

**K-12 METCO Program Review  
NEEDHAM PUBLIC SCHOOLS**

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**Submitted by D. Fuller and Associates**  
David Fuller  
Emmett G. Price III, Ph.D.  
Gina M. Fried

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## **Needham METCO Review: Executive Summary of Recommendations**

### **Student Academic, Social, and Emotional Progress**

- Continue to develop summer enrichment programs to support students
- Continue to use culturally sensitive curricular materials and examples that celebrate and empower diversity
- Increase the preparation of middle and high school students for honors and accelerated course work measured by student enrollment and achievement in those courses
- Provide additional support for high school METCO students around college advising and planning
- Develop middle school and high school initiatives to empower voices of METCO students
- Provide additional in school tutoring and academic support and enrichment for METCO students
- Prepare and distribute an annual METCO district report, including measurable outcomes and evidence of strategic planning
- Ensure METCO students and staff visit and partner with other local METCO programs
- Consider additional late bus for METCO students

### **Parental satisfaction**

- Develop a district-wide Family Friends Group with strong infrastructure to support students and families
- Ensure consistent communication between and among METCO staff, parents, students, METCO Inc., and the District
- Clarify expectations around communication among all stakeholders, METCO staff, parents, teachers, and District administrators
- Ensure District administrators commit to providing and supporting enhanced parental communication and involvement

### **Administrator, Teacher, and Needham perceptions of METCO Needs**

- Recalibrate job description of elementary METCO coordinator
- Ensure a minimal level of training around diversity, inclusion, and cultural proficiency for all staff
- Schedule regular meetings with METCO staff, building leaders, and other key staff
- Include METCO staff in key District incentives, trainings, and planning sessions
- Continue and sustain efforts to recruit and retain teachers and administrators of color
- Provide additional information, education, and training for all staff and students about METCO and its role in the community
- Incorporate additional administrators and teachers into the METCO parent information sessions, both in Boston and Needham

### **Introduction**

On Tuesday, January 6, 2014, D. Fuller and Associates was charged with the task of reviewing the K-12 METCO Program of the Needham Public Schools. Under the guidance of Christine Brumbach, the Director of Student Development and Program Evaluation, D. Fuller and Associates accomplished multiple site visits between Monday, January 6, 2014 and Thursday, January 16, 2014. A subsequent session was held in Boston on Thursday, February 6, 2014, in order to meet with Needham Public School parents. This is the first formal external review of the Needham Public Schools K-12 METCO program.

### **Charge**

D. Fuller and Associates was charged with the task of collecting data through personal interviews and discussions with administrators, school committee members, staff, students and parents in order to respond to the following questions:

- I) **How are the Needham/METCO students progressing in the district, academically, socially and emotionally?**
- II) **Are the Needham/METCO parents satisfied with the level of support that is given to the students? What are the unmet needs?**
- III) **What are the teachers', administrators' and the Needham community's perceptions of the Needham/METCO program? How does the METCO program contribute to the school community?**
- IV) **Could the unmet needs of the Needham/METCO students (if any) be met by a different use of the METCO grant funds?**

Additional secondary questions proposed by the Needham Public Schools were:

**Do the current Needham/METCO program initiatives, already in place, successfully address the academic and social achievement of the Needham/METCO students?**

**Do the Needham/METCO parent group and the Needham/METCO staff work effectively together, to communicate to the total parent body, the importance of parental participation? What is done to insure this?**

**Do the Needham/METCO students utilize available resources, such as technology, to fully participate in all academic areas?**

### **D. Fuller and Associates**

D. Fuller and Associates is a consulting firm focused specifically on reviewing K-12 METCO programs. Led by David Fuller, the firm offers a comprehensive assessment based on participant observation and guided by a wealth of combined years of service. David Fuller is a retired educator with a lengthy career in K-12 education. He is the former Director of the METCO program for Weston Public Schools. Emmett G. Price III, Ph.D. is Associate Professor of Music and former chair of the Department of African American Studies at Northeastern University. He is a published author and presenter of K-12 professional development seminars and trainings. Gina M. Fried is an experienced educator who presently serves on the faculty at Weston High School in the English Department. Each of the members of D. Fuller and Associates possess a tremendous wealth of expertise and experience in the field of education and are each extremely competent educators, researchers and observers.

### **METCO History**

According to the publication **A HISTORY OF METCO, The Metropolitan Council for Educational Opportunity: A Suburban Education for Boston's Urban Students** by Ruth M. Batson and Robert C. Hayden (Boston, MA: Select Publications, 1987), METCO was founded in 1966 although the need for the program was realized as early as 1963. On September 6, 1966 "two hundred and twenty METCO students, grades K-11 take their first ride to classrooms in seven suburban districts" (Batson and Hayden, 1987). Needham Public Schools has participated in the METCO program since 1969. Currently there are 159 METCO students (K-12) attending Needham Public Schools.

According to the **METCO, Inc. Parent Handbook** published by METCO Inc., the three guiding objectives of the METCO program are:

- I) To provide the opportunity for children from racially-imbalanced schools in Boston and children from isolated suburban schools to learn together in an integrated public school setting.
- II) To increase the diversity and reduce the racial isolation in the receiving districts so that the students from different backgrounds can learn from each other in meaningful ways.
- III) To provide closer understanding and cooperation between urban and suburban parents and other citizens in the Boston Metropolitan area.

### **Our Methodology**

Using a three-tiered approach D. Fuller and Associates sought to accomplish the following in preparation for this comprehensive report: 1) review all online and publicly accessible information related to the Needham Public Schools; 2) accomplish onsite interviews with students, staff, school committee members and district administrators; and 3) engage in conversation with Needham Public School parents. The review team spent 5 days at various locations (including a meeting with parents in Boston). In a series

of meetings, the review team processed all personal notes and gathered data to compose this comprehensive report.

### **Overall Evaluation**

The METCO program in Needham is moderately strong in the areas that were identified through the review process. The overall commitment to the METCO program by the Needham School District is strong and a huge reason for the current success of the program. Needham is a strong school district and its strength is reflected in tremendous leadership team both in the district offices and among the school committee members. There is a definitive fiscal, philosophical and emotional commitment to METCO on the part of the Needham community and it is clear that not only do the METCO staff, school faculties and district teachers & staff, parents and students feel well supported by the District, but all the aforementioned constituencies are very invested and dedicated to the program.

Under the leadership of Dr. Joanne Allen-Willoughby the METCO staff works tirelessly to advocate, support, nurture and fully integrate the METCO students into the Needham Public Schools. With an experienced team of coordinators: Shakur Abdal-Khallaq (High School); Leslie Smart (Middle Schools) and Tammy Peeples (Elementary Schools), the METCO program is shaping up to be a leader amongst the area programs.

### **Statistical Analysis**

The review team was asked to process raw data in order to discern the number of METCO High School students enrolled in standard courses and upper level courses during the school years (2010-2014) and the number of students matriculating to college for the school years (2010-2013). Here are our findings:

<b>School Year</b>	<b>Students</b>	<b># of Standard Courses</b>	<b># of upper level courses</b>
2010-2011	28	69	87
2011-2012	26	65	80
2012-2013	31	73	98
2013-2014	37	79	115

In order to see the trends it is imperative to take a closer look at the subcategories of upper level courses to assess whether these metrics reveal success or inherent challenges:

**School Year 2010-2011      28 METCO students (High School) enrolled in:**  
71 Honors Courses    14 Accelerated Courses      2 Advanced Placement Courses  
+ On average, each student represents 2.5 Honors courses  
+ On average, 50% of the students take an Accelerated course  
+ On average, 7% of the students take an Advanced Placement course

**School Year 2011-2012      26 METCO students (High School) enrolled in:**  
68 Honors Courses    11 Accelerated Courses      1 Advanced Placement Course  
+ On average, each student represents 2.6 Honors courses  
+ On average, 42% of the students take an Accelerated course  
+ On average, 4% of the students take an Advanced Placement course

**School Year 2012-2013 31 METCO students (High School) enrolled in:**  
 80 Honors Courses 14 Accelerated Courses 4 Advanced Placement Courses  
 + On average, each student represents 2.6 Honors courses  
 + On average, 45% of the students take an Accelerated course  
 + On average, 13% of the students take an Advanced Placement course

**School Year 2013-2014 37 METCO students (High School) enrolled in:**  
 96 Honors Courses 14 Accelerated Courses 5 Advanced Placement Courses  
 + On average, each student represents 2.6 Honors courses  
 + On average, 38% of the students take an Accelerated course  
 + On average, 14% of the students take an Advanced Placement course

The trend lines reveal that over the past three years (2011-2014) the number of students actively engaged in upper level courses (which includes Honors, Accelerated, and Advanced Placement) has increased at a healthy rate as has the total number of upper level courses enrolled. The next layer of data that we were not charged with processing but that the district should consider are the number of students achieving success on the Advanced Placement examinations, the number of students achieving success in the each of these upper level courses as well as the patterns of class enrollment. In essence, where are the most students finding the most traction in their academic program and where is that traction leading them? It appears that the Honors level is where the pipeline ends rather than the Advanced Placement level.

Between the academic year 2010-2011 and 2012-2013 the largest number of METCO seniors was a cohort of 7. Cohorts in years 2010-2011 and 2012-2013 graduated at the rate of 100% yet not all continued on to college. Here is the raw data for academic years 2010-2013:


Academic year	# of students	# graduated	# attended college
2010-2011	6	6	5
2011-2012	6	5	5
2012-2013	7	7	5

Between 2010-2013 16 students left the district for a number of reasons:

Number of Students	Reason for leaving the district*
2	Exam School
5	Family Relocation
4	Social/ Emotional
3	Counseled Out
2	Charter School

(\* These category listings were provided by the METCO office)

It is imperative to recognize that this data was inconsistent with the anecdotal findings of much of the High School teaching faculty. This is a clear sign that these metrics must be shared district-wide as they may alone serve as a morale boost for faculty who are




working tirelessly to create pipelines to academic success. Further, these metrics could aid in the future retention of district-wide students.

### **I) How are the Needham/METCO students progressing in the district, academically, socially and emotionally?**

In regards to the comprehensive question there was a wide range of diverse answers. Responses ranged from “doing very well,” to “just OK,” to “not making any progress.” The overall reaction to the comprehensive question was that additional information is needed in order to substantiate a response on qualitative and quantitative assessment rather than through anecdotal prose. At every level of the school district there was a quiet request for additional data that will actually reveal how the Needham METCO students are doing overall as well as relative to academic progress, social stability and emotional maturity. During the interviewing process there were indications that, overall, the Needham METCO students are not progressing at the rate that is expected and although some exceptions, there is no overwhelming sign that the Needham METCO students are thriving academically, socially or emotionally. In order to better explore our findings we will report on each section of the comprehensive question.


#### **Academic Progress**



Based on our findings, elementary METCO students are showing much more progress than middle and high school grade levels. The level of academic enrichment and academic reinforcement offered in the early years is reflected in the academic progress of the elementary students. As the students climb the grade levels and matriculate to new buildings the disparity between their peers grows. By the high school level, our finding is that very few METCO students are prepared for the honors, accelerated or advanced placements courses although they seem to be enrolled. Combined with the number of METCO students receiving individualized education program (IEP) services, it is evident that METCO students are being supported but are not progressing as well as desired based on anecdotal goals and objectives. In order to effectively assess the academic progress of the METCO students there must be a strategic plan across the district with baseline measurements and a set of specific goals/ objectives that can be measured on an annual basis in order to track growth and to mitigate the overall sense of a lack of information.

METCO students have benefitted from the individual efforts of certain building leaders, building staff and METCO staff yet, many of the services and opportunities that are critical to the success of the students are missing. Much of these academic support and enrichment opportunities occur before and after school when METCO students are not on site or available to participate. Services such as tutoring programs, affinity groups and other support structures need to be administered and evaluated district wide in order to assure equality.

#### **Social Progress (Stability)**



Social progress is difficult to define let alone assess. For the purposes of this report we are defining social progress as stability. In essence, our goal is to assess whether METCO students are stable within the Needham community. Do they feel welcome? Do



they feel a part of the community? Do they see themselves as valuable assets to the community? Do they feel appreciated as contributors to the community? Here we find METCO guiding objective number II (see page 3) to be helpful in our definition of social progress.

Based on our interaction with student focus groups (elementary, middle and high school), it is our finding that Needham METCO students are making favorable social progress as a part of their experience in the program. From the early grade levels all the way through high school students articulated not only the challenges of their participation in the METCO program but also their sincere successes and self-reflective pride in being a METCO student. Favorable social progress does not come without its own challenges. By the nature of their commute, METCO students find it difficult to be fully immersed in their Needham neighborhood as well as their residential neighborhood. Most, if not all voiced the reality that much of the extracurricular activities at the school occur both before and after school and due to transportation challenges they are often unable to participate. Similarly, due to the nature of their connectivity to the Needham community through school, they often find it challenging to participate in certain enrichment or extracurricular activities in their residential neighborhood. Yet, in the balance of weighing the pros and the cons, the majority of the students felt inclined to offer that their participation and growth as a result of the METCO program was favorable.

One of the challenges that we uncovered during our interviews was the attrition of METCO students. Due to the structure that only invites METCO students at the kindergarten and 1<sup>st</sup> grade levels, any departure from the program can create an effect in the cohort and create challenges in representation of METCO students in various classes particularly at the high school level. All of the students shared stories of the challenges of being “the only METCO students” in their classes and the various internal and external challenges that arise from that realization.

#### **Emotional Progress (Maturity)**

Similar to social progress, emotional progress is difficult to assess. Rather than assigning a number of peripheral questions through which to gauge emotional progress, we endeavored to observe and to ask how the METCO students were doing (emotionally) through their educational experience in Needham. Our finding is that the METCO students are making favorable emotional progress. It is clear that it takes a certain student/ family to embark on the METCO journey and although it is a challenge to make a decision on the student’s ability to progress at the age of 5 the present student K-12 are making favorable progress. Similar to the social progress of the students, they are very aware of the pros and cons, emotionally, of their educational journey. One area of interest though is the quiet anxiety that the students carry that is internally driven based on external expectations. They are quietly concerned about the effect of not only getting in trouble individually but collectively. There is the burden of what trouble would mean for their family in regards to potential penalty and possible expulsion from the program as well as the concern that their performance (if negative) would deem the program unnecessary and as a result would be terminated. Although these issues and concerns are

not necessarily voiced or communicated via dialogue, these are quiet concerns of METCO students that are not only problematic but unfounded in their Needham peers.

In our findings the METCO students by cohort are very mature emotionally relative to the challenges of their participation in the METCO program. Students in the lower grades are doing very well socially and emotionally. The High School students have developed into strong cohorts although there are not always the numbers relative to gender to create the internal support that benefits the male and female students equally.

**II) Are the Needham/METCO parents satisfied with the level of support that is given to the students? What are the unmet needs?**

Based on our interviews with 27 METCO parents, it is our finding that in general METCO parents are satisfied with the level of support given to their children. Feedback was mixed relative to a variety of directions of questioning. For some parents, Needham simply is not doing enough to create an environment of success for the METCO students. For other parents, they were very pleased and impressed with the level of structure and support offered by the Needham Public Schools and the METCO program. There is an overwhelming feeling that although more specific measures can be taken, the METCO program is a priority of the Needham Public Schools and a vital component of success for the district. In order to better report on the dominant conversations the remainder of this section will focus on certain areas mentioned and focused on by parents.

**District/ Parent Communication**

It is our finding that elementary and middle school parents (K-8) felt supported by the District in regards to the curriculum and the academic support. At this level, the METCO and tutorial staff was fully engaged in developing an atmosphere that enabled the students to achieve. However, there was a distinctive difference in communication and support at the High School levels. High School parents expressed concern with understanding who their primary contact should be at the high school. Parents expressed concern as to whether the METCO Director or liaison was the primary contact or the principal and/or guidance counselor. This confusion has led to withdrawal from communication and an inherent diminished ability to actively advocate in the best interests of their child(ren).

In similar fashion it is our finding that building leaders and teaching staff also felt that there was a disconnection between them and METCO parents. Again, responsibility of communication was not definitively articulated and there was an overwhelming sense that certain conversations are best had with individuals different than who would be responsible for the conversation with non-METCO students. This lack of parity creates a sense of inequity that parents do not feel empowered to address adequately.

Both building leaders and teaching staff as well as parents expressed their concern regarding perceived lack of parental involvement in school and during teacher /parent meetings. It is clear that there is a sense by the Needham district that many METCO parents are non-compliant to the culture of the classroom and that the lack of follow-through by parents creates a detriment in the volume of information that is shared and the

expectations that are set. As a result, METCO parents find it difficult to counter the perceptions even when extenuating circumstances prevent participation and attendance. Although the METCO staff is fully engaged and consistent in the process of communicating vital information from academic support to social activities to students and parents, there needs to be further progress made in assuring effective communication. All parents must be trained and empowered to advocate for their child(ren) through equal access to information and additional training when and where necessary. Numerous suggestions arose in regards to a formal recommendation for meetings in Boston, between members of the District, which might include, Administration, Building leaders, Department Heads, specialists, school committee, parents and students. These meetings could be relocating currently scheduled meetings or additional meetings with specific goals and measurable outcomes.

### **Special Education**

It is our finding that METCO parents were more engaged in the communication when their child(ren) were involved in Special Education programming. Members of the Special Education team affirmed the extra care to make sure outreach and continued communication with parents is effective.

### **Cultural Relevance**

It is our finding that the district has a fond appreciation for the rich cultural diversity within the Needham student population. METCO parents also expressed their satisfaction in the Needham student population and the Needham communities respect and appreciation for the rich cultural diversity. Parents also expressed a sincere appreciation for the cultural diversity represented by the METCO staff.

In this instance teaching staff at all levels desired to have even more interaction and training in how to better interact with represented Latin, Asian and Cape Verdean families. It is our recommendation that the District work with the Parent group and the METCO staff to develop programs that educate building leaders, teaching staff, administrative staff, parents and students about cultural diversity. Numerous teaching staff articulated indirectly that they would greatly benefit from this additional training as will the non-METCO parents and students of the district.

### **The Need for Innovation**

In congruence with METCO guiding objective number III (see page 3) there is a need for innovative thinking on the part of the Needham District (lead by METCO staff) to utilize additional methods of communication. This is not the sole responsibility of the METCO staff but a shared responsibility with district administrators, building leaders and teaching staff. Effective communication with parents and among parents must be a priority as the District moves towards taking active steps towards improvement. It is increasingly important to have parents more involved in the academic, social and emotional life of their child(ren) relative to their education. In the case of METCO students, it is clear that students who have increased parental involvement do better relative to academic, social and emotional progress. Increased efforts need to be focused on maintaining parental involvement as students matriculate into high school. A similar priority is to reinvest

time and energy at all levels to reinforce and establish systemic structure in the Needham-Boston parents group. All families should be inundated with information (newsletters, facts and statistics about enrichment programs, college preparation timelines, matriculation lists from previous graduating classes, etc.) in order to keep parents involved, interested and continually engaged in student success. Possible year-end self-assessment survey might be helpful to set annual, short-term and long-term goals relative to parental engagement and student success. This allows for parents to confidentially communicate their needs, goals and academic desires and likewise district administrators, building leaders and teaching staff should share their needs, goals and academic desires. The METCO staff might charge and challenge parents to develop written materials to complement the METCO, Inc. Parent Handbook. These written materials will be specific to the needs of the District across all levels.

Finally, parents need more information, training and briefings in preparation for the transitions from 5<sup>th</sup> grade to 6<sup>th</sup> grade, from 6<sup>th</sup> grade to 7<sup>th</sup> grade and then again from 8<sup>th</sup> grade to 9<sup>th</sup> grade. These building transitions create challenges as students have to readjust to new environments and become acclimated to new building leadership, rules and teaching staff.

**III) What are the teachers', administrators' and the Needham community's perceptions of the Needham/ METCO program? How does the METCO program contribute to the school community?**

It is our finding that there is a wide variety of perceptions of the Needham/ METCO program that in effect creates the quiet tension that we quickly realized is present within the district. In order to offer the most informative and comprehensive response to this question we will separate the perceptions of the teachers, administrators and the Needham community. It is imperative to also note that the only interaction with the Needham community (beyond the teachers and administrators who reside in Needham and the Family Friends members with whom we spoke) was with two representatives of the Needham School Committee.

**Perception of Needham/ METCO program by Needham Public School Teachers and Administrators**

After interviewing 89 educators across the district our finding is that there is a wide diversity in perception of the METCO program. A small percentage of these educators articulated that they are not fans of the program and find it to have outlived its initial purpose. For this small population the overwhelming conversation was around the fact that Needham has emerged as a much more diverse district over the past 30 years and there are families of color in town whose children are within the district. Furthermore, it was recognized by these educators that the rubric of diversity has expanded over the past 30 years and perhaps some of the non-cultural/ethnic forms of diversity should have a chance to be represented as priorities within the district. This small population finds it unfair to burden the METCO students with a long commute, inability to fully be embraced by the Needham community as well as to not really fully fit within the community. It was articulated that Needham is "helping" these Boston kids and that is


not a mutually beneficial relationship. Again, we mention that this is a small population of educators interviewed, perhaps representative of 4-5% of all of the teachers we collectively spoke with.

The majority of the teachers we spoke with affirmed the program and its work but would not be considered strong advocates. For this majority, perhaps 70% of the total interviews, they understood the METCO program as a nuance of their job and recognized it as a historic priority of the district. Within this population, the METCO program was mentioned prior to their hiring (via their review of district materials) as well as during their interview/ hiring process, yet all agreed that there was no systemic training or full-fledged orientation on the program and Needham's approach to implementing the METCO program within the district. It was overwhelmingly suggested that they simply learned how to do what had been always done with little guidance and little conversation. These teachers felt that within their first three years of teaching within the Needham District they would have greatly benefited from a systemic orientation process beyond the EMI (Empowering Multicultural Initiatives) course that is offered yet not mandated. The EMI anti-racism curriculum is offered through an external, third party agency, EDCO Collaborative, Inc. and is not associated with METCO, Inc. or the METCO program.

Further to the request of the teachers in this category was a clearer understanding of the administrative responsibilities and relationship of the District organizational structure to the METCO organizational structure, which in our minds suggested a lack of parity and/ or full integration. After reviewing the job description of the METCO Director, it is clear that the METCO Director is responsible for "directing and/ or coordinating all activities related to the successful operation of the METCO program." In addition it is the Director's responsibility to "articulate to school administrators, teachers and other personnel information and insights to increase their understanding and awareness of the unique pressures that METCO students face, including their needs, feelings, and the implications of being in a largely white school community." These two roles, amidst many more, are imperative to the success of the program. Yet, they lead to a little confusion by some of the teachers.


In our interviews, teachers often mentioned that when challenges with their METCO students occurred they were confused as to whom the primary point person should be (them as the teacher, the METCO coordinator, or METCO director). We found this lack of understanding quite disturbing. Similar to the METCO Director, the METCO Coordinators are responsible for "meeting regularly with teachers and guidance counselors to promote the academic and social progress of METCO students."

It is our finding that METCO must reestablish clear protocols for a variety of frequent situations that will aid METCO Coordinators in working with building leaders and teachers to resolve challenges and promote academic and social progress. Further, in the case of the elementary schools, the METCO Elementary coordinator is responsible for 5 different buildings creating a difficulty in establishing an active presence at each site during the regular cycle of the school week. In moments when crisis and triage needs demand attention, it is difficult to be in multiple places at the same time. During our



interviews this challenge of being present and physically available was shared by elementary building leaders, and teachers, alike.

Finally, we found an interesting quiet tension that surfaced in a subliminal manner during general conversations regarding the full integration of the METCO students into the Needham district. Statements such as, “we see and treat the Boston students as Needham students, we often don’t know who is who,” or “I think that people in Needham don’t regard Boston students as METCO students but as Needham students,” reveal the desire for full integration of the “Boston” students but that the desire and the result do not equate.




The final 20-25% of teachers are strong advocates of the METCO and although they acknowledge some of the challenges of the program, they are fully committed and fully engaged in supporting the METCO program, the METCO staff and all of the Needham students. These educators go above and beyond the call of duty to meet with students before and after school to do extra tutoring, mentoring and routine check-ins. Some of these educators advocate on behalf of the students in meetings, around the water-cooler and in other types of meetings to make sure the students do not fall between the cracks. Further, these are the educators who understand that although it may not be well known or well touted all students are huge assets to the district and to the school campuses that they call “their school.” Relative to the perceptions of these teachers, they articulate a healthy vision for the full immersion of the Boston students into the Needham district and have great ideas at how to make better strides in achieving some of these goals. In their minds, METCO is a positive program that aided in drawing them and retaining them to the Needham District.


From our interaction with the Needham District there is a distinct level of engagement with the students that varies the higher you move in the hierarchy, which is common in all school districts. Building leaders are usually the last level of authority in the district where individual leaders know a great number of students and/or their personal situations/learning styles or the like. Although some administrators such as the Directors of areas such as Special Education or the Athletic Director may know some students and their unique experiences, there is much less of that at the higher levels of administration.

In general, the administration articulated a strong commitment to the METCO program as a district priority. From the building leaders on up to the superintendent there was a definitive willingness to make the necessary adjustments to the program in order to fortify and better its measurable outcomes as well as to create a trajectory of future success as the demands for public education continue to change. We find that the district is fully invested in the success of the Needham/ METCO program.

#### **Perception of Needham/ METCO program by Needham Community**




Our conversation with two Needham School Committee Members and the Family Friends members yielded a general understanding that the METCO program is a high priority for the Needham community and that it is perceived as one of a few ways in which Needham aims to diversify the experiences of its students. Both members are



parents of Needham Public School students and equally expressed the value of the METCO program as perceived by their child(ren) and themselves as parents. Both expressed concern over the challenges in engaging Boston parents both on a formal and informal basis. One very apparent challenge that was voiced was the fact that Boston parents rarely benefit from some of the local conversations regarding other parents and the District that occur at sporting events, scouting events and after worship services. Further, there was some concern after realizing the amount of information that is passed via the local Needham newspaper that is not available to Boston parents. Finally, one concern was voiced in both meetings with the School Committee Members. Both members, would welcome more data, measurable outcomes and district wide information on the METCO program both for personal knowledge as well as to better inform district wide policy.

Based on the wide variety of perceptions it is imperative for the District to create a formal orientation process for all incoming teachers, administrators and school committee members that offers both a helicopter view of the Needham/ METCO program as well as a 3-5 year strategic plan for the program. This orientation will aid in moving perception to perspective, which is a necessary transition that must occur in order to assure for continued and consistent success in educating all of the District's students.

#### **METCO's contribution to the school community**



When METCO students and parents were asked whether the METCO program was a contributor to the rich and valuable experience of an education within the Needham School District the response was an almost unanimous yes. Yet, when asked to articulate that contribution the overwhelming response was that the Boston students provided a different perspective on life that was beneficial to expanding the viewpoints of Needham students. Although the District articulates that all the students are part of the Needham District, there seems to be an undeniable distinction between the Boston and Needham students. This poses a challenge as policies created based on the perspective of an inclusive district may not manifest as such when the students, parents and teaching staff do not recognize the same perspective. In many cases, there was an additional expectation that the Boston students should be more grateful for the experience, unlike the Needham students who were privileged due to the address of their parents. This incongruence does not reflect the principle that all students the students, including the METCO students are Needham students.

#### **IV) Could the unmet needs of the Needham/ METCO students (if any) be met by a different use of the METCO grant funds?**


It is our finding that there is unmet need and that different usage of the METCO grant in addition to additional district resources would have a demonstratively positive impact on the METCO program and the District. Our findings will be subdivided into the major themes discovered through the course of our observations, interviews and review of district-wide data.



### **Summer Pipeline Programs**

It is our finding that METCO students would greatly benefit from summer pipeline programs that lead to access and success in moving students from current academic placements to more inclusion in the Honors, Accelerated and Advanced Placement levels. Again, we make note that a number of METCO students are gaining entrance to the Honors, Accelerated and AP courses but our goal is to prepare them for success within these courses. METCO grant money as well as additional District resources can be used to build and sustain a robust cluster of programming that will increase the numbers of METCO students that move beyond the standards level into some of the great academic opportunities that are available within the District. As part of the summer programming would be a mentoring module that would aid the students in navigating the social challenges associated with excelling academically.

### **Transportation**




The most unanimous recommendation for the District via our review is in the area of transportation for the METCO students. From the students to the teachers to some administrators it is a general finding that transportation is not only a major issue of concern but a major challenge in the ability for METCO students to fully engage and be immersed within the Needham District. For the majority of the schools, all extra-curricular activities take place before or after school. Due to the nature of the METCO bus schedule, many of the METCO students are unable to participate in these rich opportunities. Further, and of equal concern are the numerous tutoring, mentoring, academic support and academic enrichment opportunities that occur after school for all students that METCO students are not able or available to participate in. Allocated resources towards a late METCO bus can diminish these transportation issues on Tuesdays, Wednesdays and Thursdays. METCO students would be able to participate in a number of extra-curricular activities including sports, music, drama and other important extra-curricular offerings. Currently, at the high school level, the only option for late transportation is the athletic van for METCO students that offers in-season (only) student-athletes transportation from the high school to the Forest Hill "T" station. Student-athletes should receive transportation from school to their residence.

### **Academic Support/ Enrichment**


Separate and apart from the summer pipeline programming should be grade-specific and building-specific academic support and academic enrichment opportunities for student progress and student success. At the high school level, this programming should include a college readiness curriculum.

### **Recruit and Retain Teachers, Building Leaders and Administrators of Color**



Critical to the success of the METCO program is a continued effort to recruit and retain teachers, building leaders and administrators of color. Of course this is a difficult endeavor but it must remain a priority of the district. Not only do students of color excel but the desires of the district to have a robust and diverse district will be accomplished through these hires. Studies by NAACP Legal Defense Fund, Inc. (in conjunction with the Civil Rights Project at Harvard University & The Center for the Study of Race and Law at the University of Virginia)[2005], National Collaborative on Diversity in the






Teaching Force [2004] and National Education Association [2002] reveal the overwhelmingly positive effects of recruiting and retaining diverse teachers, building leaders and administrators of color. Each of these studies reveal the need, the strategy and the fruit of diversifying teaching and administrative staff in order to refuel the underlying message that “diversity matters” and benefits all.

#### **District-Wide Family Friends Group**


Increased investment in the district-wide Family Friends group would be a huge asset in aiding in matriculation transitions from building to building as well as making sure there is equity in the access and opportunities of all students and not just the buildings with active parents. The Family Friends Group is critical to the success of the METCO program as it is a representation of all parents and all students. This group is the crux of a strong program and is imperative to the success of the District wide program. Participants and parent coordinators of the current (school-based) program expressed a unanimous desire for a unified, district-wide direction for the program, as well as more support from METCO staff.

#### **The Importance of Boston**




The METCO program relies on a commitment by Needham and Boston residents and part of that responsibility is articulated in METCO guiding objective #3 (see page 3). It has been recommended by teachers, parents and members of the Family Friends group Part that Boston serve as a location for conversations, school committee meetings and other Needham School District events/ occasions in order to allow Boston residents a chance to participate. In order to fulfill guiding object #3 Boston should become a more welcomed location for District activities that include students, parents, teachers, building leaders, administrators and school committee members.

#### **Do the current Needham/ METCO program initiatives, already in place, successfully address the academic and social achievement of the Needham/ METCO students?**




It is our finding that individual schools have very innovative and practical ideas to support their students via social programs that yield academic and social benefits but there is no district-wide approach to METCO programmatic initiatives that we found. In fact this is a greater challenge than may be perceived. Across the district there are some really wonderful programmatic initiatives that are yielding success and creating high morale not only within the METCO student population but also among the building leaders and teaching faculty who are able to see the direct benefit of their investment of extra time and energy. Although we will not cover all of the initiatives found, it is important to reveal the practical solutions that colleagues around the district are endeavoring. At the High School the annual METCO fundraiser has aided in bonding the METCO students and their non-METCO allies in a way that would not occur in the classroom. The Freshman/ Sophomore homeroom, although not widely understood (and this is a continual challenge) allows METCO students a home base and an opportunity for daily check-ins as they navigate the challenges of not only academic emersion but




cultural emersion at the high school. Finally, at the High School, the athletic van, although we don't find it the best solution, is a very practical solution with great intension.

At the middle school level the Affinity Lunch Groups are a great idea and has served the purpose of building relationship among the METCO cohort. The defunct newspaper club and the defunct METCO club were huge hits yet were challenged due to the continual transitions in the approach to transportation. These endeavors were the innovations of the Mitchell School. A grant funded program at High Rock provided MCAS Math preparation for METCO students. Again, all of these endeavors are building based and not district-wide.

**Do the Needham/ METCO parent group and the Needham/ METCO staff work effectively together, to communicate to the total parent body, the importance of potential participation? What is done to insure this?**



It is our finding that there is much room for growth in moving to a more effective working relationship between parent group and staff. At some schools the relationship works well but that is not the standard across the district. The best anecdote to reflect this is that at two schools teachers asked the question, "What happened to the parent group, why was it disbanded?" Across the district we found uneven communication and a lack of balance regarding two-way communication. Some parents articulated that communication was only focused on behavioral challenges, transportation issues and lack of student achievement. Although parents expressed great satisfaction in the education their children are being provided, there was some concern as to the effectiveness of the METCO staff in relation to the parent group and creating innovative opportunities for student support, academic enrichment and mentoring.



It is important to share that all of the responsibility in strengthening the relationship is not on the METCO staff. It is apparent that increased support must come from district leadership in order to achieve full integration of the METCO program within the Needham district. METCO students will succeed as parental involvement increases. From the first days of kindergarten through graduation from high school, parent-teacher conferences, back-to-school nights, evening functions and the like are critically important. Although we know parental involvement wanes as students get older and become more independent, the communication and engagement of parents must continue to increase. Parental involvement must be a district priority and not just a METCO staff priority. Resources must be invested in order to engage, involve and retain parent partnership in the education of the students. Incentives should be awarded to teachers who go above the call of duty not only to work with METCO students who need extra support but also engaging student families on a regular basis in order to show them that faculty and staff are not only accessible but that they care. This is critical to student academic, social and emotional success. Families should be inundated with information via phone calls, newsletters, annual reports, emails, and other digital means in order to keep them involved, interested and to continually allow them to engage and re-enter the relationship at any point. Possible year-end assessment surveys might be helpful to set annual, short-term and long-term goals. Parents need a multitude of opportunities to share their thoughts, ideas, reflections, concerns, and the like.

It is imperative for the METCO staff to encourage school staff and faculty to also establish healthy relationships with the METCO family. Often there is differential treatment as the school staff and faculty refer all conversations through METCO liaisons as opposed to calling the student's family themselves. This creates conflict and leads METCO parents to perceive a double standard in treatment that diffuses the possibilities and successes of the overall program.

More resources need to be provided to parents in general. Parents should take the initiative to help think through these challenges. A true partnership between METCO staff, parents, school faculty & staff, students and parents will lead to even greater success.

**Do the Needham/ METCO students utilize available resources, such as technology, to fully participate in all academic areas?**

It is our finding that METCO students at all levels have adequate access to academic resources including technology. Site visits to the elementary, middle and high school revealed ample touch time on digital devices including computers for all students. The increased technical advances in the classrooms within the Needham District are assets to the learning environment of all the students including the METCO students.

**A Final Note**

In order to best support the METCO program, the district must pay attention to a few structural challenges. The first is the lack of participation of the METCO director within the creation of district-wide policy and district-wide advocacy. There is a unique set of perspectives that must be considered when making district-wide policies that would benefit from the insight and participation of the METCO director. Secondly, METCO staff are heavily relied on as thought-leaders and strategic partners in education at the building level, yet they (METCO Staff) are not part of the building strategic planning, nor are they a part of the building evaluation and assessment processes. In order to strengthen the relationships of colleagues METCO staff must be fully integrated into the building culture even if it is with a dotted line of supervision. This will aid in intra-building communication and innovation. Finally, the district has to devise a better mechanism for district-wide sharing of best practices relative to the initiatives and successes within the METCO program. There are some wonderful, innovative approaches to academic, emotional and behavioral support in some of the buildings that if shared could create continuity as students matriculate and serve as a catalyst for improvement as more minds get behind the assessment and re-visioning process.

It has been a privilege to accomplish this review and for that we thank Christine Brumbach, Director of Student Development & Program Evaluation and Needham/METCO Director Dr. Joanne Willoughby. We extend our gratitude to Superintendent Daniel Gutekanst the Needham School Committee and all of the principals, faculty, staff, parents and all of the amazing district-wide students.

**Appendix A – METCO Enrollment**

**Needham METCO Enrollment for the past 3 School Years**

<b>Needham METCO Enrollment 2011-2014</b>			
<b>GRADE</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
K	14	14	13
1	13	16	15
2	6	12	16
3	8	5	12
4	23	7	5
5	15	22	7
6	17	15	21
7	12	15	13
8	12	13	16
9	7	11	13
10	9	8	10
11	7	8	6
12	6	7	8
<b>TOTAL</b>	<b>149</b>	<b>153</b>	<b>155</b>

**Appendix B – School-year and summer programming**

## **Programming For METCO Middle and High School Students (2011-2014)**

### **Common Ground :**

This is a Grade 6 Affinity/Study Group. This was held during school hours at High Rock during what is known as Flex Block. Jessica Downey and I worked out a schedule, curriculum and list of students of color to invite to attend. We had both METCO students and Needham resident students of color. This has now become an exclusively after school activity in the form of more of a Homework Club, taking place on Tuesdays and Thursdays after school in High Rock's Media Center as the Flex Block is now being used as a Math MCAS prep time. This after school time is supervised by 2 Teacher Assistants as a stipend position.

### **SWAG:**

This is an after school Affinity/Study Group held in Pollard's Media Center on Thursday afternoons for students in grades 7 and 8. This is supervised by 5 Pollard teachers and the METCO Middle School Coordinator. This allows for small group tutoring, conversations, gym activities and technology access. This also accommodates both Boston student residents and Needham student residents.

### **High School-Middle School Tutoring:**

On a case by case basis, Needham High School Students are matched with a Pollard Middle School student identified as in need of tutoring. The High School student comes to Pollard Media Center After School to meet with the Pollard Middle School student and engage in a tutoring session in the subject area of need.

### **METCO, Inc Tutoring:**

Teachers refer students (K-12) who they identify in need of support in their core subject classes. This referral is then forwarded to Student Services at METCO, Inc. and they contact the students' parents to arrange times and pair them with an appropriate tutor. The Boston METCO Bus makes a stop at METCO, Inc. allowing transportation to the tutoring session and parents arrange for transportation home for the student.

### **Boston Late Bus:**

This allows students access to their teachers for after school help and the opportunity for them to be a part of a Pollard After School, or High Rock After School Activity.

**Needham Public Schools  
METCO  
Jumpstart**

The Needham Public Schools METCO Jumpstart Program is a required 4-5 week academic enrichment program for all incoming Kindergarten and first grade students. The goal of the program is to provide students and families with an introduction to the Kindergarten/first grade curricula and Needham community.

The Jumpstart Program allows students to get a sneak peak at the routines and norms of the responsive classroom including social emotional learning, literacy based Foundations and Think math. Parents are also provided with supplemental activities and resources to promote their child's success in the classroom and develop good schoolwork habits. Students are given homework every night to help reinforce the lessons of day. Students arrive by bus from Boston at 8:30 am and end their day at 12:00 pm.

At the conclusion of the Jumpstart Program each student is issued a Jumpstart report card, which reflects their overall skills set, and their progress during our program.

Year	Numbers of Participants
2011	16
2012	14
2013	14





**METROPOLITAN COUNCIL**  
For Educational Opportunity, Inc.

**METCO Summer School Program Application**

Date: \_\_\_\_\_  
Student's Name: \_\_\_\_\_ D.O.B: \_\_\_\_\_  
METCO Community: \_\_\_\_\_ School: \_\_\_\_\_  
Entering Grade \_\_\_\_\_ in September 2014  
Does the student have an IEP? \_\_\_\_\_ Yes \_\_\_\_\_ No (If yes, please submit a copy)  
Has the student been asked to repeat the year? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Extended Day Program? \_\_\_\_\_ Yes \_\_\_\_\_ No

**PARENT/GUARDIAN INFORMATION**

Parent's Name(s): Mother: \_\_\_\_\_ Father: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephones: Home: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_  
Home: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_  
Email address(es) for both parents: \_\_\_\_\_  
\_\_\_\_\_

**EMERGENCY CONTACT INFORMATION (Other than parents/guardian)**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephones: Home: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_  
Home: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_  
Relationship to student: \_\_\_\_\_

**PAYMENT INFORMATION**

- The FULL summer school fee of \$400.00 for the academic program and \$300.00 for the extended day program.
- A \$100.00 non-refundable deposit must be submitted with this application for the academic program.
- A \$75.00 non-refundable deposit must be submitted with this application if your child is registering for extended day.
- TOTAL PROGRAM FEES ARE DUE FRIDAY, JUNE 6, 2014.

[For office use only]

## Frequently Asked Questions

### *METCO Summer School Program*

1. ***What is the application deadline?*** Friday, May 16<sup>th</sup> ; final payment due on June 6<sup>th</sup>.
2. ***How many students will be enrolled in the program?*** There will be a total of 60 students, grades K-5. Students will be enrolled on a first come, first served basis.
3. ***Can students with and IEP enroll in the program?*** Yes, however special education services are not provided. We encourage parents or METCO Directors/staff to provide a copy of the current IEP for the teacher in order to better understand the academic needs of each student.
4. ***What forms of payment do you accept for the fees? Is there a sliding fee based on income or financial aid? We accept debit and credit cards, money orders, and purchase orders. We do not accept vouchers, there is no sliding fee scale based on income and no financial aid.***
5. ***Can Boston Public school students enroll in the program? Yes, priority is given to METCO students.***
6. ***Will parents and students receive a final assessment/progress report at the end of the program? Yes. Each student will be assessed at the end of the program and a copy of the report will be sent to the METCO Director.***
7. ***Can students bring their own lunch? Yes, students do not have to eat the lunch that we provide through the BPS Food Services Dept.***
8. ***Can BPS siblings of a current METCO student enroll in the program? Yes, however METCO students will receive priority and as the application deadline approaches, METCO students will be assigned to each class, then BPS applicants will be enrolled (based on the number of remaining slots at each grade level) on first come, first served basis.***
9. ***What about transportation? Transportation is not provided; parents/guardians are responsible for drop off and pick up.***
10. ***Can students who are being retained attend the program? Yes, we will ask parents/guardians to provide the most recent report card.***
11. ***Will there be a nurse on staff? No, several of the teachers will have Red Cross First Aid training. The principal, with parent permission will dispense medication to students when necessary.***
12. ***Will students receive homework? Yes, homework packets will be given on Friday for the following week. The home assignments will be due the following Friday. The assignments will include some independent work and work to done with a parent, guardian or family member.***
13. ***When and where will applications be available? The applications and informational flyers will be available on Wednesday, March 26<sup>th</sup>. Applications will be available on the METCO Inc. website, [www.metcoinc.org](http://www.metcoinc.org), from the METCO Director or at the METCO office at 40 Dimock St., Roxbury, MA 02119.***

**Appendix C – SY 13-14 METCO Parent Meetings and  
other parent and community activities**

**Needham Public Schools  
METCO  
Parent Meeting Schedule  
2013-2014**

**General Meetings**

K-12

September 26, 2013

Agenda

Welcomes/Introductions:

Dr. Gutenkanst, Superintendent of Schools

Ms. Christine Brumbach, Director of Student Development and Program Evaluation

Dr. Joanne Allen-Willoughby, Director of METCO

December 19, 2013

March 20, 2014

May 22, 2014

**Elementary**

K-5

October 24, 2013

Agenda

Principal Presentations

Special Education

Guidance

**Middle School**

6-8

January 23, 2014

Agenda

Principal Presentations

Course Selection Special Education

Support Services

**High School**

9-12

November 14, 2013

Agenda

Principal Presentation

Guidance

College Preparation

**All meeting will be held at the Twelfth Baptist Church, 150-160 Warren Street,  
Roxbury, MA 6:00 pm - 8:00 pm.**

Dates and agendas are subject to change

**From:** Tamara Peeples      December 7, 2009  
**Subject:** METCO A.C.E.S. Club  
**To:** Eliot METCO Teach   Hillside METCO Teach  
         BM METCO Teach   Mitch METCO Teach   Newman METCO Teach  
**Cc:** Needham METCO Staff      Elementary Principals

Dear Educators,

I just wanted to inform you of a new initiative that the METCO Department is launching to promote and acknowledge the academic achievement of our elementary METCO students throughout the district.

We will begin the A.C.E.S. Club (The Achievement Celebration for Excellent Students) January 2010. Students who have achieved a 95% or better on any graded/scored assessment ranging from quizzes, tests, dictation, projects, reports, oral presentations to running records (all rubrics are welcome!!!!) will be recognized and invited to participate in the monthly celebration.

During January, our first month students will be required to receive one 95% (an A) or higher grade as the entry ticket for them to attend.

Students can produce the graded assessment to me directly to obtain an invitation or receive an invitation after I have received an email confirmation of the score and assessment type from any teacher or specialist.

In the month of February our criteria will be bumped up to 2 scores of 95% or better, March 3 scores and so on.

I look forward to hearing from you all and any feedback you may have around our students and this initiative.

Tammy Peeples  
N.E.M.C.  
Newman Elementary School  
1155 Central Avenue Needham, MA. 02492  
Tamara\_Peeples@needham.k12.ma.us  
Cell # 1-857-472-9843  
Fax # 1-781-453-2523

### Middle School Recognition

Academic Achievement - All A's and B's for 5 Trimesters

Grade 6 - Collin Bosab, Katlin Goncalves, Mikaila Houston, Joy Kozu, Shaira Medina, Naomi Williams Cole

Grade 7 - Renato Huezco-Rosales, Maya Newell

Grade 8 - Victoria Bosab, Zenilli DePina, Blessing Ojuni

#### Sports

Michael Comma - Needham Football  
Raymond Gonzalez - Needham Lacrosse  
Chaz Hill - Needham Football  
Renato Huezco-Rosales - Needham Soccer  
Ervol Officer - Needham Football  
Rashawn Wise - Needham Lacrosse  
Henderson Parker - Club Football and Basketball  
Kelechi Ekwey - Club Football

#### The Arts

Shaira Medina - Middle School Musical  
Maya Newell - Middle School Musical  
Naomi Williams Cole - Middle School Musical

#### Academic Enrichment

Victoria Bosab STEM Program  
Zenilli DePina - STEM Program  
Tawba Desir - STEM Program  
Blessing Ojuni - STEM Program

### High School Extracurricular

#### Sports

Christopher Acevedo: Club Soccer  
Ugonna Ekezi: Fr Basketball, Fr Football  
Carlesia Huezco-Rosales: Fr Softball  
Mayte Mancebo: Fr Volleyball, Fr Softball  
Phil Comma: JV Football, Rugby  
Shybeum Davis-Smith: JV Basketball  
Shari Headley: Gymnastics  
Lamont Taylor: JV Basketball, JV Football  
Brianna Thompson: Gymnastics  
Cameron Van Allen: Football, Track  
Denisse Huezco-Rosales: Volleyball Manager  
Sandro Mancebo: Baseball

#### Clubs

Lorissa Agosta: Bomb Squad  
Shari Headley: Bomb Squad  
Tajanay Sheffey: Bomb Squad  
Gigi Briscoe: Bomb Squad, Engineering Club  
Jayme Holliday: Bomb Squad  
Angie Miles: Bomb Squad  
Brianna Thompson: Bomb Squad  
Lindsay Walcott: Bomb Squad  
Malia Sparrock: Anime Club, China Trip

#### School Based Groups/Positions

Chanise Parks: Student Council  
Sandro Maccho: Student Council  
Cameron Van Allen: Attendance Support Board  
Shari Headley: Assistant Principal interview committee

#### Fine and Performing Arts

Vanessa Rodriguez: Publicity Manager of "Kiss Me Kate",  
Concert Band, Marching Band  
Cayla Johnson: "Kiss Me Kate", Student Rep for Friends of Music, "Anything Goes", Chorus  
Lindsay Walcott: Chorus "Winterfest", Chorus  
Denisse Huezco-Rosales: "Kiss Me Kate"

# MEET

## CELEBRATION



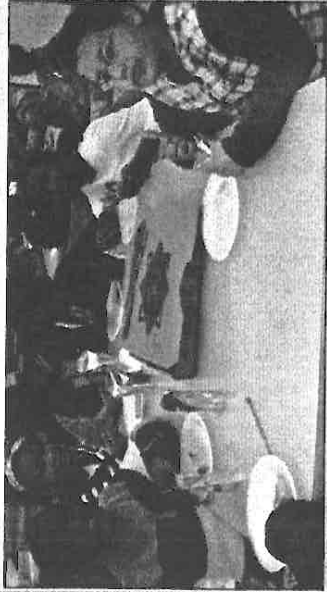
JUNE 1, 2010

Class of 2010

Daelon Austin	Courtney Elliott
Denisse Huezco-Rosales	Sandro Mancebo
Travis Parker	Chanise Parks
Malia Sparrock	

**Program**

Welcome  
"Left Every Voice"  
Elementary Poems  
Parent Recognition  
Maria DePina, Sancia Grimes, Gregory McCall  
Elementary Awards  
Marie Nunes, Tamar Peeples, Delmira Teixeira  
A.C.E.S Academic Achievement, Honors Chorus, Student Council, Language, Music  
Recitation  
"Let America Be America" by Langston Hughes  
Middle School Awards  
Academic Enrichment, The Arts, Sport  
Recitations  
"Still I Rise" by Maya Angelou  
"The Negro Mother" by Langston Hughes  
Iow Miles  
High School Awards  
Shakur Abdul-Kaballaq



**A.C.E.S Club Honorees  
Academic Achievement  
Hillside**

Sabrina Correia\*  
Genesis Spruill  
Angelo Correia  
Antonette Grant\*  
Kyrnison Jones-Henderson  
Kiara McIntyre\*  
Trixie Ogbobor  
Ronnie Stotts  
Jobi Michel  
Zerine DePina  
Christofèr Pierre  
Kyle Butler\*  
Stephen Avery\*  
Mozart Rodriguez  
Winter Ward  
Erica Ogbobor  
Nia Johnson  
Kiyana Wise  
Nesly Hernandez  
Ashya Grant  
Stephanie Ogbobor  
Auzhane Fernandes  
Brandy Cruz  
Newman  
Jonathan Neal  
Kevin Swan  
Adonay Woldegiorgis  
Makaib Ortiz  
Dawitt Woldegiorgis  
Mitchell  
Arianna Williams  
Adara Anthony-Jones\*  
Savon Gaskin  
Aaron Gordon  
Amadeo Rodriguez  
Alysa-Jayla Bryant\*  
Adiely Cifuentes\*  
Brian Dyson  
Nebula Miles  
Elliot  
Rasheed Bascombe-Darby  
Michelle Comma

**Broadmeadow**

Maya Vogt  
Tristen Coren\*  
Bryce McKenzie  
Chidima Nwodo\*  
Eliza Vogt\*  
Ariana Jones  
Izu Nwodo  
Max Coren\*  
Carleinni Mendez\*  
Geovanny Sosa\*  
Saphia Suarez  
Elliot Williams  
Julia Sanderson  
Carlin Williams

**\*Platinum A.C.E.S**

**Elementary Individual  
Honors**

Perfect Attendance  
Jayla Kennedy  
Jaylen Kennedy  
Jobi Michel  
Most Improved  
Rasheed Bascombe-Darby  
Good Citizenship  
Leitani Gutbric  
Outstanding Academic  
Achievement  
Saphia Suarez

**Elementary Fine and Performing Arts**

Ariana Jones - Drums  
Adara Anthony Jones - Violin  
Sbermar Scott - Drums  
Randy Mendez - Sax  
Adonay Woldegiorgis - Guitar  
Bryce McKenzie - Recorder, Drums  
Mozart Rodriguez - Recorder  
Adiely Cifuentes - Sax, Piano, Trumpet  
Nebula Miles - Voice  
Saphia Suarez - Flute  
Julia Sanderson - Recorder  
Kendrick Meduina - "Tiki Tiki Tembo"  
Jayla Tennyson-Romain - "Tiki Tiki Tembo"  
Alysa-Jayla Bryant - Percussion  
Winter Ward - Orchestra  
Zerinni DePina - Orchestra, Honors Chorus  
Michelle Comma - Orchestra, Honors Chorus  
Kiana Stotts - Orchestra

**Extracurricular**

Amadeo Rodriguez - Student Council and Mitchell Spelling Bee Team  
Nebula Miles - On Mitchell Spelling Bee winning team  
Adara Anthony-Jones - Presentation on Michelle Obama  
Arianna Williams - Brownies, EASE Spanish  
Davonte Burnett - Club Track



**Appendix D – METCO Program Job Descriptions**



**DIRECTOR OF METCO – K-12**  
**Needham Public Schools**

**QUALIFICATIONS:**

Master's Degree or higher, with specialization in general field of education  
Leadership experience and previous successful administrative skills in planning,  
    Implementing, coordinating and evaluating programs  
Proven ability in supervision and evaluation of personnel  
Three or more years of teaching/administrative experience in one or more fields of  
    Education  
Massachusetts license as Supervisor/Director

**RESPONSIBILITIES:**

- Directing and/or coordinating all activities related to the successful operation of the METCO program
- Oversee the educational program for METCO students
- Meet with teachers, administrators, students and parents to discuss the progress of students
- Assess needs of students and develop programmatic and individual responses and interventions to ensure maximum educational progress for all students
- Maintain necessary records for all students
- Maintain a supportive relationship with students and advise in all matters relating to the success of students
- Assist the principal in the placement of students in appropriate classes
- Participate in TEAM evaluations for METCO students
- Help facilitate communication between Boston parents and Needham personnel, when needed.

The Director helps METCO students:

- Understand the social, cultural and educational system in Needham and insure the maximum participation of students wishing to take part in after-school activities.

The Director:

- Articulates to school administrators, teachers and other personnel information and insights to increase their understanding and awareness of the unique pressures that METCO students face, including their needs, feelings, and the implications of being in a largely white school community
- Meets with faculty to discuss the philosophy, history and purpose of the METCO program
- Works collaboratively with METCO staff to develop professional development activities for the staff
- Consults and meets regularly with other METCO Directors
- Supervises METCO staff
- Contributes to curriculum studies and serves as a resource person to increase the school system's pluralistic base
- Develops and monitors the METCO grant and budget
- Reports to the Director of Student Development and Program Evaluation

## Needham Public Schools

### METCO Elementary Coordinator METCO Transportation Coordinator

#### Job Description

Under the direction of the METCO Director, the METCO Elementary School/Transportation Coordinator will provide support to the Director in all areas regarding the developmental needs of METCO students and the program. The METCO coordinator will actively support the academic achievement, cultural, and social/emotional needs of students and families. The Coordinator will develop strong and collaborative relationships with faculty, staff, parents and Needham METCO community advocates. The Coordinator is responsible for overseeing the day-to-day transportation of students K-12.

**Essential Functions and Duties of the Position:** *The essential functions and duties listed below are intended as illustration of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if work is similar, related or a logical assignment to the position.*

- Meet regularly with teachers and guidance counselors to promote the academic and social progress of METCO students in grades K-5
- Oversee the intake of all METCO students entering the Needham Public Schools METCO program
- Provide culturally proficient insights to school-based crisis intervention teams.
- Monitor the academic performance of METCO students as well as develop and implement strategies to enhance the academic achievement and maximize the opportunities for METCO students to achieve academic success.
- Work in conjunction with the METCO Director and school principals to establish programs that will improve the school experiences of METCO students in grades K - 5.
- Participate in student support teams, parent/teacher conferences and special education team meetings, as needed. .
- Promote high academic and behavioral standards for METCO students on the Elementary Level.
- Work with the METCO Middle School Coordinator to develop and coordinate the appropriate transitioning programs.
- Serve as liaison between the student, schools, and families.
- Provide extra academic or social help sessions in conjunction with teachers and the pertinent specialists.
- Coordinate any special academic or counseling assistance to be provided outside of school.
- Supervise and coordinate the activities of all METCO Bus Monitors
- Develop and maintain Bus Routes for all METCO Transportation into Needham Public Schools
- Notify all Bus Monitors of changes and happenings in the scheduling for the students.
- Develop and Coordinate the Jumpstart Summer Program for K-1<sup>st</sup> grade students entering Needham Public Schools
- In conjunction with the Director develop yearly bus routes
- Act as a liaison with the bus company
- In coordination with the Director and school Principal deal with issue of bus behavior concerns
- Assume any other responsibilities as assigned by the METCO Director

#### **Education and Experience:**

- Bachelor's degree required in Education, Counseling, Psychology, Sociology, Social Work, Public Administration or other related field.
- Master's Degree preferred
- 3-5 years of experience preferred, particularly in a school environment and with students and families of diverse backgrounds.

#### **Skills, Abilities & Knowledge:**

- Must be a highly motivated, self-starter who can work independently

- Must have a deep commitment to manage oneself in an environment that cares for each student and family.
- Must be committed to supporting the METCO students to perform at high levels.
- Must demonstrate a commitment to the district goals for the METCO program and work effectively towards meeting those goals each and every day.
- Must have well-established communication and interpersonal skills and the ability to share information and resources as appropriate.
- Must demonstrate a high degree of skill in working with a wide variety of constituents including school district employees and administrators.
- Ability to exercise sound judgment and a high degree of diplomacy in responding to and resolving issues and problems in a highly professional manner.
- Must work in partnership with teachers and administration on issues of discipline.
- Flexibility to meet changes in work needs and demands.
- Must be highly organized, detail oriented and able to maintain confidentiality.

**Salary and Benefits:**

This is a school year, 185 day, position offering a competitive salary and benefits compensation package including:

- Health, Dental, Town Retirement and Life Insurance offered through the Town of Needham
- Salary: Salary negotiable and Subject to grant funding.

# Needham Public School

## METCO Middle School Coordinator

### Job Description

Under the direction of the METCO Director, the METCO Middle School Coordinator will provide support to the Director in all areas regarding the developmental needs of METCO students and the program. The METCO coordinator will actively support the academic achievement, cultural, and social/emotional needs of students and families. The Coordinator will develop strong and collaborative relationships with faculty, staff, parents and Needham METCO community advocates.

**Essential Functions and Duties of the Position:** *The essential functions and duties listed below are intended as illustration of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if work is similar, related or a logical assignment to the position.*

- Meet regularly with teachers and guidance counselors to promote the academic and social progress of METCO students in grades 6-8.
- Provide culturally proficient insights to school-based crisis intervention teams.
- Monitor the academic performance of METCO students as well as develop and implement strategies to enhance the academic achievement and maximize the opportunities for METCO students to achieve academic success.
- Create developmentally appropriate, culturally proficient programs which address the needs of middle school students
- Work in conjunction with the METCO Director and school administration to establish programs that will broaden the scope of all Needham Public School students in grades 6-8
- Assist families of METCO students in planning academic schedules and monitor course level changes, additions, and drops.
- Participate in student support teams, parent/teacher conferences and special education team meetings, as needed.
- Notify the METCO Director of student progress via written reports and parent contact reports.
- Work with the METCO Elementary and High School Coordinators to develop and coordinate the appropriate transitioning programs for Middle School students in the METCO program.
- Serve as liaison between the student, schools, and families.
- Coordinate and facilitate extra help sessions in conjunction with teachers and the pertinent specialists.
- Coordinate any special academic or counseling assistance to be provided outside of school.
- Assume any other responsibilities as assigned by the METCO Director

### **Education and Experience:**

- Bachelor's degree required in Education, Counseling, Psychology, Sociology, Social Work, Public Administration or other related field.
- Master's Degree preferred
- 3-5 years of experience preferred, particularly in a school environment and with students and families of diverse backgrounds.

### **Skills, Abilities & Knowledge:**

- Must be a highly motivated, self-starter who can work independently
- Must have a deep commitment to manage oneself in an environment that cares for each student and family.
- Must be committed to supporting the METCO students to perform at high levels.
- Must demonstrate a commitment to the district goals for the METCO program and work effectively towards meeting those goals each and every day.
- Must work in partnership with teachers and administration on issues of discipline.

- Must have well-established communication and interpersonal skills and the ability to share information and resources as appropriate.
- Must demonstrate a high degree of skill in working with a wide variety of constituents including school district employees and administrators.
- Ability to exercise sound judgment and a high degree of diplomacy in responding to and resolving issues and problems in a highly professional manner.
- Flexibility to meet changes in work needs and demands.
- Must be highly organized, detail oriented and able to maintain confidentiality.

**Salary and Benefits:**

This is a school year, 185 day, position offering a competitive salary and benefits compensation package including:

- Health, Dental, Town Retirement and Life Insurance offered through the Town of Needham
- Salary: Salary negotiable and Subject to grant funding.

# Needham Public School

## METCO High School Coordinator

### Job Description

Under the direction of the METCO Director, the METCO High School Coordinator will provide support to the Director in all areas regarding the developmental needs of METCO students and the program. The METCO coordinator will actively support the academic achievement, cultural, and social/emotional needs of students and families. The Coordinator will develop strong and collaborative relationships with faculty, staff, parents and Needham METCO community advocates.

**Essential Functions and Duties of the Position:** *The essential functions and duties listed below are intended as illustration of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if work is similar, related or a logical assignment to the position.*

- Meet regularly with teachers and guidance counselors to promote the academic and social progress of METCO students in grades 9-12.
- Serves as a member of Student Services and weekly team meetings.
- With a faculty collaborator, design and implement the curriculum for the African American Studies and Contemporary Issues course for High School students.
- Advise and supervise SEALE- Social Empowerment, Action Listeners and Educators.
- Provide culturally proficient insights to school-based crisis intervention teams.
- Monitor the academic performance of METCO students as well as develop and implement strategies to enhance the academic achievement and maximize the opportunities for METCO students to achieve academic success.
- Work in conjunction with the guidance department to assist in the needs of METCO students academically and socially.
- Work in conjunction with the METCO Director and school administration to establish programs that will broaden the scope of all Needham Public School students in grades 9-12.
- Assist families of METCO students in planning academic schedules and monitor course level changes, additions, and drops.
- Participate in student support teams, parent/teacher conferences and special education team meetings, as needed.
- Notify the METCO Director of student progress via written reports and parent contact reports.
- Work with the METCO Middle School Coordinator to develop and coordinate the appropriate transitioning programs for students in the METCO program.
- Serve as liaison between the student, schools, and families.
- Coordinate and facilitate extra help sessions in conjunction with teachers and the pertinent specialists.
- Coordinate any special academic or counseling assistance to be provided outside of school, as needed.
- Assume any other responsibilities assigned by the METCO Director.

### **Education and Experience:**

- Bachelor's degree required in Education, Counseling, Psychology, Sociology, Social Work, Public Administration or other related field.
- Master's Degree preferred
- 3-5 years of experience preferred, particularly in a school environment and with students and families of diverse backgrounds.

### **Skills, Abilities & Knowledge:**

- Must be a highly motivated, self-starter who can work independently
- Must have a deep commitment to manage oneself in an environment that cares for each student and family.

- Must be committed to supporting the METCO students to perform at high levels.
- Must demonstrate a commitment to the district goals for the METCO program and work effectively towards meeting those goals each and every day.
- Must have well-established communication and interpersonal skills and the ability to share information and resources as appropriate.
- Must work in partnership with teachers and administration on issues of discipline.
- Must demonstrate a high degree of skill in working with a wide variety of constituents including school district employees and administrators.
- Ability to exercise sound judgment and a high degree of diplomacy in responding to and resolving issues and problems in a highly professional manner.
- Flexibility to meet changes in work needs and demands.
- Must be highly organized, detail oriented and able to maintain confidentiality.

**Salary and Benefits:**

This is a school year, 185 day, position offering a competitive salary and benefits compensation package including:

- Health, Dental, Town Retirement and Life Insurance offered through the Town of Needham
- Salary: Salary negotiable and Subject to grant funding.

**Needham Public Schools  
METCO Bus Monitor  
Job Description**

Bus Monitors are responsible for monitoring and assisting students while they are being transported from Needham Public Schools to Boston.

METCO Bus Monitors report to the METCO Director, designees and the Bus Company.

**Responsibilities:**

1. The primary responsibility of a Bus Monitor is to ride the bus each day on the morning and evening routes; attend to the general supervision of all students on the vehicle.
2. Bus Monitors must board the vehicle before or at the first stop on the route and remain on the vehicle at all times until every student has reached his or her stop.
3. Bus Monitors are required to assist students in and out of the vehicle if necessary.
4. Bus Monitors are required to check the vehicle to insure that all students have exited at the appropriate stops.
5. Bus Monitors must exhibit proper behavior at all times. Bus Monitors are role models and should not engage in horseplay or arguments with students or parents.
6. Bus Monitors must document any discipline issue with a student and submit daily to the METCO Transportation Coordinator.
7. Students should not be allowed to leave the vehicle anywhere other than their assigned stops unless instructed by the bus monitor. If a student leaves the vehicle without authorization, the Bus Monitors will direct the driver to contact the dispatcher immediately.
8. Students must be prohibited from consuming food or beverages, smoking, or bringing radios on the vehicle. Bus Monitors must also abide by these rules.
9. In the event of an absence, Bus Monitors must inform the METCO Staff (Transportation Coordinator, the METCO School Secretary) and Bus Company, one-half hour prior to your scheduled reporting time for the morning and/or at least two hours prior to your scheduled reporting time for the afternoon if at all possible.
10. Participates in school bus safety drills.
11. Bus Monitors are also responsible for performing other related duties as directed by their supervisors.

**Required:**

1. Must be 18 years of age or older
2. High School Diploma or GED
3. Understand and follow written and oral instructions
4. Communicate effectively, both orally and in writing



**Appendix E - Transportation**

**Needham Public Schools  
Transportation Program**

The METCO Grant provides funds for programming and transportation costs. In FY 14, the grant provided \$306,159 for transportation costs. With those funds, the district provides the following Boston-Needham transportation routes:

	AM	PM	MONITOR	LATE BUS
<b>Elementary</b>	2 buses	2 buses	Yes – AM and PM	
<b>MS/HS</b>	2 buses	2 buses	No	Yes, Thursdays only
<b>HS Athletics</b>				Yes, provided by NPS transportation

Additionally, the METCO grant/transportation provides funding for purchase of Charlie Cards. The MBTA offers a Charlie Card Program, whereby students are allowed to purchase a Charlie Card through the METCO Office at the High School. The cards are preloaded and come in either an M-5 (Monday thru Friday) \$25.00 or an M-7 (Sunday through Saturday) \$28.00 denomination.

These passes are available to all students. However, METCO students are given passes if they:

- need alternative transportation to and from school.
- have a job or extra curricular activity.

Year	Number of Students
2011-2012	18

Year	Number of Students
2012-2013	15

Year	Number of Students
2013-2014	25

**Appendix F – Schedule of interviews completed for the  
METCO Program Review by D Fuller Associates**

## Needham/METCO Program Review Timeline

### Schedule for Administrators

Monday, January 6, 2014

Time	Mr. David Fuller
12:30 – 1:00	Meeting with Superintendent Dan Gutekanst <i>(Superintendent's Office)</i>
1:00 – 1:30	Meeting with Assistant Superintendent Chris Brumbach <i>(Assistant Superintendent's Office)</i>
1:30 – 2:00	Meeting with Tom Campell Director of Human Resources <i>(Director's Office)</i>

### Schedule for High School

Tuesday, January 7, 2014

Time	Dr. Emmett Price and Mr. David Fuller
9:00 - 9:30	Cathy Heller Director of Special Education <i>(Grades 9-12)</i>
9:30- 10:00	Sheila Hamwey <i>(via telephone)</i> Director of Transportation
10:00 - 10:30	Aaron Pressmen and Kim Marie Nicols School Committee
10:30 - 11:00	Mary Lammi Director of Special Education <i>(Grades PreK - 8)</i>
11:00 - 12:00	METCO Staff Coordinators Shakur Abdal-Khallaq <i>(High School)</i> Leslie Smart <i>(Middle School)</i> Tamara Peeples <i>(Elementary)</i> Marie Nunes <i>(Elementary Tutor)</i> Delmira Teixeira <i>(Elementary Tutor)</i>
1:00 - 2:00	Dr. Joanne Allen-Willoughby Needham/METCO Director
1:00 – 1:30	Steve Plasko History Department Head <i>(High School)</i>

*Needham/METCO Program Review Timeline*

**Schedule for High School**

*Friday, January 10, 2014*

<b>Time</b>	<b>Mrs. Gina Fried &amp; Mr. David Fuller</b>
7:30 – 7:45	Welcome-Jonathan Bourne, Assistant Principal
7:50 – 8:35	Needham High School METCO Students

<b>Time</b>	<b>Mrs. Gina Fried</b>
8:40 – 9:00	Jenna Bessolo Special Education Staff
9:00 – 10:00	METCO FAMILY FRIENDS Group Interview
10:00 – 10:15	Break
10:15 – 10:35	Debbie Watters World Language Teacher
10:40 – 11:10	Jonathan Pizzi Principal

<b>Time</b>	<b>Mrs. Gina Fried &amp; Dr. Emmett Price</b>
11:15 – 12:00	Staff Drop in Session
12:00 – 12:30	Lunch with Jonathan Bourne Assistant Principal
12:35 – 12:55	Tom Denton Director of Guidance
12:35 – 12:55	Patrick Gallagher English Department Head
1:00 - 1:20	John Shea Math Department
1:25 – 1:45	Jen Gould Math Teacher
1:25 – 2:10	Group Interview Needham Resident Students
1:50 – 2:10	Group Interview Drew Ames Social Studies Shannon Mastropoalo Guidance Counselor
2:10 -2:25	BREAK
2:30 – 3:00	Group interview with Assistant Principals Alison Coubrough-Argentieri Aaron Sicotte Jonathan Bourne

*Needham/METCO Program Review Timeline*

**Schedule for High Rock School**

*Friday, January 10, 2014*

<b>Time</b>	<b>Dr. Emmett Price</b>
7:45 - 8:15	Jessica Downey Principal
8:20 - 8:35	Jon Grant Physical Education Teacher
8:40 - 8:55	Dina Spiropoulos Special Education Coordinator
9:00 - 9:15	Maggie Charron Specialist
9:20 - 9:35	Sarah Carmine Math Teacher
9:40 - 9:55	Chris Dancy Science Teacher
10:00 - 10:15	Tammy Ghizzoni Curriculum Coordinator
10:20 - 10:35	Gregg Hurry Curriculum Coordinator
10:40 - 10:55	Erin McGuire Tech Teacher

**Schedule for Pollard School**

*Friday, January 10, 2014*

<b>Time</b>	<b>Mr. David Fuller</b>
9:00 - 9:30	7 <sup>th</sup> Grade METCO Students
9:30 - 10:00	Jeremy Greenwood Guidance Counselor
10:00 - 10:30	Ann Barysh History Curriculum Director
10:30-11:00	Michelle Kaminga Foreign Language Teacher
11:00-11:30	Merle Berman Assistant Principal
12:00-1:00	Lunch ( <i>Cafeteria</i> )
1:00-1:30	Nathaniel Marcum Science Teacher
1:30-2:00	Nicole Piatelli 8 <sup>th</sup> Grade Math & Science Teacher

*Needham/METCO Program Review Timeline*

**Schedule for Mitchell Elementary School**

*Thursday, January 16, 2014*

<b>Time</b>	<b>Dr. Emmett Price</b>
8:00 – 8:15	Mike Schwinden Principal
8:15 – 8:30	Staff Drop-In
8:30 – 8:45	Staff Drop-In
8:45 – 9:00	Students
9:00 – 9:15	Students
9:15 – 9:30	Mike Schwinden Principal
9:30 – 9:45	Brenda Denby 1 <sup>st</sup> Grade Teacher
9:45 – 10:00	Gina D'Addario Special Education
10:00 – 10:15	Nancy Goldstein Guidance
10:15 – 10:30	Linda Drew Nurse
10:30 – 10:45	Anjali Peterson 4 <sup>th</sup> Grade Teacher
10:45 – 11:00	Sarah Burton Speech Pathologist

**Schedule for Hillside Elementary School**

*Thursday, January 16, 2014*

<b>Time</b>	<b>Dr. Emmett Price</b>
11:45 – 12:15	Michael Kascak Principal
12:15 -12:30	Jamie Singelais ELL Teacher
12:30 – 12:45	Margaret Petrovich Counselor
12:45 – 1:15	Lunch with Michael Kascak & 5 <sup>th</sup> Grade Students
1:15 – 1:30	Erin Vacaro Special Education Teacher
1:30 – 1:45	Nicole LaFace 1st Grade Teacher
1:45 – 2:00	Heather Dummett 3 <sup>rd</sup> Grade Teacher
2:00 – 2:15	Lori Donovan Secretary
2:15 – 2:30	George Goreconto 2 <sup>nd</sup> Grade METCO Mentor
2:30 – 2:45	Debbie Greiff Nurse
2:45 – 3:15	Staff Drop-In Session

*Needham/METCO Program Review Timeline*

**Schedule for Pollard School**

*Thursday, January 16, 2014*

<b>Time</b>	<b>Mrs. Gina Fried</b>
12:15 – 1:00	Leslie Smart METCO Coordinator ( <i>Middle School</i> )
1:15 – 1:45	Needham Resident Students
1:45 – 2:15	8 <sup>th</sup> Grade METCO Students
2:15 – 3:00	Lisa Chen Principal

**Schedule for Newman Elementary School**

*Thursday, January 16, 2014*

<b>Time</b>	<b>Mr. David Fuller</b>
12:15 – 12:45	Jessica Peterson Principal
12:45 – 1:00	Heather Murphy Guidance/Mentor
1:00 – 1:15	Jen Hedstrom General Education
1:15 – 1:30	BREAK
1:30 - 1:45	Sandra Watson Special Education Teacher
1:45 – 2:00	Lindsey Sawyer Specialist
2:00 – 2:15	Cathy Herndon General Education
2:15 – 2:30	Greg Bayse Assistant Principal
2:45 – 3:00	Coni Hebden Special Education Coordinator
3:00 – 3:30	Staff Drop-In



*Needham/METCO Program Review Timeline*

**Schedule for Broadmeadow Elementary School**

*Thursday, January 16, 2014*

<b>Time</b>	<b>Mr. David Fuller</b>
8:00 – 8:30	Emily Gaberman Principal
8:30 – 8:45	Carol Grady 1 <sup>st</sup> Grade Teacher
8:45 – 9:00	Tracy Viox 3 <sup>rd</sup> Grade Teacher
9:00 – 9:15	Abby Siegel Reading Specialist
9:15 – 9:30	Stephanie Hamel 5 <sup>th</sup> Grade Teacher
9:30 – 9:45	Melody Skall Special Education Teacher
9:45 – 10:00	Laurie Blakely Guidance
10:00 – 10:15	Char Sidell Media Specialist
10:15 – 10:45	Staff Drop-In
10:45 -11:00	Karen Bourne Assistant Principal
11:00 – 11:15	Heather McCarthy METCO Mentor Coordinator
11:15 – 11:30	Matt Ganas Special Education Coordinator

**Schedule for John Eliot Elementary School**

*Tuesday, January 21, 2014*

<b>Time</b>	<b>Mr. David Fuller</b>
8:30 – 8:45	Craig Brenhiser Physical Education Teacher
8:45 – 9:00	Amanda Rapp Kindergarten Teacher
9:00 – 9:15	Ann D'Angio 5 <sup>th</sup> Grade Teacher
9:15 – 9:30	Mona Maas Special Education Coordinator
9:30 – 9:45	Ann Burgholzer Special Education Teacher
9:45 – 10:00	Michelle Brenhiser Guidance
10:00 – 10:15	BREAK
10:15 – 10:45	METCO Students (grades 3-5)
10:45 -11:15	Staff Drop-In Session
11:15 – 11:45	Roderick MacNeal Jr. Principal