



FY 2022 Budget Request

Dr. James M. LaBillois, Assistant Superintendent of Schools
January 14, 2021

Agenda

- HTSS: Foundational Principles
- HTSS: Academic Requests
- HTSS: Social Emotional Requests
- Instructional Program Requests
- Questions/Comments

Hingham Tiered Systems of Support

*HTSS focuses on system structures and supports across the district, school, and classroom to meet the **academic and non-academic** needs of **all students**, including **students with disabilities, English language learners, and students who have already demonstrated mastery of the concepts and skills being taught.***

Foundational Principles

- **All students** can learn and achieve at high standards as a result of effective teaching.
- **All students** have access to a rigorous, standards-based curriculum and research-based instruction.
- Students receive interventions at the **earliest** indication of need.
- A comprehensive system of tiered instruction enables all schools to address the **full range** of student needs.

Foundational Principles

- Student results improve when ongoing academic and behavioral performance **data inform** instructional decisions.
- Important decisions about the needs of students are made using a **collaborative problem-solving process** that includes classroom teachers, specialists, and families.
- ***Ongoing and meaningful involvement of families increases student success.***
- Enables schools to address the **full range** of student needs.

HTSS Structure

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive

CIRCA
5%

CIRCA
15%

CIRCA
80%

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Students

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

HTSS: Social Emotional

2016-2017

- Pre-rollout work

2017-2018

- TF Formed
- HTSS Surveys
- SEL program review and selection

2018-2019

- Universal Screening begins K-8
- Additional Adjustment counselor at HMS and HHS
- Toolbox SEL Program roll-out to K-5

2019-2020

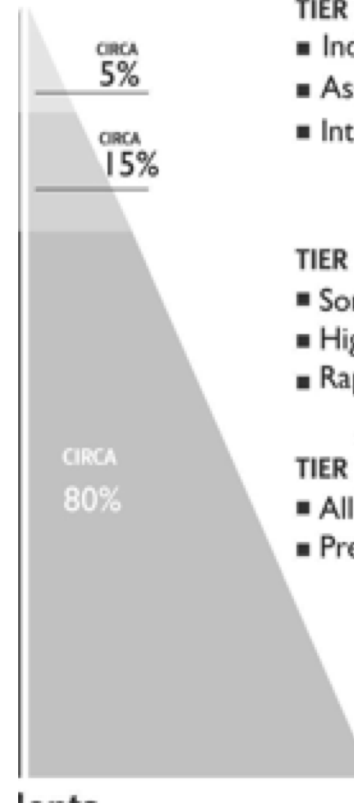
- HHS Screening begin
- Toolbox to Grade 6

BEHAVIORAL SYSTEMS

- TIER 3** Intensive, Individual Interventions
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- TIER 1** Core Instructional Interventions
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Counseling Department Staffing Requests

Role	School	Rationale
Adjustment Counselor	Elementary (2.0 FTE)	To support increases in students needing social-emotional supports and services post-COVID. Contracted positions while the district assesses the greater social-emotional needs and proposal for “right-sizing” to come for FY23 (as part of Strategic Planning)
Guidance Counselor	HHS (1.0 FTE)	Caseloads are at or above 250 students which is the largest they have been in 20 years. Increased social emotional needs also necessitate increased support for students both in Tier 1 programming as well as Tier 2 intervention support.

HTSS: Academic

ACADEMIC SYSTEMS

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2018-2019

- Initial Discussions on strengths and weaknesses of current RTI model.
- Addition of Math tutors to all elementary schools
- Initial piloting of data systems via Title I program

2019-2020

- Literacy Retreat
- TF Formation
- Piloting of data system for review and feedback
- Proposal to establish a K-8 academic intervention model for reading, literacy skills, and mathematics.

Current Staffing

Position	East	Foster	PRS	South	HMS
Reading Specialist	1.0	1.0	1.0	1.0	2.0*
Math Specialist	.5	.5	.5	.5	0
Tutor (ELA)	2.0	2.0	2.0	2.0	0
Tutor (Math)	1.0	1.0	1.0	1.0	0**

* Specialized Reading

** Title I Funded

Pre-Post COVID Realities

Pre-COVID

- No comprehensive intervention system
- Inconsistencies in data used in decision making (variation among schools)
- Inconsistencies with targeted areas for support (variation among schools and grades)
- Achievement gaps have persisted

Post-COVID

- No in-person instruction March – September 2020
- Predicted increases in academic skills weaknesses
- Adjustments to scope and sequences across the district (importance of general education)

Proposed Staffing

Position	East	Foster	PRS	South	HMS
Reading Specialist (K-2)	1.0	1.0	1.0	1.0	2.0
Literacy Specialist (3-5)	1.0	1.0	1.0	1.0	.5
Writing Specialist	1.0				.5
Math Specialist	1.0	1.0	1.0	1.0	1.0
Interventionist	4.0	4.0	4.0	4.0	2.0
Math Paraeducator	1.0	1.0	1.0	1.0	

General Education Staffing

Department	School	Rationale
English	HHS (.25 FTE)	Currently HHS English has 8 class sections with over 25 students. Brings a current HHS English teacher from .75 to 1.0
Science	HMS (1.0 FTE)	Expansion of our STEM program to Gr. 7-8 has been a district goal for several years.
World Language	HHS (1.0 FTE, Spanish)	Large class sizes in upper-level Spanish and beginning Latin classes; FY21 .2 from HMS and .2 from HHS Latin; this addition would decrease class sizes and allow us to run our full program of courses again.
World Language	HHS (.2 FTE, Chinese)	Makes .8 a 1.0 and multi-level classes in cases where groups of students.
Computer Science	HHS (.6 FTE)	Restores the HHS CS program and returns FTEs to math department.

Next Steps

- **Academic Data Analysis**
 - **K-5 Question:** are there significant differences in the academic skill development of reading and math skills this year versus previous years?
 - Winter screenings are happening now
 - **6-12 Question:** are there significant differences in grade distributions among classes across academic departments?
 - Data taken from grade book and Aspen
- **Social-Emotional Data Analysis**
 - K-12 Question: are there significant increases in students identified as “at-risk” on the S-E screenings this year versus previous years.
 - Data taken from screening measures; administration is happening now

Questions / Comments