BOS) this May which focuses on strengthening instruction using iPad technology and apps to increase student learning. -Jamie Singelais, ELL teacher
	2015 - 2016	Small groups of students have been accessing the iPad cart on a regular basis to enhance instruction. Students have used iPads for math workshop, science and reinforcing literacy skills taught in the classroom. iPads have also been used as a tool to assist with publishing written pieces in the classroom. Teachers continue to receive professional development with this new technology and implementing it in the classroom or small group. - Jamie Singelais, ELL Teacher and Chanit List, Special Ed. Coord./Asst. Principal
		Small groups of students will use the iPad Cart this school year. Students and teachers will have access to math, literacy and science/social studies apps that will help to enrich and enhance the classroom curriculum. Classroom teachers and specialists, continue to seek more information about the iPads and how best to implement them in the classroom or small group settings. - Chanit List Special Education Coordinator/Assistant Principal, Jamie Singelais ELL teacher
Hillside Elementary School will pilot use of iPads starting in ELL and special needs programs, then eventually phase usage into grade-level classrooms as well as art and music classes.	2014 – 2017	Implementation of iPad use in classrooms will be evaluated and data will be used to make recommendations to Needham Public Schools regarding use of iPads across other community elementary schools. -Seema Meloni, parent
		The Hillside community has begun to use iPads in small groups, including ELL and Special Education. The 5K helped raise money for additional devices so that an entire class can use the iPads at the same time. Teachers will continue to implement and evaluate the use of the iPads in the classroom and small groups and report successes and challenges to Needham Public Schools Technology Department. - Jamie Singelais, ELL Teacher and Chanit List, Special Ed. Coordinator/Assistant Principal
		The Hillside community continues to seek out ways to infuse the iPad technology into the classrooms. The students, especially in the younger grades, have had the opportunity to use the devices as a whole class during their Technology class times. Teachers will continue to implement and evaluate the use of the iPads in the classroom and small groups and report successes and challenges to Needham Public Schools Technology Department. - Chanit List Special Education Coordinator/Assistant Principal, Jamie Singelais ELL teacher
Hillside will pilot new technology protocol	2015 - 2016	Third grade classrooms will collaborate with the Technology Integration

for third grade.		<p>Specialist to pilot the use of Chromebooks in the classroom. Chromebooks will replace classroom computers, and the four 3rd grade classrooms will share a cart of 25 Chromebooks. Teachers and students will learn how to manage and navigate their Chromebooks and how to properly care for them. Using Google's Application Suite, students will create and share work in their personalized Google accounts. The devices will be used for teaching and learning. Staff and students will participate in training sessions and Professional Development. The pilot will be evaluated in April 2016 through the use of surveys, discussions and observations and successful applications. Experiences and successes will be shared with colleagues at the end of the pilot. –<i>Maria DeCicco, Technology Specialist</i></p>
Move upper elementary classrooms toward Google Classroom and request for fulltime tech teacher.	2015 - 2016	<p>This year, The Needham Public Schools has assigned Google App account access to students in grades 3-5. Google Drive and Google Classroom fosters increased student engagement and improved organization. The many benefits to our students include easily accessible collaboration tools, properly cited pictures and websites, the ability to give and receive immediate feedback enabling learners to benefit from the experience and skills of their peers and centralizing materials in one cloud-based locations for students to access. One of the biggest benefits is to the Earth - a paperless classroom equals a green classroom! – <i>Maria DeCicco, Technology Specialist and Lauren Geary, Grade 5 Teacher</i></p> <p>Request for fulltime technology specialist submitted again for next year's budget.</p>

Objective 1.3: Continue to review, evaluate and, when necessary, revise the support given to teaching staff in both English Language Arts and Mathematics instruction and increase student achievement.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
<p>Survey classroom teachers to reflect on their successes and challenges in regard to literacy instruction, and outline possible action steps to strengthen literacy program.</p> <p>Done!</p>	2014 - 2015	<p><i>A district literacy survey was recently completed by all classroom teachers in grade level groups. These teacher reflections were then incorporated with those of the literacy specialists and principal. The outcome is a document reflecting the strengths and needs of literacy instruction at Hillside. In addition, meeting time has been set aside for literacy articulation meetings between grade levels, and to introduce classroom teachers to the new reading units of study. - Carol-Ann Hurley and Linda Hillery, Literacy Specialists</i></p> <p><i>In completing the district literacy survey, classroom teachers indicated the desire for more professional development and grade level dialogue about literacy. Bi- weekly meetings are now being held with the literacy specialists and grade level teachers during common planning time to support a deeper understanding of the revised reading units of study and topics generated by grade level. These topics include, but are not limited to, writing about reading, partnerships, reading logs and assessments. An after school literacy book club is being launched based on the success of previous book clubs and teacher interest. - Carol-Ann Hurley and Linda Hillery, Literacy Specialists</i></p>
<p>Reflect on first year of Math Coach position and plan steps for next year.</p> <p>Done!</p>	<p>2014 – 2015</p> <p>2015 - 2016</p>	<p><i>Support classroom teachers with the math workshop model and evaluate the common core standards as they relate to the Think Math curriculum. Continue remedial and extension direct service work with students. Meeting times with math coach will be set aside for grade level math meetings and articulation between grade levels. -Elaine McKenna, Math Coach</i></p> <ul style="list-style-type: none"> <i>• Use data from district-wide assessment to inform teachers how to implement small group instruction for both remedial and challenge students.</i> <i>• Help teachers implement the new district-wide aMath assessment and use data to inform instruction.</i> <i>• Collaboration time is being used to discuss changes in district-wide math curriculum, assessment data, and classroom instruction. - Elaine McKenna, Math Coach Hillside/Eliot</i> <p><i>There is also a request in the upcoming budget to fund a full time Math Specialist positions at Hillside and Eliot for next academic year.</i></p> <p>Request for fulltime math coach submitted again for next year’s budget.</p>
<p>Use new schedule, especially Common Planning Time (CPT) blocks to develop best practices for looking at student work and informing instruction.</p>	2014 - 2017	<p><i>Norms, structure and protocol for agenda setting have been established for collaborative teams. Grade level leaders act as gatekeepers and regularly check in with Principal to share updates on progress and solicit support when needed. Building specialists meet monthly with each other for support and/or special projects or topics (i.e., assemblies and handling challenging behaviors). - Michael Kascak, Principal</i></p>
<p>Review and share best practices to implement strategies to strengthen our students’ standardized test scores.</p>	<p>2014 – 2017</p> <p>2015 - 2016</p>	<p><i>Latest MCAS data shows upward trend in our school’s overall science and math scores. We are trending downward in ELA area, however, and this is due mostly to points lost in written responses (vs. multiple choice). Teacher teams are looking at data and developing SMART Goals to improve instruction in this area. Principal is hoping to look at data from all five elementary schools and gather/share best practices for use by each other’s teaching and support staff. - Michael Kascak, Principal</i></p> <p>All staff will continue with implementation of school wide initiatives to increase MCAS scores and growth indicators, specifically in ELA and more specifically in written response and short answer questions. We look forward to reintroduction and expansion of the TestWiz program which gives teacher teams access to a wide variety of data from MCAS to use as evidence for the Student Growth Goals they are setting this year.</p> <p>– Michael Kascak, Principal</p>

Objective 1.4: Staff and students increase their Cultural Proficiency through professional development opportunities and school wide and grad level projects which effectively address matters of diversity, racism, ethnocentrism, homophobia and gender bias in context of the pluralistic communities in which they live.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Fulfill the requirements to secure NEF grant approval in order to garner more titles in our book room that better reflect cultural proficiency.	2014 – 2015 2015 - 2016	<i>Survey classroom teachers to determine needs for additional titles. Establish Hillside team, comprised of parents and staff, to review an NEF grant recently awarded to Mitchell counterparts. Apply for "copycat" grant after needs assessment is complete and eligibility window opens. - Michael Kascak, Principal</i> Hillside is pleased to report a multicultural book NEF grant was approved in the spring of 2015. This “copycat” grant, titled “Excellence and Equity in Education” was modeled after similar book grants other Needham schools received. A Hillside teacher team met over the summer to compile an original list of books that would specifically meet Hillside’s needs. In addition, a donation of books was secured from Hachette Book Group. The result was the creation of classroom libraries which promote multicultural and diversity understanding and acceptance at Hillside. Both the grant and donated books were distributed to classroom teachers at the November 2015 faculty meeting. Teachers will be provided with a list of all books to facilitate access to titles from other grade levels and ways to use these new resources effectively will be discussed at future common planning times and faculty meetings. A school wide book, <i>Because Amelia Smiled</i>, by David Ezra Stein, will be read over the course of the year in all the Cluster Groups to not only promote global awareness but social emotional learning as well. There is additional money to spend on more books and the team will take recommendations from the faculty before purchasing. We also invite parents to talk to your children’s teachers if you have any multicultural book recommendations. Please stop by in our lobby to look over some of the new books purchased in a display we will have up for the next several weeks. - Jamie Singelais, ESL Teacher and member of staff grant team
Utilize professional development opportunities offered through IDEAS (Initiatives for Developing Equity and Achievement for Students) program.	2014 - 2017	<i>A steering committee made up of staff and administration will use two survey tools from IDEAS to gather information about Cultural Proficiency needs of the whole staff. The committee will use this data and subsequent consultation with IDEAS support staff to develop a spring in-service training specific to our community’s needs in this area. - Michael Kascak, Principal</i>
Develop and execute a school-wide art project that, when displayed, reflects our pluralistic community. Done!	2014 - 2015	<i>“We are Hillside” self-portraits will be created by all students in grades one through five in Art class and by all Kindergarteners in their homerooms. When completed they will be collages together, laminated and displayed in school lobby like the beautiful one done at Eliot school last year. - Michael Kascak, Principal</i>

Objective 1.5: Promote the importance of healthy lifestyle choices including nutrition and exercise.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Pilot the BOKS (Build Our Kids Success) program as a healthy, early morning option for students	<p>2014 – 2015</p> <p>2015 - 2016</p>	<p><i>Hillside piloted the BOKS (Build Our Kids Success) program this past fall with a 10 week session held twice per week. BOKS is a free before school physical activity program aimed to get kids bodies moving in the morning and their brains ready for the day of learning. Research has shown that programs like BOKS provide an important step in helping children gain an appreciation for the benefits of exercise and healthy choices that will last them a lifetime, among many positive experiences. BOKS was inspired by Dr. John Ratey's book, Spark. Dr. Ratey, of Harvard Medical School, states, "exercise is the single most powerful tool that we have to optimize the function of our brains." Classes are filled with team-oriented games and provide plenty of opportunity for play with a program focused on fun! - Peg Strakosch, Kindergarten Teacher</i></p> <p>The PTC is presently looking into finding someone else to take on running the BOKS program for this coming Spring, 2016, in light of Peg Strakosch's departure. Space constraints pose another obstacle and we may need to shelve immediate BOKS programming until we find a solution to both staffing and space concerns.</p>
Raise funds to obtain the additional iPads that the school community needs to fully implement enrichment activities in classrooms, where each child will work on their own device.	<p>2014 – 2015</p> <p>2015 - 2016</p>	<p><i>The Hillside PTC decided to come up with a new fundraising event that not only encouraged healthy living, but also brought together various groups from the school and Needham community for a fun event. What was borne out of that concept was the Halloween Trick or Trot 5K & Fun Run event. Over 300 people attended the event on Sunday, October 26th, including a huge team of Hillside Hornet Teachers. Not only did the event end up being successful from a community-bonding and encouragement of healthy living perspective, but it also resulted in sufficient funds raised to cover the costs of the remaining devices needed for the school along with future support for enrichment projects that we can now bring for the students throughout Hillside. As the event was so well received and attended, the Hillside PTC has decided to plan for another round next year. - Seema Meloni, PTC Co-president</i></p> <p>On Sunday, October 25, 2015, the Hillside PTC held its second annual fundraising Halloween Trick or Trot 5K & Fun Run event. Approximately 300 people attended the event that not only encouraged healthy living, but also brought together various groups from the school (including a team of superhero teachers!) and Needham community. The fundraising focus this year was to help support that Hillside Student Council's initiative to purchase permanent soccer nets for the Hillside School community. As the Student Council was successful in raising funds to cover the cost of 1 soccer net through their various initiatives in the 2014-2015 academic year, the funds raised in the Trick or Trot are now able to meet the overall fundraising goal so that the Student Council can now purchase two brand new permanent soccer nets for the Hillside School community. Given the wonderful success of the Trick or Trot, the Hillside PTC is already working on plans to bring the event back next year. - Seema Meloni, PTC Co-president</p>
Introduce many new varieties of vegetables and ways to cook them, in the hopes of	2014 - 2015	<i>Vegetables seem to be one of the hardest of the food groups to get kids to take. At the "Hillside Hive" café, we have learned that the more frequently we menu these great veggies, and encourage the kids to try them, the greater the demand becomes. The Hillside children love roasted vegetables—roasted cauliflower and kale chips are two of</i>

encouraging the kids to select balanced lunches. Done!		<i>their favorites. When cauliflower is on the menu, your Hillside children go through 18-20 heads, and when kale is on the menu, they go through 27 pounds! Hooray for Hillside veggie eaters! - Bonnie Simpson, Nutrition Services Manager</i>
Connect healthy life choices to classroom academic curriculum. Done!	<i>2014 - 2015</i>	<i>Our school nurse will be working with the first grade classes and introducing them to healthy habits lessons. These 20-minute, age-appropriate lessons will be introduced to all four first grade classes and incorporated into the classroom culture. Posters will be left with classroom teachers and will serve as reminders to the students about weekly lesson content. Some of the topics covered are; hand washing, getting adequate sleep and how to cover your mouth when coughing or sneezing. These six healthy habits lessons will help first grade students to become more proactive about their health and the health of others. -Debbie Greiff, School Nurse</i>

Hillside School Goal #2: Collaborate with our school constituencies, other Needham Schools and other outside institutions to develop and promote student leadership and expanded learning opportunities.

Objective 2.1: Establish a connection with a sister school in Beijing, China in order to provide opportunity for cultural exchange.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Establish a connection with a sister school in China. Done!	2014 - 2015 2015 - 2016	<i>The principal from Daxing Elementary School Number 2, along with two staff members and six students, visited Hillside in January, 2014. Students stayed with Hillside host families. https://www.youtube.com/watch?v=NgzwTHTfxDE&feature=youtu.be&noredirect=1 More students are scheduled to visit and stay with Hillside host families this school year. Welcome video was produced for future Chinese families which can be found on our school's web site or at https://www.youtube.com/watch?v=mFM2_8TZKXo. We are currently looking into the possibility of bringing Hillside families to Beijing in April of 2016.</i> - Michael Kascak, Principal Hillside now has two sister schools in Daxing and we will continue to host students and teachers from Beijing as we have been doing for the past few years. There is also group of us who are looking at possibly arranging a trip for Hillside families and students in April of 2017 or 2018. I have been fortunate enough to travel there twice in past few years and so have a number of Hillside teachers. Our hosts in Daxing ensured our experiences were truly exciting and enriching and I am confident they will do the same for Hillside families. – <i>Michael Kascak, Principal</i>
<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Develop the possibility of both sending graduate students to Daxing and creating a professional development program for Chinese teachers through Lesley University.	2014 - 2017	<i>Positions are being created in Beijing for graduate students, interns and/or other school support staff to teach English classes in Beijing. The lessons will be based on the modules created by Hillside school staff that travelled there this past summer. (See box below.) Recruitment of candidates is happening now.</i> - Michael Kascak, Principal
Directly pair up faculty from both elementary schools for ongoing partnership.	2014 - 2017 2015 - 2016	<i>Four Hillside staff joined two Lesley University Professors during the summer of 2014 at our sister school in Beijing this summer. They created and taught lessons for both teachers and elementary students in various modules (Social Emotional Learning, Technology, Science and Literacy) reflecting best practices in American education.</i> - Michael Kascak, Principal Eliot School’s Principal, Rod MacNeal and AP, Mona Maas accompanied me to Daxing in April to do a series of teacher workshops about Math, ELA and Special Education instruction in Needham Public Schools. Another Hillside teacher, Geoff Watts, went to Daxing this summer to continue work on the teaching modules started the previous year. – <i>Michael Kascak, Principal</i>

Objective 2.2: Look into expanding our successful collaboration with Lesley University and increasing the diversity of its pool of specified candidates.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Expand recruitment of candidates for the Collaborative Program to include more diversity.	2013 - 2017	<i>Set-up an information table at Needham's Diversity Job Fair in March. We recently worked with Lesley University to promote residency-based collaborative programs. (http://www.lesley.edu/teacher-residencies-learning-where-the-students-are/) and develop promotional materials which included interviews with alumni and filming done here at Hillside.</i>
Investigate adding another certification license (Early Childhood, Middle School and/or Special Education) possibility to our existing program which offers only the Elementary license.	2014 - 2017	<i>Faculty from Lesley University will be meeting at Hillside this spring and next fall to identify which options, if any, are possible. We will also look at possibility of expanding intern placements to other NPS elementary schools.</i> After working with Sixth Grade Center Principal, Jessica Downey, and her staff, two Interns will be placed at High Rock this coming January (2016) as a pilot for future middle school placements. – Michael Kascak, Principal
Create a scholarship to help interns in need with tuition expenses. Done!	2014 - 2015	<i>A generous donation has been made to seed a fund designated to help a Lesley intern cover tuition and/or fees for the program. PTC will make an annual donation to ensure this fund continues.</i>
Investigate possibility of establishing Professional Development opportunities between Lesley/Hillside staff and Chinese Counterparts.	2014 - 2016	<i>Meetings were held both at Hillside and Lesley University to brainstorm professional development opportunities between Chinese and American teaching staff and graduate students. Looking into hosting Chinese teachers here in January 2015 and adding a Chinese placement component into teaching training program for 2015-2016. - Michael Kascak, Principal</i>

Objective 2.3: Expand Community Service Learning (CSL) at the school, specifically those which include student leadership opportunities.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Expand Community Service Learning (CSL) opportunities for students.	2014 - 2017	<ul style="list-style-type: none"> • Photo display of CSL on dedicated bulletin board by cafeteria • CSL updates in Friday bulletins • Hillside CSL updates and highlights on NPS (http://cslnps.blogspot.com/) and Hillside's website. • New buddy class projects such as Ms. Hsu's fifth grade and Mrs. Strakosch's Kindergarten visiting residents at Avery Crossing – Margaret Petrovich, School Counselor • Develop a calendar with all Hillside CSL initiatives, including the Student Council and PTC CSL in order to reduce overlap of programs/projects/ collections. • Continue to promote the awareness/use of the Needham CSL website and Blog among teachers, students and parents. • Continue to promote CSL in general via school bulletin updates, the bulletin board by the cafeteria and among teachers in particular who are interested in trying new CSL projects. - Margaret Petrovich, School Counselor and CSL School Representative
Utilize the Student Council to select school wide service projects.	<p>2014 - 2017</p> <p>2015 - 2016</p>	<p><i>The Hillside Student Council meets bi-weekly to discuss suggestions students have made in the Suggestion Box and to plan Community Service Learning projects. They are the voice of school and often make announcements to assigned classrooms about upcoming school-wide events and projects. Such projects have included our collaboration with the Bruins and Cradles to Crayons to collect pajamas, working in conjunction with Needham High School students to assist in their service projects, collecting for the Red Cross, and planning school-wide Spirit days. - Maria DeCicco and Raylene Roberts, Student Council advisors</i></p> <p>The Hillside Student Council meets bi-weekly to discuss suggestions students have made in the Suggestion Box, plan service learning projects and school spirit days, and most recently, sponsoring school activities to raise funds to purchase school soccer nets. They are the voice of the school and visit all classrooms throughout the year discussing projects the school will participate in and keeping them informed of what the Student Council is doing. Such projects have included our collaboration with the Bruins and Cradles to Crayons pajama collection, working in conjunction with Needham High School students to assist in their service projects, collecting for the Red Cross and disaster relief, sponsoring a movie night for K-2 students, and collecting coats for Coats for Kids. - Maria DeCicco and Raylene Roberts, Student Council advisors</p>
Expand Connection Cluster meeting time and when feasible use it for Service Learning.	<p>2014 – 2017</p> <p>2015 - 2016</p>	<p><i>Our long running Connection Clusters Program is an ideal vehicle for school wide discussion of service learning. Some clusters have already initiated their own projects. This year we plan to use this time to help with Earth Day activities and establish an email conference to house successful Cluster activities. In light of current conversations about school safety this year, the staff will be mindful about their role as Cluster Leaders and the resource they can be for students even when not meeting with them. - Michael Kascak, Principal</i></p> <p><i>Because Amelia Smiled, by David Ezra Stein, will be read over the course of the year in all the Cluster Groups to not only promote global awareness but social emotional learning as well. This is part of the Excellence and Equity in Education NEF grant.</i></p>

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
<p>Connect our ongoing service project, Jump Rope for Heart, to our community in a significant way.</p> <p>Done!</p>	2014 - 2017	<p><i>On February 14th, Hillside School participated in its 10th school wide Community Service Learning project, “Jump Rope for Heart.” Led by Mr. Rob Tatro, PE teacher at the Hillside School, students raised money for the American Heart Association while contributing to their own heart health by learning how to jump rope in various and unique ways. Children spent weeks not only gathering donations by finding sponsors but also by practicing their jumping skills and learning in general the importance of a healthy heart. This was a special year not only because it marked this 10-year milestone, but more importantly because the day was dedicated to Mrs. Carol Virginio, a former Hillside teaching assistant who passed away last spring from a heart condition. Along with Mr. Tatro, parent volunteers and teachers helped make this event successful. Mrs. Virginio’s two grown children, Michael and Joanne, were at Hillside to support the students in their fundraising efforts in their mother’s name. Motivated by the significance of this year’s event, Hillside School stepped up its normal fundraising to set a record with over \$25,000. This more than doubled what the school normally raises in a single year which pushed the total contribution to the American Heart Association over \$100,000 in its ten years of participation! - Rob Tatro, Physical Education teacher</i></p> <p><i>In 2015, Rob Tatro received a “Heart of Our Mission Award” from the American Heart Association for his work with the Jump Rope for Heart Program, which has become an integral part of Community Service Learning at Hillside School. – Michael Kascak, Principal</i></p>
<p>Establish a relationship with The Center at the Heights (CATH) to provide opportunities for collaboration between our students and seniors who use the Center.</p>	<p>2014 – 2017</p> <p>2015 - 2016</p>	<p><i>Hillside Principal recently met with CATH executive director to establish the Center as our new evacuation site and check viability for use of space at the Center to alleviate overcrowding here at Hillside. Plans for this year include having a Grade Level Meeting at CATH to familiarize other Hillside with the site and brainstorm ideas for collaboration (i.e. small school performances, book sharing, pen pal program and technology project sharing). We also hope to do an actual evacuation drill with students in the spring. – Michael Kascak, Principal</i></p> <p>The successful evacuation drill to the Senior Center we were able to practice this fall couldn’t have been better timed. Ten days later, there was indeed an actual break in the school’s water main midday. All water was shut off and students and staff were relocated to the Senior Center at the Heights after lunch. The Hillside staff, the staff at the Senior Center, NPS transportation Department, and the Needham Police Department worked collaboratively to ensure a smooth transition to the Center as well as a smooth, and most importantly safe, dismissal. With the help of the community, our resilient students and staff did a wonderful job handling this highly unexpected event. Lessons learned from this experience will be of valuable to the whole district as we move forward on strengthening our safety protocol. – Michael Kascak, Principal</p>

Hillside School Goal #3: Continue to run a safe and successful school program in an aging facility that has inadequate interior and exterior space and is in need of renovation.

Objective 3.1: Build a permanent (and portable) work of art illustrating daily life and traditions at Hillside and how STEAM influences the student's daily learning.

<i>What are the action steps?</i>	<i>Timeline</i>	<i>Evidence and/or outcomes</i>
Secure funds for a project. Done!	2013 - 2014	<i>The \$15,000 required was secured through an NEF Grant, a MA Cultural Council Grant, fundraising by the Hillside PTC, and donations from the community.</i>
Mural Design with Artist in Residence, Joshua Winer. Done!	2013 - 2014	<i>Mural themes were crafted by gathering input from Hillside staff and holding a brainstorming session with Hillside families. Working with their art teachers, students from K-5 contributed drawings which artist in residence, Joshua Winer (http://joshuawiner.com/) crafted into the mosaic templates.</i>
Mural Creation. Done!	2014 - 2015	<i>Five movable mosaic panels representing the unique spirit of Hillside and how STEAM influences the student's daily learning were created. Over a period of three weeks last spring, students cut and placed tiles with the aid of Joshua Winer, parents and teachers -- a true community effort.</i>
Unveiling of Mural. Done!	2014 - 2015	<i>Representing the unique spirit of Hillside, the finished mural, mounted on movable panels, was unveiled to the Hillside community at the end-of-year art show. It will be a lasting impression that will be passed on to future generations of Hillside families. Please enjoy the pictures of this beautiful mural, which can be found on the cover of this document. - Sondae Varga, Laura Fields, Mary Buffinger, Parents</i>

Objective 3.2: Implement safety initiatives and building improvements where needed.

[illegible]

		<ul style="list-style-type: none"> • <i>Repair sink drains in modular classrooms with installation of heat trace. Drains repaired, Heat trace not needed.</i> • Installed insulated shades in all class rooms. Completed 2015 • Changed boiler programing to switch boilers Monday afternoon at 2:30 PM • Replaced balusters on handrail on deck modular. – Chip Laffey, Director of Facility Operations
Continue to keep community members informed and appropriately involved with the ongoing Needham Elementary Schools Building Project. Detailed up-to-date information can be found at (http://rwd1.needham.k12.ma.us/Hillside_and_Mitchell_Planning/).	<p>2014 – 2017</p> <p>2015 - 2016</p>	<p><i>This Needham Elementary School's Building project has been invited into the Eligibility Period by the MSBA. The next step in the process is a Feasibility Study, which will closely examine and evaluate the sites under consideration for the Elementary Schools Building Project. The town of Needham has sent out bids and is in the process of selecting an architect to conduct the Feasibility study. The Hillside community will continue to monitor the progress of this study as it unfolds in the coming year. - Joanna Herrera, Parent</i></p> <p>On November 2, 2015, Town Meeting approved the purchase of land parcels at the site of Owen's Poultry Farm on Central Avenue. This site has been identified as the preferred site for the new Hillside School. Next on the schedule for the school is the submission of the Preferred Schematic Report (PSR) to the MSBA. From a parent view point, many are happy that the new school will be in the same area and while we are sad to see Owen's go, we are excited about the opportunity it has provided for the Hillside Community. The Hillside community will continue to monitor the progress as it unfolds over the next year. - Liz Webb Green and Anne Pickett, Parents and School Council members</p>

Needham School Committee
Needham, Massachusetts 02492
November 17, 2015

Agenda Item: **Action**

Approve Preferred Schematic Report for Hillside School

Background Information:

- The next step in the Hillside feasibility study is to approve the Preferred Schematic Report (PSR) and forward this vote to the MSBA for their consideration.

- Please refer to the attached memo for additional information.

Action Recommended:

Upon recommendation of the Superintendent that the Needham School Committee approves the Preferred Schematic Report (PSR) for the Hillside School as submitted.

HILLSIDE ELEMENTARY SCHOOL

TOWN OF NEEDHAM
NEEDHAM, MASSACHUSETTS



PREFERRED SCHEMATIC REPORT DECEMBER 1, 2015

DRAFT 11/13/2015



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Needham Public Schools and Town of Needham

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Town of Needham Administration

Kate Fitzpatrick, Town Manager
David Davison, Finance Director
Steven Popper, Director of Design and Construction
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Jessica Downey, Principal High Rock School

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Aaron Pressman

Permanent Public Building Committee

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Natasha Espada
Peter Schneider
Paul Salamone
Roy Schifilliti
Irwin Silverstein

Board of Selectmen

Maurice Handel, Chair
Matthew Borrelli, Vice Chair
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INTRODUCTION

Purpose & Background

On March 20, 2013 the Needham Public School District submitted a Statement of Interest (SOI) to the Massachusetts School Board Authority (MSBA) for the Hillside Elementary School. The priorities outlined in the SOI, [see Appendix X.01](#), noted the “elimination of existing severe overcrowding” and the “replacement of or addition to the obsolete building in order to provide for a full range of programs consistent with state and approved local requirements”. The educational goals for the District include the elimination of disruptions and compromises to the educational program caused by insufficient space and facility deficiencies. In August 2014 the District was invited by the MSBA to conduct a feasibility study to identify possible solutions to the issues noted in the SOI and on March 10, 2015 Dore & Whittier Architects was awarded the study by the MSBA Designer Selection Panel. A copy of the Board Action letter from the MSBA Board of Directors to the District approving the Feasibility Study can be found in [Appendix X.02](#) of this report. The Feasibility Study includes this submission of the Preliminary Design Program (PDP) and the Preferred Schematic Report (PSR).

The purpose of the Preferred Schematic Report is to summarize the process and conclusions of the Preliminary and Final Evaluation of Alternatives and to substantiate and document the District’s selection and recommendation of a preferred solution. This report address the comments and questions raised by the MSBA during its review of the Preliminary Design Program and identifies the changes incorporated by the District, additional information and discoveries made since the submission of the PDP, and further evaluations and considerations of the committee(s).

Overview of the Process

The Preliminary Design Program (PDP) was accepted by the Town of Needham Permanent Public Building Committee (PPBC), acting as the School Building Committee for this project, on August 24, 2015 and was submitted by the Town of Needham Public Facilities Department, acting as the OPM, to the MSBA on September 3, 2015. The PDP outlined the multiple options developed for both a K-5 school and a Grade 6 School and identified several potential building sites. The opportunities and constraints of each option and the process of evaluation were outlined in the PDP. The PDP concluded with six alternatives to be considered for further evaluation in the Preferred Schematic Report (PSR). Those alternatives were:

- **Option A:** Repair / Code Upgrades Only to Existing Building for K-5;
- **Option B1:** Additions / Renovations to Existing Building for K-5;
- **Option C3:** New Building on Existing Site + Purchase of Adjacent Property K-5;
- **Option E1a:** New Building on DeFazio Park Site for K-5;
- **Option E2a + H3 :** New Building on DeFazio for Grade 6 + Additions / Renovations to High Rock School for K-5 and;
- **Option J3:** New Building on Central Site (new purchase) for K-5.

The MSBA reviewed the PDP submittal and returned comments to the Needham Town Manager on Thursday October 8, 2015. Many of the questions and comments noted in the review were centered on the Educational Program for both the K-5 and the Grade 6 School. On Monday October 12, 2015 the Dore & Whittier team met with the Town of Needham Director of Student Learning, the Student Support Service Director, the Director of Financial Operations for Needham Public Schools, and the OPM to review the MSBA Comments and to participate in a conference call with the MSBA. During the conference call it was noted that responses to the MSBA Comments should be delivered in two separate reports. The first report is to be delivered in a timely manner contingent upon the review time needed by the Superintendent of Schools. This report was to include responses to all questions and comments except those associated with Section 3.1.2 Educational Program, and 3.1.3 Initial Space Summary. This report was delivered to the MSBA on October 29, 2015. A copy of that report, MSBA Preliminary Design Program Review Comments and the District Response, follows this section of the Preferred Schematic Report.

The second report, “Comments and Responses to the Educational Program and Space Summary” are included in **Appendix X.0x** of this report along with the working drafts of the Educational Program. The final responses to the Comments have been incorporated into the Educational Program and Space Summary included in the PSR and into the development of the Preferred Solution. The final Education Program and Space Summary can be found in **Section 3.3.4** of this document.

Summary of Updated Project Schedule

- | | |
|---|-----------------|
| 1) Projected Date of MSBA Board of Directors | |
| Meeting for Project Scope & Budget (PS&B) Agreement | July 27, 2016 |
| 2) Projected Date of Town Vote for PS&B Agreement | |
| Special Town Meeting /Ballot | November, 2016 |
| 3) Anticipated Start of Construction Date | April 2018 |
| 4) Target Move In Date - School Opens | September, 2020 |

Summary of Final Evaluation of Existing Conditions

As part of the Preferred Schematic Report the team has continued to study each of the existing proposed project sites and building options noted in the Alternatives above. Additional studies and changes to previously submitted information include:

Hillside School Site – Alternative C3: This option proposed the purchase of three adjacent parcels of land on the north side of the existing site. The purchase of these parcels provided the space needed for a new school, outdoor play space, and adequate parking and site circulation within the constraints of wetland boundaries, utility easement, and steep grade of the hill. In October 2015 it became clear to the Town that not all three parcels of land were available for purchase. The Town has opted not to pursue the taking of the land, thereby making Alternative C3 unachievable.

Central Ave Site – Alternative J3: A traffic study was conducted by Nitsch Engineering in September 2015 to assess the impact on traffic if a school were to be located on the proposed Central Ave site. School related traffic data was collected at the existing Hillside School and applied to the existing traffic data collected at the Central Ave site. The data indicated that the Hillside School at Central Ave would result in approximately 202 additional entering and exiting trips during the weekday morning drop-off, and approximately 196 additional entering and exiting trips in the afternoon pick up. This increase in traffic would occur between 7:00 am and 8:00 am and between 2:30 pm and 3:30 pm with the bulk of the traffic occurring over a fifteen minute time period. The proposed location for entering and exiting the site was reviewed with Town officials and studied as part of the traffic analysis. This proposed location at the southern end of the site provided more than one and a half (1 ½) times the ‘stopping site distance’ in the northbound direction and more than two (2) times the stopping site distance on the south bound direction. The proposed entrance / exit location also exceeds the minimum intersection site distance looking in both the right and left directions. To mitigate the impact on off-site intersections Nitsch Engineering recommended that minor geometric improvements and signal optimization may be necessary. Traffic mitigation recommendations include:

- Designate the area as a School Zone under State and local statute, and installing the appropriate School Zone signs;
- Improve pedestrian experience along Central Avenue including improving the sidewalks on both sides of the roadway to accommodate safe walk to

school; and providing advanced warning signing of school entering and exiting traffic;

- Install an ADA accessible crosswalk;
- Increase safety awareness through parent outreach programs.

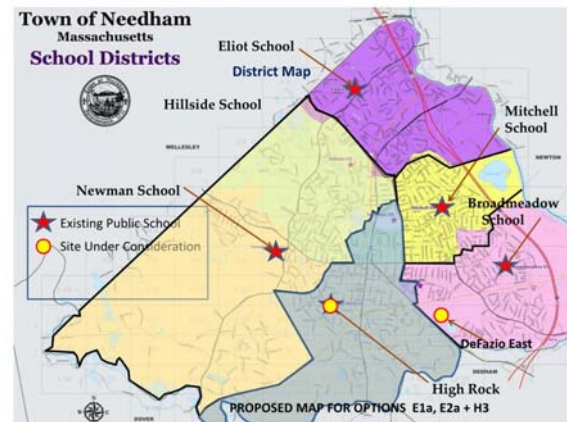
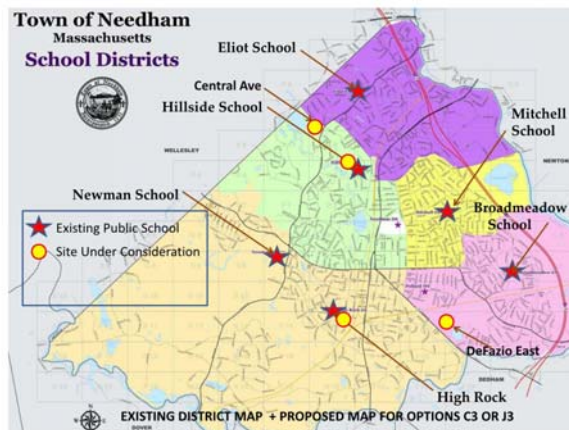
A full copy of the Traffic Report is included in **Appendix XX** of this report.

Other investigative work on the Central Ave site includes a full topographic site survey to locate the Town accepted Flood Plain, elevation 85, and to compare this line with the FEMA Flood Zone A, and as a design base for the proposed building. The Town is currently working with Nitsch Engineering to create a Letter of Mapping Amendment (LOMA), requesting that FEMA accept elevation 85 as the Flood Line for the National Flood Insurance Program Map. This work began in November, 2015 and will take several months to complete.

LEC Environmental, the Project's Wetlands consultant has marked the wetland boundaries and walked the site with the Town's Conservation Commissioner; additional flagging of wetlands was completed in the month of November and will be added to the completed site survey.

A geo environmental report was submitted to the MSBA as part of the PDP submission. The PPBC has approved further funds to conduct additional testing of soils and ground water, to complete the interview and research process to complete a robust Phase I environmental study. Hazardous material evaluation and testing will be conducted for each of the existing structures on the Central Ave property including the residential buildings, retail facility, and existing storage and barn facilities. This work will be completed mid-December with test results available in early January 2016, as part of the due diligence investigation prior to closing on the property. The Town has signed a Purchase and Sale Agreement (P&S) with a closing date on or before March 1, 2016.

DeFazio Site and High Rock Sites – The Town conducted a redistricting analysis to assess the District wide impact of a K-5 school located at either the DeFazio Park site or at the High Rock School, the existing Grade 6 School. Both sites are outside of the existing Hillside catchment area and would require substantial redistricting of the Hillside and Newman School catchment areas. The DeFazio site is located in the Broadmeadow School catchment area and the High Rock School is currently in the Newman School district. The two maps below show the current districting and the proposed redistricting for the High Rock or DeFazio building options. Walk ability maps and a bus transportation analysis was also developed for these sites. Additional information can be found in **XXXXX**.



Summary of Final Evaluation of Alternatives

The School Committee and Permanent Public Building Committee recommended the previously noted six alternatives for further development in the Preferred Schematic Report. These options proposed three different building sites (Existing Site, DeFazio Park Site, Central Ave. Site), and two different educational programs (K-5 school for 430 students and Grade 6 school for 445 students).

As a result of feedback from the public and the Hillside School community in particular the final evaluation of Alternatives included adjustments to the original score sheet to give more weight to the issue of redistricting. In the PDP Evaluation Chart / scorecard 'Redistricting' was a sub-category of 'Site Location'. The 'Site Location' category had seven (7) sub-categories and was weighted value of 20 points. The revised Evaluation Chart allowed 'Redistricting' to be a full category with a weighted value of 10 points. 'Site Location' and the remaining six (6) categories were revised to have a weighted value of 10 points. Other revisions to the score sheet includes the addition of the sub-category 'Off Site Traffic Impact' to the 'Site Circulation' category creating six (6) sub-categories under that heading with a weighted value of ten (10) points. Additionally the revised Evaluation Chart included the completion of all cost items and a full scoring of those line items and the revision to the sub-category 'Cost to Maintain Hillside' to now read 'Residual Value vs Cost' as this was more reflective of the intent of that sub-category.

The following is a summary of the revised Evaluation Chart which includes Alternatives C3 – J3. The weight of each category is noted in the far left column with Education and Cost receiving the highest weight of 30 points. There are two Site Location categories, 2a) Site Location is specifically

for re-districting, receiving 10 points, and 2) Site Location which includes walkability to the site, swing space requirements, scale of the building to surroundings, difficulty to permit, environmental conditions, and if the property needed to be purchased. This category received a weight of 10 points as well. Category Site Circulation / Traffic Impact includes the ability to meet the parking requirements for the school, ability to separate bus and parent traffic, provide safe pedestrian access to the school site, provide dedicated delivery / service area, and the impact on off-site traffic. This category was also weighted at 10 points. The Site Amenities category, also weighted at 10 points, includes meeting the district goals for outdoor play space. The final category involved the total cost, project cost, value, and the time to completion. This category was weighted at 30 points.

Each sub category was scored on a scale of 1-5 with 5 being of the greatest value. The total of the sub-categories were then multiplied by the weight of the category and a sub-total was given prior to the introduction of project cost to assure that Education had the greatest influence on the decision making process. The J3 Alternative scored the highest in both the sub-total (prior to the addition of cost) and the grand total (after the consideration of cost). The C3 Alternative scored the lowest in both the sub-total and grand total indicating that cost had an influence only on the second and third place alternatives. The E1a Alternative involved a single school solution, where the E2a + H3 Alternative required the construction of a new Grade 6 school and the renovation of the existing High Rock School for K-5. When viewed separately the K-5 school at High Rock received a lower score than any of the other K-5 alternatives and was therefore viewed as a less desirable solution than a new school for K-5.

Revised 10/06/2015						
		Option C3	Option E1A	Option E2A	Option H3	Option J3
		New 3 Story School on Hillside Site + Parcels F, G, H (option cost includes swing space)	New ES School @ DeFazio East	New G6 School @ DeFazio East (option cost includes one of the H options)	Add / Reno Plan for ES @ High Rock, Detention Area - Existing Gym & Caf� to Remain	New ES School @ Central Ave
WEIGHT						
30	1. Education					
	Weighted Score	23	26	26	22	28
10	2a. Site Location - Redistricting					
	2a.1 Redistricting					
	Weighted Score	10	2	10	6	10
10	2. Site Location					
	Weighted Score	5	8	8	8	7
10	3. Site Circulation / Traffic Impact					
	Weighted Score	7	8	8	7	9
10	4. Site Amenities					
	Weighted Score	8	10	10	9	9
	SUB-TOTALS	53	54	62	52	63
				57		
30	5. Estimated Cost - Order of Magnitude					
	Weighted Score	17	27	14		24
	GRAND TOTALS	70	81	76	66	87
				71		
	FINAL RANKINGS	4	2	3		1

A general evaluation of the proposed options is outlined below.

- **Option A:** Repair / Code Upgrades Only to Existing Building for K-5
 - Determination that this option does not meet the educational program needs and goals outlined in the PDP. This option was eliminated from further evaluation by a vote from the PPBC and the School Committee on September 21, 2015
- **Option B1:** Additions / Renovations to Existing Building for K-5
 - Determination that although this option met the educational goals outlined in the PDP the “renovation of the existing building” was limited to only a small portion of the building (the gym, cafeteria, and existing kindergarten classrooms) but the location and design of the existing area dictated the design and cost of the new addition as well as the site development to the extent that the value for this option was not equal to the cost. This option was eliminated from further consideration by a vote from the PPBC and the School Committee September 21, 2015.
- **Option C3:** New K-5 School on Existing Site + Purchase of Adjacent Property
 - This option remained under consideration through the evaluation phase of the PSR and scored in the mid-range of the alternatives. However; once the determination that not all of the adjacent properties were available for purchase (see meeting minutes dated October 6, 2015) this option was rendered unobtainable.
- **Option E1a:** New Building on DeFazio Park Site for K-5
 - This option received the second highest score in the Evaluation Criteria Matrix / Scorecard for the K-5 schools. However the redistricting analysis and maps that were developed to study the impact of locating a K-5 school outside of a neighborhood, reducing walkability, showed that this option was the least desirable location for a K-5 school based on the ‘redistrict’ criteria. A review of the onsite circulation, impact to DPW facilities and potential scheduling conflicts between school and sports park scheduling also reduced the desirability of this site. In general this site was considered second to the Preferred Option and scored (overall) the second highest of the K-5 schools in both the Sub-total and in the Grand Total.

- **Option E2a + H3** : New Building on DeFazio for Grade 6 + Additions / Renovations to High Rock School for K-5
 - The School Committee determined that the compromises required for a K-5 school to be located at the existing High Rock School (option H3) were not in line with the needs and goals outlined in the PDP for a K-5 school. This option, which scored the lowest of the K-5 schools, was removed from additional consideration on Oct. 6, 2015.
- **Option J3:** New Building on Central Site (new purchase) for K-5
 - A new school on the Central Ave site met both the educational and program needs and goals outlined in the PDP, additionally the school would be located in the current Hillside School district eliminating or reducing the number of students / families that would be need to be redistricted. Traffic and outdoor play space remained an on-going consideration for this site and will be addressed as part of the development of the project and site design.

Summary of District's Preferred Solution

Ultimately the J3 Alternative, a new K-5 school on the Central Ave site, was selected as the Preferred Solution. This option allows the district to construct a new school within the Hillside School district, eliminates the need to for swing space and the relocation of students during construction, and satisfies the educational and site program needs of the community. This option was selected by the School Committee on October 20, 2015 by a unanimous vote.

Summary of Local Approval Process

The process undertaken to arrive at the Preferred Solution included a joint meeting with the PPBC and School Committee on September 21, 2015 to remove A1 and B1 options from further consideration. On Oct. 6, 2015 the joint committees voted to remove Alternative C3 and E2a + H3 from further consideration based on the information noted in the Summary of Evaluation of Alternatives. With only two viable options remaining the PPBC voted on October 19, 2015 to support the School Committee in their decision of either alternative. On October 20, 2015 the School Committee voted to recommend Alternative J3, a new school at the Central Avenue site, as the Preferred Alternative.

Needham Finance Committee met Oct 21, 2015 to recommend the purchase of the Central Ave property for the use of a new school and this was supported by Special Town Meeting Vote on November 2, 2015 with more than two thirds (2/3) majority approval of Warrant Article 13.

The Preferred Schematic Report (PSR) was approved and authorized for submission to the MSBA by the PPBC on November 16, 2015 by the School Committee on November 17, 2015 and by the Board of Selectman on November 24, 2015. The report was submitted on December 1, 2015.

Proposed Space Summary- Elementary Schools

Assumes Full Day Kindergarten

REVISED 10.27.15

HILLSIDE ES				PROPOSED			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			15,916			30,750		19	18,800	
(List classrooms of different sizes separately)										
Pre-Kindergarten w/ toilet							1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet				1,250	4	5,000	1,200	3	3,600	1,100 SF min - 1,300 SF max
Classroom 1, 2	1,210	2	2,420							
Toilet - XX, XX, XX, XX	24	4	96							
General Classrooms - Grade 1-5				950	20	19,000	950	16	15,200	900 SF min - 1,000 SF max
XX, XX, XX, XX, XX, XX,	850	6	5,100							
XX, XX, XX, XX, XX, XX, XX, XX, XX, XX	830	10	8,300							
Spanish Classroom				900	1	900				
Extended Learning Area				600	6	3,600				
Small Group Rooms				125	6	750				
Book Room (NOT IN NET)				200	1					
Project Materials Storage (NOT IN NET)				200	3					
STEAM Classroom				1,000	1	1,000				
Teacher Collaborative				250	2	500				
SPECIAL EDUCATION			2,474			6,580			4,530	
(List rooms of different sizes separately)										
Self-Contained SPED (ELC)	830	1	830	600	2	1,200	950	3	2,850	8% of pop. in self-contained SPED
Self-contained SPED (ELC)				950	1	950				
Self-Contained SPED - toilet (ELC)				50	2	100	60	3	180	Water Closet & Lav Only
Self-Contained SPED - toilet				130	1	130				Water Closet, Lav, Shower & Changing Table
Resource Room (ELL)				500	1	500	500	2	1,000	1/2 size Genl. Clrm.
Small Group Room / Reading				0	0	-	500	1	500	1/2 size Genl. Clrm.
XX	192	1	192							
XX	54	1	54							
OT/PT	189	1	189	600	1	600				
OT/PT Storage				150	1	150				
Adaptive PE				600	1	600				
Speech & Language Office				175	1	175				
SPED Liaison Office				175	3	525				
Liaison	489	1	489							
Liaison	524	1	524							
SPED Conference Room				300	1	300				
De-escalation (ELC)				150	4	600				
Literacy Coaches	98	1	98	250	2	500				
Math Coach	98	1	98	250	1	250				
ART & MUSIC			813			2,575			2,575	
Art Classroom - 25 seats - 22	813	1	813	1,000	1	1,000	1,000	1	1,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln				150	1	150	150	1	150	
Music Classroom / Large Group - 25-50 seats				1,200	1	1,200	1,200	1	1,200	assumed schedule 2 times / week / student
Music Practice / Ensemble				0	0	-	75	3	225	
Music Storage				225	1	225				
HEALTH & PHYSICAL EDUCATION			2,823			6,450			6,300	
Gymnasium	2,705	1	2,705	6,000	1	6,000	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	118	1	118	300	1	300	150	1	150	
Health Instructor's Office w/ Shower & Toilet				0	0	-	150	1	150	
Shower & Toilet (NOT IN NET)				75	2					
Health Instructor's Office				150	1	150				
MEDIA CENTER			2,374			2,605			2,605	
Media Center / Reading Room	2,182	1	2,182	2,355	1	2,355	2,605	1	2,605	Will be subdivided in future iterations
Media Specialist Office	192	1	192	125	1	125				
Instructional Tech Specialist Office				125	1	125				
DINING & FOOD SERVICE			3,671			6,798			6,506	
Cafeteria / Dining				0	0	-				
Larger Zone (Performance)	2,190	1	2,190	2,225	1	2,225	3,225	1	3,225	2 seatings - 15SF per seat
Smaller Zones (Quieter)				500	2	1,000				
Stage	514	1	514	1,000	1	1,000	1,000	1	1,000	
Chair / Table / Equipment Storage				343	1	343	343	1	343	
Kitchen	682	1	682	1,430	1	1,430	1,730	1	1,730	1600 SF for first 300 + 1 SF/student Add'l
Scullery	122	1	122							
Food Storage	163	1	163	200	1	200				
Kitchen Office				100	1	100				
Male Toilet Room (NOT IN NET)				50	1					
Female Toilet Room (NOT IN NET)				50	1					
Staff Lunch Room				500	1	500				
MEDICAL			189			510			510	
Medical Suite Toilet				60	1	60	60	1	60	
Nurses' Office / Waiting Room	189	1	189	250	1	250	250	1	250	
Examination Room / Resting				100	2	200	100	2	200	
ADMINISTRATION & GUIDANCE			1,793			2,320			2,145	2,320
General Office / Waiting Room / Toilet				320	1	320	365	1	365	
General Office / Waiting Room				0	1	-				
XX	286	1	286							
Overflow	236	1	236							
Admin Toilet				50	0	-				
Teachers' Mail and Time Room				50	1	50	100	1	100	
Duplicating Room				150	1	150	150	1	150	
Records Room (MCAS Storage)	156	1	156	110	1	110	110	1	110	
Principal's Office w/ Conference Area	373	1	373	250	1	250	375	1	375	
Principal's Secretary / Waiting				125	1	125	125	1	125	
Lead Secretary										
Office Aide(s) - 2										
Secretary										
Assistant Principal's Office				150	1	150	120	0	-	
Supervisory / Spare Office				0	0	0	120	1	120	
METCO Liaison Office				175	1	175				
Bookkeeper Office				125	1	125				
Conference Room				250	1	250				
Guidance Office	256	1	256	150	2	300	250	1	250	
Guidance Storeroom				0	0	0	150	1	150	
Teachers' Work Room	486	1	486	315	1	315	35	1	35	
School Psychologist Office				150	0	-	365	1	365	

Proposed Space Summary- Elementary Schools

Assumes Full Day Kindergarten

REVISED 10.27.15

HILLSIDE ES				PROPOSED			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	Comments
CUSTODIAL & MAINTENANCE			1,065			2,030			2,030	
Custodian's Office	220	1	220	150	1	150	150	1	150	
Custodian's Workshop				375	1	375	375	1	375	
Custodian's Storage				375	1	375	375	1	375	
XX	71	1	71							
XX	56	1	56							
XX	81	1	81							
Recycling Room / Trash				400	1	400	400	1	400	
Receiving and General Supply				243	1	243	243	1	243	
Storeroom				287	1	287	287	1	287	
XX	525	1	525							
XX	59	1	59							
XX	53	1	53							
Network / Telecom Room				200	1	200	200	1	200	
OTHER			0			0			0	
Other (specify)										
Total Building Net Floor Area (NFA)			31,118			60,618			46,001	
Proposed Student Capacity / Enrollment									430	
Total Building Gross Floor Area (GFA) ²			45,005			90,927			70,878	
Grossing factor (GFA/NFA)			1.45			1.50			1.54	

¹ Individual Room Net Floor Area (NFA)

Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as n

² Total Building Gross Floor Area (GFA)

Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification

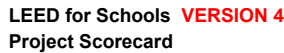
I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true

Name of Architect Firm:

Name of Principal Architect:

Signature of Principal Architect:

Date:



General Notes & Legend
Updated per 10.28.15 mtg with Needham. Notes have been bolded
Highlights reflect change in credit status (original position)
Based on Central St location - Option J3c

Yes ? No

37 **43** **30** Certified: 40-49 points Silver: 50-59 points Gold: 60-79 points Platinum: 80+ points

LEED Goal:	Meet MSBA minimum requirements, with aspirations for Silver
Bldg Area:	~94,000sf
Site Area:	In development
Parking:	In development - minimum of 90 - zoning target 118
FTE:	Need values from Needham
Students:	390 if ½ day K is continued; 430 students if District moves to a full day K
Visitors:	Need values from Needham
LEED Fees:	Design Phase: \$0.04/sf Construction Phase: \$0.01/sf

Phase			Yes	?	No			Integrative Process		1	Respons.	Notes & Status	
D	1	0	0				IPc1		Integrative Process	1	Team	The project will pursue Integrated design; TGE provide additional information to team; GGD to perform "simple box" energy modeling	
Yes	?	No											
0	7	8					Location & Transportation		15	Respons.	Notes & Status		
D				LTc1	LEED for Neighborhood Development Location		15		Site not a LEED-ND location				
D		1		LTc2	Sensitive Land Protection		1		10.28.15: Moved to 'No'. Development will be within 100' of wetland/pond.				
D		2		LTc3	High Priority Site		2		10.28.15: Moved to 'No'. No contamination anticipated.				
D	5			LTc4	Surrounding Density and Diverse Uses		5	TGE	10.28.15: Moved to weak 'Maybe'. Team to run density numbers to confirm				
D		4		LTc5	Access to Quality Transit		4		Central Ave site doesn't appear to have required public transit options. MBTA Bus 59 is too far away w/o enough trips				
D	1			LTc6	Bicycle Facilities		1	DWA	10.28.15: Pending research on "bike network" (paths, trails, designated bike lanes, slow-speed <26mph roadways), connections, shower facilities & racks (need both covered and uncovered).				
D		1		LTc7	Reduced Parking Footprint		1		10.28.15: Moved to 'No'. Parking will exceed allowable # of parking spaces. Assuming 0.25/student/@430 students=86 spaces.				
D		1		LTc8	Green Vehicles		1	Needham	10.28.15: Moved to 'Maybe'. Have to evaluate cost and need for electrical car recharge station.				
Yes	?	No											
4	6	2					Sustainable Sites		12	Respons.	Notes & Status		
C	Y			SSp1	Construction Activity Pollution Prevention		Required	Nitsch/CM	REQUIRED: Project will include ESA plan that meets EPA CGP 2012.				
D	Y			SSp2	Environmental Site Assessment		Required	Eng Env	REQUIRED: Project must conduct a Phase I ESA. If contaminated the site must be remediate to residential standards. 10.28.15: ESA currently underway.				
D	1			SSc1	Site Assessment		1	Team	Team will conduct a compliant site assessment				
D		2		SSc2	Site Development - Protect or Restore Habitat		2	Copley Wolff	10.28.15: Hope is that this credit is a strong 'Maybe'. Protect and/or restore native vegetation for 30% of site previously disturbed.				
D	1			SSc3	Open Space		1	LA	Central Ave site appears to have sufficient open space (turf grass areas are non-compliant)				
D		1		SSc4	Rainwater Management		3	Nitsch	Pending stormwater design & ability to manage on site the runoff from the developed site for the 95/98th percentile of regional or local rainfall events using low-impact development (LID) and green infrastructure				
D		2		SSc5	Heat Island Reduction		2	DWA/LA	Pending vegetation, hardscape and roof material selection.				
D	1			SSc6	Light Pollution Reduction		1	GGD	Pending exterior lighting design. (this credit is more attainable in v4 than in previous versions) 10.28.15: Needham has strict trespass requirements				
D		1		SSc7	Site Master Plan		1		Assume the project will not be eligible assuming "no future development is planned" onsite after this project				
D	1			SSc8	Joint Use of Facilities		1	Needham	Assuming school will be shared with the community				
Yes	?	No											
5	2	5					Water Efficiency		12	Respons.	Notes & Status		
D	Y			WEp1	Outdoor Water Use Reduction, 30%		Required	LA	REQUIRED: Either no irrigation, or water reduction of 30%.				
D	Y			WEp2	Indoor Water Use Reduction, 20%		Required	GGD	REQUIRED: Plumbing fixture, process equipment and appliances must meet minimum criteria Preliminary fixtures include: WC:1.28gpf; U:0.25; Lav:0.5gpm; kitchen: 0.5gpm = ~27%				
D	Y			WEp3	Building-level Water Metering		Required	GGD	REQUIRED: 10.28.15: Needham confirmed proper water meters will be included in design				
D	2			WEc1	Outdoor Water Use Reduction		2	LA	11.2.15: Confirmed no irrigation in design. 10.28.15: Needham see no need for irrigation in design. Moved to 'Yes'				
D	2	2	3	WEc2	Indoor Water Use Reduction		7	GGD	Assumes the project will achieve some degree of additional potable water use reduction above 20% as required for the PreReq. 2 points for 30% 2 'maybe' for 40%. NOTE: Calculations to determine water saving for this credit must include appliance and process water use.				
D		2		WEc3	Cooling Tower Water Use		2		10.28.15: Moved to 'No'. No cooling tower				
D	1			WEc4	Water Metering		1	GGD	10.28.15: Needham ok with increased water metering. GGD to include additional meters				
Yes	?	No											
8	13	10					Energy & Atmosphere		152	Respons.	Notes & Status		
C	Y			EAp1	Fundamental Commissioning and Verification		Required		REQUIRED: MSBA mandates Cx				
D	Y			EAp2	Minimum Energy Performance		Required		REQUIRED: MSBA mandates performance beyond baseline				
D	Y			EAp3	Building-level Energy Metering		Required		REQUIRED: Proper energy meters must be included.				
D	Y			EAp4	Fundamental Refrigerant Management		Required		REQUIRED: Proper refrigerants will be selected				
C	5	1		EAc1	Enhanced Commissioning		6	CxA	MSBA requires CxA scope to include building systems & envelope Cx. 10.28.15: Needham doesn't have monitoring-based equipment anywhere else in town. Will explore.				
D	3	5	8	EAc2	Optimize Energy Performance			GGD/DWA	10.28.15: Points adjusted based on GGD input. (More points moved to 'Maybe')				
					Y 6% Improvement in Energy Performance		1						
					Y 8% Improvement in Energy Performance		2						
					Y 10% Improvement in Energy Performance		3						
					M 12% Improvement in Energy Performance		4						
					M 14% Improvement in Energy Performance		5						
					M 16% Improvement in Energy Performance		6						
					M 18% Improvement in Energy Performance		7						
					M 20% Improvement in Energy Performance		8						
					22% Improvement in Energy Performance		9						
					24% Improvement in Energy Performance		10						
					26% Improvement in Energy Performance		11						
					29% Improvement in Energy Performance		12						
					32% Improvement in Energy Performance		13						
					35% Improvement in Energy Performance		14						
					38% Improvement in Energy Performance		15						
					42% Improvement in Energy Performance		16						
D		1		EAc3	Advanced Energy Metering		1	GGD	10.28.15: Moved to 'Maybe' to look at the cost impact. Must have meters for end uses that represent >10% of consumption				
C		2		EAc4	Demand Response		2		10.28.15: Moved to 'No'. Needham not interested in demand response program				
D		3		EAc5	Renewable Energy Production			Needham	10.28.15: Needham has a 3.7MW PV array on the capped landfill under a PPA. Production will be allocated to the school. Because it is a PPA the town must buy back RECs to be eligible. Unsure if town will rebuy.				
					M 1% Renewable Energy		1						
					M 5% Renewable Energy		2						
					M 10% Renewable Energy		3						
D		1		EAc6	Enhanced Refrigerant Management		1	GGD/Kitchen	10.28.15: Weak 'Maybe' b/c of kitchen equipment. Pending equipment selection & refrigerant type.				
C		2		EAc7	Green Power and Carbon Offsets			Needham	10.28.15: Weak 'Maybe' based on discussion with Needham				
					M 50% Total Energy by RECs &/or Offsets		1						
					M 100% Total Energy by RECs &/or Offsets		2						

Yes		?		No																	
5	3	5				Materials & Resources						13	Respons.	Notes & Status							
D	Y					MRp1	Storage & Collection of Recyclables						Required	DWA	REQUIRED: Proper recycling storage will be provided						
C	Y					MRp2	Construction and Demolition Waste Management Planning						Required	DWA/CM	REQUIRED: Due to Massachusetts regulations, the project should not have any issues meeting this prerequisite						
C	3			2		MRc1	Building Life-Cycle Impact Reduction						5	Team	10.28.15: Moved to 'Yes'. Project will conduct a full building LCA.						
C		1		1		MRc2	Building Product Disclosure & Optimization-Environmental Product Declarations						2	DWA/CM	Suggest project consider attempting Option 1. Include direction in Division 1 Sustainable Design Requirements specifications for the CM to collect and track Environmental Product Declarations from materials and product manufacturers. Review viability						
C		1		1		MRc3	Building Product Disclosure & Optimization-Sourcing of Raw Materials						2	DWA/CM	Suggest project consider attempting credit via Option 2 for Leadership extraction practices.						
C		1		1		MRc4	Building Product Disclosure and Optimization-Material Ingred						2	DWA/CM	Assumes project will attempt credit via Option 1 Material Ingredient Reporting.						
C	2					MRc5	Construction and Demolition Waste Management						2	DWA/CM	Assumes project will meet criteria						
Yes		?		No																	
10	6	0				Indoor Environmental Quality						19	Respons.	Notes & Status							
D	Y					IEQp1	Minimum IAQ Performance						Required	GGD	REQUIRED: Project will meet ASHRAE 62.1-2010 requirements						
D	Y					IEQp2	Environmental Tobacco Smoke (ETS) Control						Required	Needham/DWA	REQUIRED: Assumes campus is non-smoking & signage will be provided						
D	Y					IEQp3	Minimum Acoustical Performance						Required	Acentech	REQUIRED: Assumes minimum requirements will be met						
D	2					IEQc1	Enhanced IAQ Strategies						2	DWA/GGD	Assumes compliant entryway systems, cross-contamination prevention & filtration. Additional point pending inclusion of additional requirements						
C	2	1				IEQc2	Low-Emitting Materials							DWA/CM	Assumes the thresholds will be met for 3 of the required categories, (1 point) and maybe for an additional 2 categories						
						Y	Three of seven compliant categories						1								
						M	Five of seven compliant categories						2								
						M	Six of seven compliant categories						3								
C	1					IEQc3	Construction IAQ Management Plan						1	DWA/CM	Assumes the project will develop and implement a compliant IAQ management plan for the construction and pre-occupancy phases of the project.						
C	2					IEQc4	IAQ Assessment						2	DWA/CM	Assumes the project will attempt credit via Option 2 undergo air quality testing prior to occupancy						
D	1					IEQc5	Thermal Comfort						1	GGD	10.28.15: Moved to 'Yes' with full AC as BoD. Project will meet ASHRAE 55-2010 & have proper thermal controls						
D	1	1				IEQc6	Interior Lighting						2	GGD	Assumes lighting controls will satisfy first requirement. Quality of light must be reviewed						
D	1		3			IEQc7	Daylight						3	DWA	Pending research into availability of daylight						
D	1					IEQc8	Quality Views						1	DWA	Assume project will provide proper access to views						
D	1					IEQc9	Acoustic Performance						1	Acentech	Pending acoustical review. V3 credit proved expensive.						
Yes		?		No																	
4	2	0				Innovation						6	Respons.	Notes & Status							
D	1					IDc1	Innovation in Design: To be determined						1	Team	Team will work to satisfy a minimum of 3 ID points						
D	1					IDc2	Innovation in Design: To be determined						1	Team	Team will work to satisfy a minimum of 3 ID points						
D	1					IDc3	Innovation in Design: To be determined						1	Team	Team will work to satisfy a minimum of 3 ID points						
C		1				IDc4	Innovation in Design: To be determined						1	Team	Pending ID path						
C		1				IDc5	Innovation in Design: To be determined						1	Team	Pending ID path						
C	1					IDc6	LEED Accredited Professional						1	Team	Multiple Team members are LEED Apes						
Yes		?		No																	
0	4	0				Regional Priority Credits - 02494						4	Respons.								
	1					RPc1	LTc3, SSa4, WEc2 (40%), EAc2 (20%), EAc5 (5%), MRc1						1		All RP credits currently carried as 'Maybe'.						
	1					RPc2	LTc3, SSa4, WEc2 (40%), EAc2 (20%), EAc5 (5%), MRc1						1		All RP credits currently carried as 'Maybe'.						
	1					RPc3	LTc3, SSa4, WEc2 (40%), EAc2 (20%), EAc5 (5%), MRc1						1		All RP credits currently carried as 'Maybe'.						
	1					RPc4	LTc3, SSa4, WEc2 (40%), EAc2 (20%), EAc5 (5%), MRc1						1		All RP credits currently carried as 'Maybe'.						
Yes		?		No																	
37	43	30	Project Totals (Certification Estimates)						110												
Certified: 40-49 points, Silver: 50-59 points, Gold: 60-79 points, Platinum: 80+ points																					

**Needham School Committee
Needham, Massachusetts 02492
November 17, 2015**

Agenda Item: **Action**

Approve School Committee Policies JHC: School Health Services Revision 3 and JHCC: Contagious Diseases Revision 2

Action Recommended:

Upon recommendation of the Superintendent that the Needham School Committee approves School Committee Policies JHC: School Health Services Revision 3 and JHCC: Contagious Diseases Revision 2 as submitted.

School Committee November 17, 2015

SCHOOL COMMITTEE POLICY

NEEDHAM PUBLIC SCHOOLS

FILE

JHC

Policy for: SCHOOL HEALTH SERVICES		Revision 3
Date Approved by School Committee:	Signature of Chair	Page 1 of 1

The School Health Services will provide a program that is responsive to the health and safety needs of students and the school community, is culturally proficient and is supportive of students' access to their educational program.

The Department of School Health Services, under the direction and supervision of the Director of School Health Services, and in consultation and collaboration with the School Physician, adheres to laws, regulations, and Needham Public Schools district policy pertaining to the following:

- DESE Licensed Registered Nurse(s)
- Management of chronic and complex physical and emotional health conditions
- Management of communicable disease, illness, and injuries
- Emergency action planning and medical response
- Administration of medication
- Implementation of mandated health screenings and managing referrals for care
- Maintenance of student health records
- Health and safety promotion and education

Legal Reference:

M.G.L. c. 71, §53 (School Physicians and Nurses Regulations)

School Committee November 17, 2015

SCHOOL COMMITTEE POLICY

NEEDHAM PUBLIC SCHOOLS

FILE

JHCC

Policy for: CONTAGIOUS DISEASES		Revision 2
Date Approved by School Committee:	Signature of Chair	Page 1 of 1

Students, faculty, and staff, who are infected with or exposed to a disease defined as dangerous to the public health will not attend school programs or work in the school settings during the period of contagion.

Prior to returning to the school environment or program the affected student or faculty/staff person will present, to the school nurse or Director of School Health Services, a certificate or letter from the Public Health Department or the individual's health care provider. The certificate or letter will document that the risk of contagion from the disease or exposure has passed and that the person may return to the school environment and program.

The School Physician will provide consultation and advice as necessary for the control and prevention of contagious diseases.

Legal Reference:

M.G.L. c 71, § 55 (Contagious Diseases and School Attendance Regulations)

M.G.L. c 111, § 6 (Power to Define Dangerous Diseases)

**Needham School Committee
Needham, Massachusetts 02492
November 17, 2015**

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.

Action Recommended:

Report only

Members of the School Committee available for comment:

Connie Barr, Chair
Susan Neckes, Vice-Chair
Heidi Black
Andrea Longo Carter
Michael Greis
Kim Marie Nicols
Aaron Pressman

**Needham School Committee
Needham, Massachusetts 02492
November 17, 2015**

Agenda Item: **Information Items**

- 2015-2016 Transportation Report
- Disposal of Surplus Items



NEEDHAM PUBLIC SCHOOLS

TRANSPORTATION DEPARTMENT
SHEILA HAMWEY, DIRECTOR
1330 HIGHLAND AVENUE * NEEDHAM, MA 02492
781-455-0400 EXT. 234 * 781-455-0417 (FAX)
sheila_hamwey@needham.k12.ma.us

November 17, 2015

To: Dan Gutekanst, Superintendent
From: Sheila Hamwey, Director of Transportation
RE: FY16 Transportation Update

The following is to provide a status update on transportation for the school year.

Regular Transportation

Transportation is running smoothly overall. A total of 1908 children are receiving bus service to and from school this year: 1605 regular education, 169 METCO, 132 special education students (67 in town and 65 out of town) and 2 homeless students. Of these, 1325 are either in grades K-6 and live less than two miles from school or are in grades 7-12, and pay the \$395/student fee.

Morning Transportation

Morning bus transportation is occurring on time. Most of the normal problems that come with the first few weeks of school have either worked themselves out or were resolved after re-routing. The buses continue to drop off at their schools in a timely fashion. METCO transportation, provided by Local Motion, is running smoothly as well.

Mid-day

Ridership numbers continue to be lower than in previous years. It has been interesting to see the shift in numbers at the different schools from year to year. Last year the Newman School had most of the mid-day students. This year the Newman School's numbers have decreased and the Hillside mid-day numbers have increased. We are still able to use our own three Needham buses to bring children home from or to their kindergarten sessions.

Afternoon Transportation

Afternoon transportation is running smoothly. Buses continue to operate on a “rolling” arrival schedule at Broadmeadow, Eliot, Hillside, Newman and St. Joseph.

Special Education Vans

Once again, we had a very successful in-town summer transportation program, transporting many students to the Newman School and other locations. For the regular school year, the van drivers are currently transporting 67 students, using the same three-tier system that the bus drivers use. Our department is receiving new students to transport on an almost daily basis. We are also using the vans to transport students to various community-based work sites within Needham, so that students can implement pre-vocational skills that relate to goals and objectives on the student’s IEP. This program has been a huge success and we are very fortunate to have hired a great team of drivers. The feedback from both parents and administrators has been overwhelmingly positive. The drivers are true professionals and the families have come to rely on these drivers to keep their children safe and transported to school on time for their programs.

KASE

The two buses that were purchased for the KASE program continue to transport Broadmeadow and Hillside students back and forth to the Congregational Church for their morning and afternoon KASE program. This is working out well and is the “highlight” of the drivers’ day. They thoroughly enjoy these children.

PAS/RAS Late Bus

This year the late bus has been eliminated due to lack of ridership/interest. In the past, there was a late bus at both High Rock and Pollard for students who participated in those after school programs.

Additional Information

The Transportation Department has collected \$5375 in late fees as of November 9, 2015. A total of 111 students registered late (104 @ \$50; 7 @ \$25). Additionally, we are still receiving applications daily and those will have the late fees included, if the late fee applies. Families new to town are not assessed the late fee.

A total of 58 families with 185 students registered under the family cap this year.

To date, we have received 38 bus stop change requests, all of which have been completed.

Bus evacuations are mandated twice per year. One was conducted in October and the second one will be conducted in April.

The annual back to school meeting for bus and van drivers was held on August 27, 2015. At this meeting, drivers received a handbook of policies and procedures, as well as route information and school calendars. In addition, regular bus drivers' meetings are held every other month for Connolly, Local Motion, and Needham drivers. These meetings are an important means of bringing all of our contractual transportation providers together as a cohesive department, as well as provide drivers with their mandated 8 hours of safety training each year. On October 29, 2015, we hosted a meeting with Margaret Rohanna, Director of Bus Compliance at the Registry of Motor Vehicle and Matt Ganas, Director of Special Education PreK-8 as our guest speakers.

Highlights and Challenges for FY16

Due to the increased number of eligible 6th graders taking the bus, we have a wait list for ridership on the bus. This continues to be a challenge each year. The increase is primarily attributed to ridership among the Broadmeadow population, who used to walk to the Pollard, but who are now eligible for free busing to High Rock. The buses have been extensively re-routed to adjust to this change in the demographics. We also added a 16th bus 3 years ago. We presently have 42 students on the wait list for 6 of the 16 buses. Part of this problem is due to the late registrations that come in the summer. It is difficult to re-route an entire town late summer when many parents realize they did not register. The most crowded bus routes include Bus 3 (St. Mary Street, Forest Street, and Ardmore area), Bus 9 (Central Ave area) and Bus 16 (Highland and Hunnewell area).

Networked Special Ed Transportation (Out of District): in an attempt to control the high cost of special needs transportation, Needham joined a Metrowest/Southwest Transportation Network, BICO. Four out of district transportation companies are bidding on each individual route. The four vendors are Bill's Taxi, Kiessling, JSC, and YCN. Once the bids are received, BICO, in collaboration with Needham, will award the bid to the vendor, who will then begin transporting that student.

Due to the increase in out of district transportation, we have needed to add a 5th vendor (Van Pool) to transport these students.

Walker School: we continue to transport 4 students from the Walker School to Broadmeadow, High Rock and Pollard.

Ridership statistics for 2015/2016 is presented below.

Ridership Data

	14/15	15/16	Increase/(Decrease)
Eligible	539	583	44
Fee based	1359	1325	(34)
Total	1898	1908	10

The numbers for FY15 are as of June 30, 2014. The numbers for FY16 are as of November 10, 2015. As a point of reference, we registered an additional 67 students since September 1, 2015. I anticipate an increase in all categories as the year goes on, but mostly in the elementary schools and with special education.

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____

Date: November 17, 2015

Item Title: **Disposal of Surplus: Pollard Middle School, Needham High School, Technology Center**

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

From Pollard Middle School:

- 1 Broken Traulsen Single Reach-Thru Refrigerator (purchased 1993)
- 1 Failing Traulsen Double Reach-Thru Refrigerator (purchased 1993)
- 1 Failing Traulsen Double Reach-Thru Refrigerator (purchased 1993)

From Needham High School:

- 2 - 20 Year Old Monark Spin Bikes
- 3 - 20 Year Old Reebok Bike Parts
- 4 - 20 Year Old Reebok Spin Bikes

From the ETC:

- 65 Computers
- 6 Networking Equipment
- 24 Computer Peripherals
- 29 Printers
- 10 TVs
- 9 AV Equipment
- 120 Overhead Projectors
- 94 Alphasmarts

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

Recommendation/Options: That the Needham School Committee be informed of the disposal to the Town Transfer Station of the aforementioned surplus equipment in accordance with MGL 30B Section 15 & 16 by the Procurement Officer.

Rationale:

Implementation Implications:

Supporting Data: None.

School Committee (circle one)

Action Information Discussion Consent Calendar

Central Administrator Town Counsel Sub-Committee: _____

Will report back to School Committee (date): _____

Respectfully Submitted,

Anne Gulati

Director of Financial Operations