

**HINGHAM SCHOOL COMMITTEE
November 28, 2022 at 7:00 PM
North Hearing Room 3rd Floor
Town Hall
210 Central Street
Hingham, MA 02043**

or Remote via Zoom

Dial-in number: 1-929-205-6099

Meeting ID: 874 5795 6088

Passcode: 117244

Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order

2. Approval of minutes

2.1 Minutes of the School Committee meeting held on November 14, 2022

3. Questions and Comments

The Hingham School Committee encourages community engagement and welcomes questions and comments as agenda items are discussed at the meeting. In addition, we have set aside up to fifteen minutes at the beginning of this meeting for comments or questions that fall under the purview of the School Committee and are not already on tonight's agenda. If any guests wish to speak, please raise your hand, state your name and address, and address your comments to the Chairperson. Comments will be limited to 3 minutes per speaker and must relate to topics within the scope of responsibility of the School Committee. As established by the Massachusetts General Laws, the responsibilities of the School Committee are to (1) select and to evaluate the Superintendent, (2) review and approve budgets for public education in the district, and (3) establish educational goals and policies for the schools in the district. Speakers are encouraged to present their remarks in a respectful manner and to consider the privacy interests of others. The public comment period is not a time for debate or response to comments by the School Committee. The School Committee is not adopting or endorsing any of the comments made during the public comment period.

In addition to this public comment period, the School Committee practice provides time for questions and comments from the public on new business items on the agenda.

4. Superintendent's Report

4.1 Special Education Determination

5. Communications
 - 5.1 Communications Received by the Superintendent
 - 5.2 Student Communications
 - 5.3 Other Communications

6. Unfinished Business

7. New Business
 - 7.1 To receive Hingham Middle School's School Improvement Plan and act as appropriate
 - 7.2 To receive Hingham High School's School Improvement Plan and act as appropriate
 - 7.3 To receive update on Hingham Unity Council METCO Scholarship and act as appropriate.
 - 7.4 To discuss request from Hingham Little League for placement of a shed on Hingham Middle School field and act as appropriate
 - 7.5 To hear about a proposed overnight trip to Vermont for both the Girls' and Boys' Ice Hockey teams in December 2022 and act as appropriate
 - 7.6 To receive an update on the Strategic Plan
 - 7.7 To receive an update on DESE Tiered Focused Monitoring
 - 7.8 To review a proposed change to school handbooks to add discipline due process and act as appropriate
 - 7.9 To authorize the Chair of the School Committee to sign documents on behalf of new elementary school building project on behalf of School Committee

8. Subcommittee and Project Reports
Warrants Signed

9. Other items as may not reasonably be known 48 hours in advance of the meeting

10. Adjourn

Next School Committee Meetings:
December 12, 2022 at 7:00 PM
January 9, 2023 at 7:00 PM

This meeting is being offered remotely as an alternate means of public access pursuant to Chapter 107 of the Acts of 2022 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.



FOR IMMEDIATE RELEASE

Contact: hpscommunications@hinghamschools.org

Hingham High School Students Bid Adieu to Their French Exchange Partners

Hingham High School and the HPS World Language Department announce the inauguration of the Hingham - Cahors Exchange Program. Seventeen French students from Cahors France and ranging between the ages of 14 - 16 recently visited Hingham, many coming to the United States for the first time. In the spring of 2023, Hingham students will have the opportunity to travel to Cahors to reunite with the students, many of whom they hosted. Cahors is a town in southwest France, about 90+ minutes from Toulouse & about 180 miles from the Spanish border.

"The exchange has been an incredibly valuable experience for not only the students from Cahors, but for our Hingham students as well. They have had the opportunity to really use their language skills, make new friends, and reflect on aspects of their own lives in comparison with those of their French counterparts." - Erica Pollard, K-12 World Language Director.

Each Cahors Exchange student stayed with a different Hingham High School host family. The students had a week and a half to experience American culture, including that uniquely American holiday - Halloween - as well as the sights of New England. Exchange students attended HHS for the first two days and shadowed their student hosts. The first weekend involved a "host family weekend". Some families decided to show Cahors students around Hingham, go to sporting events, or visit greater Boston.

The next week involved two day trips to Boston where Cahors students visited several famous landmarks including the Freedom Trail, State House, Quincy Market, and Boston Common. Cahors students returned for the last day of classes at HHS before leaving Hingham for a weekend in New York City.

After much sightseeing and foreign culture immersion, Cahors students returned home to France. Twelve HHS students will travel to Cahors in April 2023, with an opportunity to stay with the student they hosted.

"Hingham High School lists 'global citizenship' among its core values, and, to us, those are much more than words on a page. The exchange with Cahors, France, provides a vivid example of what 'global citizenship' really looks like at our school. It's not only about learning another language, studying world history, and exploring other cultures. Above all, it's about

establishing genuine connections and working to make the world a smaller, better, place." - Rick Swanson, Hingham High School Principal

The exchange program will return in 2025 and will continue on an every other year basis.

A special thank you to French Teacher Alec Porter for coordinating the successful launch of this program. Also thanks to French Teacher Maria Zade and English Teacher Nicole Lytle for welcoming the visiting teachers into their homes.

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

November 14, 2022

Suzanne Vinnes
Special Education Director
Hingham Public School District
220 Central Street
Hingham, MA 02043

RE: 2023 Special Education Determination under Part B of the Individuals with Disabilities Education Act (IDEA) – Meets Requirements (MR)

Dear Suzanne Vinnes:

The purpose of this letter is to notify you of the MA Department of Elementary and Secondary Education's (the Department) local special education determination under Part B of the Individuals with Disabilities Education Act (IDEA): **Hingham Public School District Meets Requirements (MR)**.

Annually, the Department is required to identify each LEA's specific needs for technical assistance or intervention in the area of special education. [\[1\]](#) The Department is required to assign each LEA one of four categories: Meets Requirements (MR), Needs Assistance (NA), Needs

Intervention (NI), and Needs Substantial Intervention (NSI). In prior years, the LEA determinations were aligned with LEA accountability levels unless additional performance and compliance measures, specific to special education, warranted a change in the LEA determination. To ensure that the Department's Special Education Accountability system is a transparent process focused on data that most impacts outcomes for students with disabilities, the LEA determination process was revised in 2021. The Department developed the LEA determinations Rubric to calculate each LEA's determination level. The rubric specifically considers the following:

- 5-Year Cohort Graduation rates for students with disabilities;
- Annual Dropout rate for students with disabilities;
- Public School Monitoring special education compliance data;
- Problem Resolution System special education complaint data;
- Performance on Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators; and
- Data and findings of Significant Disproportionality.

For the full LEA Determinations Rubric, see the [Special Education Policy Memo SY2022-2023 — 3: 2022-2023 Determinations of Need for Special Education Technical Assistance or Intervention](#).

Each LEA is evaluated using the rubric and based on the overall score, placed into one of the LEA determination categories. As described in the determination rubric, final LEA determinations reflect both performance and compliance in special education. This year, the 5-Year Cohort Graduation rate and Least Restrictive Environment (Indicators 5 and 6) continue to be prioritized by the Department and are weighted x1.5 and x2.0 respectively. Additionally, points for Problem Resolution System Complaints are calculated per 1000 students with disabilities.

Data for Hingham Public School District:

		Annual Dropout Rate (2021)	5-Year Cohort Graduation Rate (2020) <i>Points x1.5</i>	Public School Monitoring Compliance (SY2021-2022)	Problem Resolution System Letters of Finding Issued per 1000 SWD (SY2021-2022)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Compliance Indicators (4B, 9, & 10) (SY2020-2021)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Performance Indicators (5 & 6) (SY2021-2022) <i>Points x2</i>	Significant Disproportionality Data (SY2021-2022 & SY2022-2023)
LEA Data		0.0%	95.8%	0	0	Ind 4B: No Status Ind: 9 No Status Ind 10: No Status	82.9%	SY21-22: No Status SY22-23: No Status
Rubric Points		<i>4 out of 4 points</i>	<i>6 out of 6 points</i>	<i>4 out of 4 points</i>	<i>4 out of 4 points</i>	<i>4 out of 4 points</i>	<i>8 out of 8 points</i>	<i>4 out of 4 points</i>

Hingham Public School District earned 34 out of 34 possible points on the rubric, or 100%.

As a result of this determination, the Department is not requiring the LEA to engage in specific targeted and technical assistance activities. For additional information about the data, including access to the LEA's source data, go to [Frequently Asked Questions about LEA Determinations of Need for Special Education Technical Assistance or Intervention](#).

If you have any questions about the LEA's special education determination, please feel free to contact Holly-Anne Neal, Systems Improvement Supervisor, Special Education Planning and Policy, at Holly-Anne.Neal@mass.gov.

Sincerely,

Jamie Camacho

Director, Special Education Planning and Policy

cc: Margaret Adams, Superintendent

[\[1\]](#) As required by the Individuals with Disabilities Education Act (IDEA), [20 U.S.C. § 1416](#)

Hingham Middle School School Council Report

November 28, 2022

Hingham Middle School's Mission

The mission of the Hingham Middle School is to provide all children with a positive learning atmosphere which:

- Offers students an opportunity to be challenged to their utmost ability.
- Fosters understanding between diverse people.
- Promotes service to others.
- Instills a feeling of self-worth.

Contributions from all members of the Hingham Middle School community are necessary and welcome.

School Council Members

2022 - 2023

- Derek Smith, Building Principal, Co-Chair
- Laura Accetella, Parent Representative, Co-Chair
- Katie Carolan, Parent Representative
- Scott McDaniel, Parent Representative
- Brett Johnson, Teacher Representative
- Jennifer Driscoll, Teacher Representative
- Meghan McCusker, Community Representative

With additional support and input from David Riordan, Assistant Principal, Alison Janulewicz, Assistant Principal, and Kerry Ni, School Committee Liaison

Goal 1: Introduce and implement Restorative Justice practices to Hingham Middle School.

Building Administrators were given an overview of the principles of Restorative Justice and engaged in training sessions to prepare for implementation.

Faculty members were provided with an introduction to Restorative Justice and how it would look at the middle school.

School counselors and adjustment counselors have begun training.

Goal is In-Progress

Goal 2: Develop and implement tier two support programs for students in the areas of math and literacy.

- Math Specialist added to provide both push-in and pull-out services
- Writing and Literacy Specialist added to provide both push-in and pull-out services.
- Use of iReady assessment tool with selected populations to help provide data-driven, targeted supports and instruction.
- Create master and student schedules that allow for support services to be implemented with minimal impact on elective offerings.

Goal is Complete

Goal 3: Bolster the core value of promoting better understanding between diverse people.

Explore the possibility of introducing a GSA to the middle school.

Coordinate with the middle school members of the district-wide Equity and Inclusion Working Group in order to identify areas of need within the middle school.

Identify school-wide enrichment programs to reinforce the understanding of our differences.

Examine student access to and participation in various academic levels of instruction.

Goal is Complete

Goal 4: Nurture the social emotional development of all students and provide interventions to foster social and academic success

Conduct a screening of all students using the SDQ to identify students in need of social-emotional support.

Create and peer/counseling groups for students based on data from the SDQ

Implement a mentoring program for student enrolled in the METCO program, connecting students with HMS teacher to support that experience at HMS

Explore potential development of a “flex block”

Goal is Complete

Hingham Middle School Goals for 2022 - 2024

Goal 1: HMS will create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging as measured by student and parent surveys to be administered in the spring, as well as data collected in the SDQ.

Aligns with Strategic Plan Spoke 1

Goal 2: HMS will ensure student success and work to close the achievement gap for students with disabilities and students in the high-need subgroup through aligned, high-quality curriculum, innovative research-based practices, and data-informed instruction as measured by state and local assessments with a target of 70% of students meeting or exceeding expectations on mathematics MCAS assessments.

Aligns with Strategic Plan Spoke 2

Goal 3: HMS will cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness as measured by data collected using the fall and spring administration of the SDQ in grades 6 through 8 and the YRBS administered in the spring for grade seven students.

Aligns with Strategic Plan, Spoke 3

Goal 1: HMS will create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging as measured by student and parent surveys to be administered in the spring, as well as data collected in the SDQ.

What this will look like at HMS:

Expand membership of HMS School Council by one parent member and one faculty member

Administrators will use the S'more digital platform to produce and deliver the HMS Connection and collaborate with HPS director of communications on expanded use of the platform as well as other useful resources, with regular contributions from the faculty.

Administrative Assistants will monitor and update the HMS webpage.

HMS School Council will develop a tool to gather input from students, faculty and parents.

Evaluate and update the HMS Student Handbook on a monthly basis, reviewing a portion each month. INput from students and faculty will help inform this process.

Goal 2: HMS will ensure student success and work to close the achievement gap for students with disabilities and students in the high-need subgroup through aligned, high-quality curriculum, innovative research-based practices, and data-informed instruction as measured by state and local assessments with a target of 70% of students meeting or exceeding expectations on mathematics MCAS assessments.

What this will look like at HMS

Review MCAS data with department director and mathematics teachers in order to evaluate current instructional sequence.

Examine student performance on local and state standardized assessments as well as iReady data where available in order to assist in the identification of students in need of additional mathematics instruction, and make student schedule adjustments as appropriate.

Revise and restructure the student study team to make it a more effective tool for identifying students in need of support.

Analyze performance on state and local assessments of students currently enrolled in Math Lab (grade 6), Math Prep (grades 7 and 8) and Math Enrichment (grade 6) courses in order to provide appropriate instructional opportunities and target instruction to areas of need.

Explore the development and potential implementation of a flex block that would support MTSS academic and SEL programs through collaboration with the faculty.

Goal 3: HMS will cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness as measured by data collected using the fall and spring administration of the SDQ in grades 6 through 8 and the YRBS administered in the spring for grade seven students.

What this will look like at HMS

Establish goals and benchmarks to guide the HMS EIC work over SY 22-23

Solicit volunteers to serve on the HMS Equity and Inclusion Committee.

Involve members of the student body on this committee

Update wording for the HMS Handbook regarding equity and inclusion.

Develop Tier I Social-Emotional Learning program through the implementation of the Second Step curriculum, school assemblies that support the social-emotional needs of students, and the development of consistent SEL language to be used by all staff with students.

Engage families by providing regular updates regarding SEL activities through the HMS Connection and hosting monthly parent meetings with SEL themes.

Things We're Proud Of and Things We're Excited About. . .

. . . Our commitment to our community and moving our learning forward. Promoting service to others and offering students the opportunity be challenged to their utmost ability.

Pink Day for Ellie's Fund

Food Drives to Support Hingham Food Pantry

"Penny Wars" to Support Holiday Giving to HMS Families

One Book, One School

Veterans Day Celebration Project 351 Participation

Exploring New Curriculum (OpenSciEd, Second Step)

Establishment of the HMS GSA

Expanding our tiered systems of support (both social-emotional and academic.)

A Wide Array of After-school and Extracurricular Offerings for All Students



Hingham Middle School

School Council Report

2022 - 2024



HINGHAM PUBLIC SCHOOLS

Hingham Middle School

SCHOOL IMPROVEMENT PLAN 2022 - 2024

CORE VALUES

At Hingham Middle School our students will:

- Be provided with a positive atmosphere
- Be challenged to their utmost ability
- Be provided with understanding between diverse people
- Promote community service to others
- Be provided with feelings of self-worth

SCHOOL COUNCIL MEMBERS

Derek Smith – Principal, Co-Chair

Laura Accettella – Parent Representative, Co-Chair

Katie Carolan - Parent Representative

Scott McDaniel - Parent Representative

Meghan McCusker - Community Representative

Brett Johnson - Teacher Representative

Jennifer Driscoll - Teacher Representative

SCHOOL IMPROVEMENT PLAN DEVELOPMENT PROCESS

The Hingham Middle School Council has employed a reflective and collaborative process to develop this school improvement plan. This plan has been developed consistent with the educational goals consistent with the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education and by the Hingham School Committee. The Hingham Middle School Council has completed a needs assessment of the school in light of our proposed goals. This plan addresses the means to address student performance, the professional development needs of the building's professional staff, as well as the enhancement of parent/guardian involvement in the life of the school, safety, and discipline, as well as the means for meeting the diverse learning needs of every child.

HINGHAM PUBLIC SCHOOLS

Sources of evidence used to develop this school improvement plan include the district's strategic plan, the district's professional development plan, school enrollment and class size reports, student achievement results from local and statewide assessments, as well as parent and community feedback. This plan may be amended as necessary based on the HPS 22-25 strategic plan.

HINGHAM MIDDLE SCHOOL GOALS FOR 2022 - 2024

Goals for 22-23

Goal 1: HMS will create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging as measured by student and parent surveys to be administered in the spring, as well as data collected in the SDQ.

Goal 2: HMS will ensure student success and work to close the achievement gap for students with disabilities and students in the high-need subgroup through aligned, high-quality curriculum, innovative research-based practices, and data-informed instruction as measured by state and local assessments with a target of 70% of students meeting or exceeding expectations on mathematics MCAS assessments.

Goal 3: *HMS will cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness as measured by data collected using the fall and spring administration of the SDQ in grades 6 through 8 and the YRBS administered in the spring for grade seven students.*

HINGHAM PUBLIC SCHOOLS

HINGHAM MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN 2022 - 2024

Goal 1:	<i>HMS will create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging as measured by student and parent surveys to be administered in the spring, as well as data collected in the SDQ.</i>			
Status	Action Steps	Person(s) Involved and/or Responsible	Resources Needed	Success Measurements
	<ol style="list-style-type: none"> 1. Expand membership of HMS School Council by one parent member and one faculty member 2. Administrators will use the S'more digital platform to produce and deliver the HMS Connection and collaborate with HPS director of communications on expanded use of the platform as well as other useful resources. 3. Faculty will provide pictures and updates of special events and classroom lessons as available. 4. Administrative Assistants will monitor and update the HMS webpage. This will include prominently featuring afterschool activities on the HMs website. 5. HMS School Council will develop a tool to gather input from students, faculty and parents. 6. Evaluate and update the HMS Student Handbook on a monthly basis, reviewing a portion each month. This process will ensure consistency with HMS community values and school committee policies. 7. Seek feedback from HMS students, faculty, and community members regarding potential updates to the HMS Student Handbook. 8. Create and submit a draft of updated HMS handbook by 5/1/23 	<p>Building principal</p> <p>Building Administrators and HPS Director of Communications</p> <p>HMS Faculty</p> <p>HMS Administrative Assistants</p> <p>HMS School Council</p> <p>HMS School Council</p> <p>HMS Administration</p> <p>HMS School Council</p>	<p>None</p> <p>Time and continued access to S'more as well as time to meet/train with HPS director of Communications.</p> <p>Time</p> <p>Time and training between HMS administrative assistants and HPS communication specialist.</p> <p>Middle school specific feedback from March 2022 HPS strategic plan survey.</p> <p>Time, School Committee Policies</p>	<p>Expanded Council</p> <p>Frequency and consistency of HMS Connection</p> <p>Continued development of the HMS Connection</p> <p>Consistently Updated HMS website. Consistent display of afterschool activities on HMS website.</p> <p>Development and implementation of survey tool</p> <p>Updated HMS Handbook</p>
Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Canceled				

HINGHAM PUBLIC SCHOOLS

HINGHAM MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN 2022 - 2024

Goal 2: *HMS will ensure student success and work to close the achievement gap for students with disabilities and students in the high-need subgroup through aligned, high-quality curriculum, innovative research-based practices, and data-informed instruction as measured by state and local assessments with a target of 70% of students meeting or exceeding expectations on mathematics MCAS assessments.*

Status	Action Steps	Person(s) Involved and/or Responsible	Resources Needed	Success Measurements
	<ol style="list-style-type: none"> 1. Review MCAS data with department director and mathematics teachers in order to evaluate current instructional sequence. 2. Examine student performance on local and state standardized assessments as well as iReady data where available in order to assist in the identification of students in need of additional mathematics instruction, and make student schedule adjustments as appropriate. 3. Revise and restructure the student study team to make it a more effective tool for identifying students in need of support. 4. Analyze performance on state and local assessments of students currently enrolled in Math Lab (grade 6), Math Prep (grades 7 and 8) and Math Enrichment (grade 6) courses in order to provide appropriate instructional opportunities and target instruction to areas of need. 5. Explore the development and potential implementation of a flex block that would support MTSS academic and SEL programs through collaboration with the faculty 	<p>Building Administrators, Department Director and Faculty</p> <p>Building Administrators, Department Director and Faculty</p> <p>Building Administration, MTSS Coordinator</p> <p>Department Director, Building Administration, Faculty, MTSS Coordinator</p> <p>Building Administration and faculty</p>	<p>Time and MCAS Data</p> <p>iReady software, MCAS Data, Local Assessment Data, Time</p> <p>Time, personnel</p> <p>iReady software, MCAS Data, Local Assessment Data, Time</p> <p>Time, Collective Bargaining Agreement</p>	<p>Improved Performance on mathematics MCAS</p> <p>Student Schedules that reflect data driven changes</p> <p>Restructured Team</p> <p>Student Performance</p> <p>Implementation of FLEflex Block program</p>

HINGHAM PUBLIC SCHOOLS

Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Canceled

HINGHAM MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN 2022 - 2024

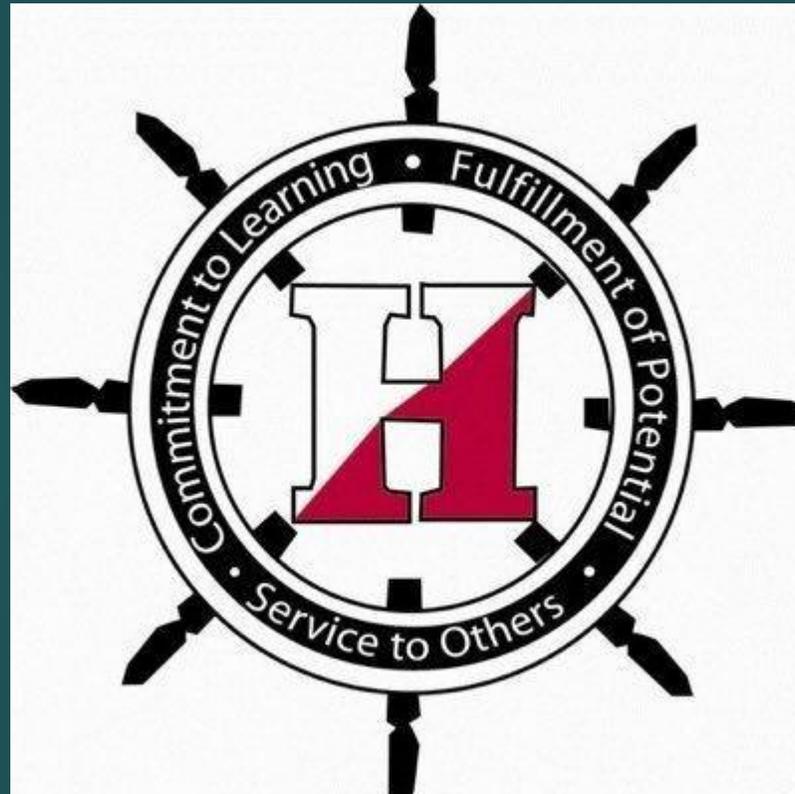
Goal 3: *HMS will cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness as measured by data collected using the fall and spring administration of the SDQ in grades 6 through 8 and the YRBS administered in the spring for grade seven students.*

Status	Action Steps	Person(s) Involved and/or Responsible	Resources Needed	Success Measurements
	<ol style="list-style-type: none"> 1. Establish goals and benchmarks to guide the HMS EIC work over SY 22-23 2. Solicit volunteers to serve on the HMS Equity and Inclusion Committee. 3. Involve members of the student body on this committee 4. Update wording for the HMS Handbook regarding equity and inclusion. 5. Develop Tier I Social-Emotional Learning program through the implementation of the Second Step curriculum, school assemblies that support the social-emotional needs of students, and the development of consistent SEL language to be used by all staff with students. 6. Engage families by providing regular updates regarding SEL activities through the HMS Connection and hosting monthly parent meetings with SEL themes. 	<p>HMS School Council and Equity and Inclusion Committee</p> <p>Building Administrators</p> <p>Committee members</p> <p>HMS EI and School Council Committees</p> <p>Building Administration, Counseling Director, School Counselors, Adjustment Counselors</p> <p>Building Administration, Counseling Director, School Counselors, Adjustment Counselors</p>	<p>Collaboration with other HPS school and community groups; HUC, SEPAC, District Equity Audit</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Second Step Curriculum, Personnel, Time</p> <p>HMS Connection, Time</p>	<p>Formation of committee. Articulated goals and benchmarks.</p> <p>Student Involvement</p> <p>Updated HMS Handbook</p> <p>Implementation of Second Step</p> <p>HMS Connection Meeting Attendance</p>

Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Canceled

HINGHAM PUBLIC SCHOOLS

Hingham High School 2021-2022 School Improvement Goals



It was not an easy year...



But it was a good one!





1. Promote a greater sense of safety for all members of the school community.

*This goal is “Completed” but remains a constant and ongoing focus.

New Steps to
Bolster
Security -
But More
Importantly...



Proliferation of New Clubs



Our First Unity Week



It Hit the Right Notes



Undeterred by the Weather



UNITY WEEK

January 31 - February 4

MONDAY 1/31

Disability
Awareness



TUESDAY 2/1
Celebrating
Community



WEDNESDAY 2/2
Mental Health
Awareness



THURSDAY 2/3
LGBTQ+
Support



FRIDAY 2/4
Cultural
Diversity



MORE INFORMATION
ON INSTAGRAM:
[@HHSUNITYPROJECT](#)

The Unity Project Fulfills its Mission



Unity Week Left Us Wanting More



Unified Sports Achieves New Heights



And Becomes Established as a Pillar of the HHS Community

UNIFIED TRACK



Unified Track & Field State Championship Meet
Wednesday, May 25 - begins at 10:00 am
Natick High School

GO HINGHAM!





The Vision of School as Family



New Ways to Promote Inclusivity and Belonging



Spirit of Welcome





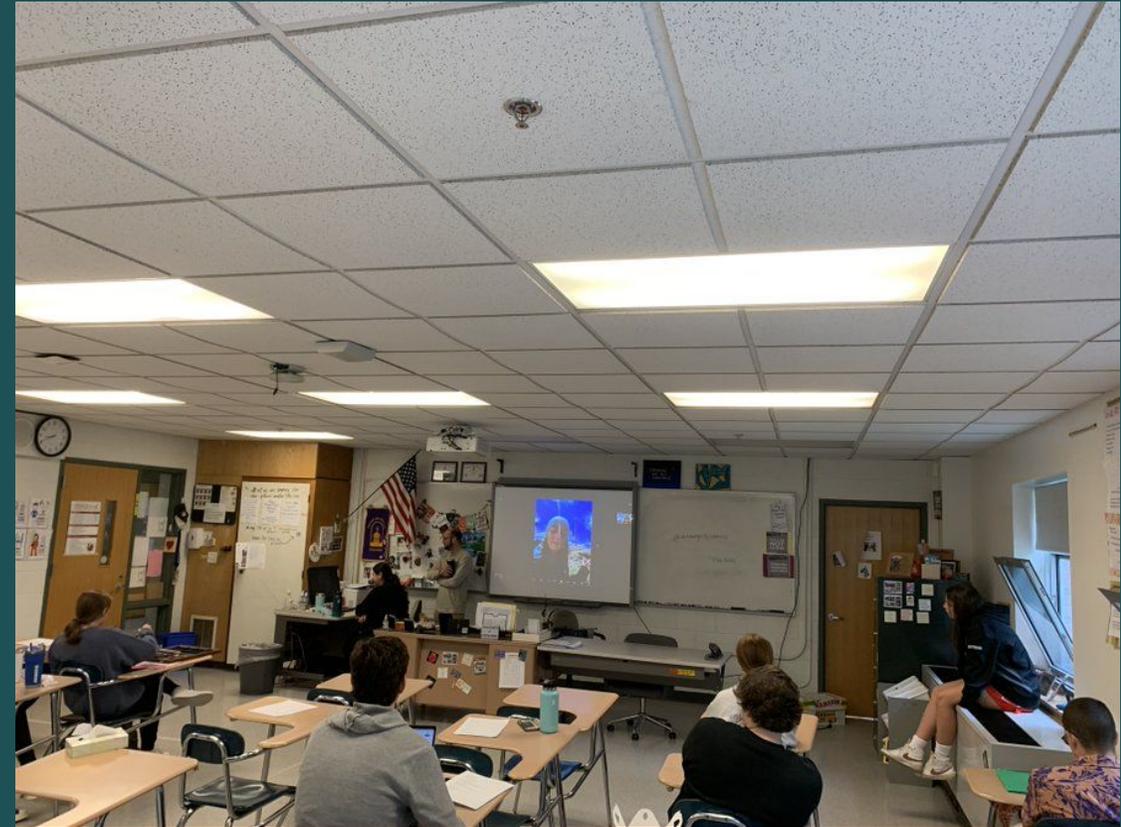
2. Expand and improve the effective use of technology.

*This goal is “Completed” but remains a constant and ongoing focus.

A Few Unintended (and Positive) Consequences of the Pandemic



Changes in the Classroom



New Ways to Connect





3. Bolster the school's commitment to and practice of “Environmental Stewardship” as a Core Value.

*This goal is “In Progress” and has been renewed.

Botany Course Grows



Adopt An Island



Green Team Remains Active



Improving the Courtyards... With Help from Community Partners



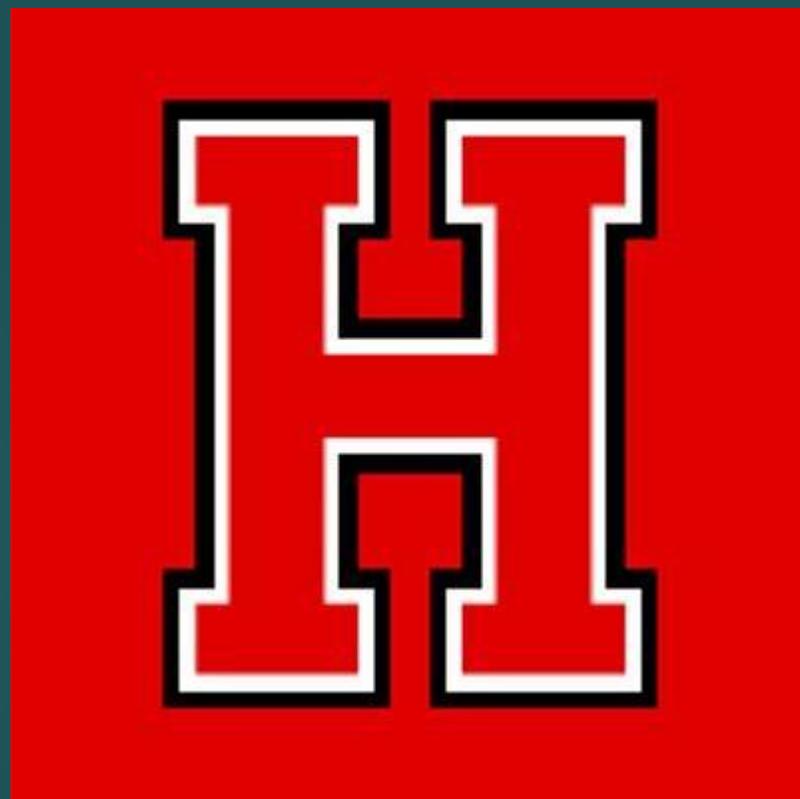
“Slash the Trash” Returns



Green Week 2022



School Improvement Goals for 2022-2023



Goal 1:

Promote civic engagement for
HHS students.



Goal 2:

Expand community service opportunities for HHS students.



Goal 3:

Explore the creation of
“Pathways” for HHS students.



Goal 4:

Bolster the school's
commitment to and practice
of “Environmental
Stewardship” as a Core Value.



Goal 5:

Build community and strengthen school culture in ways that promote a genuine “sense of belonging” for all members.

Moving HHS Closer to Reaching its Full Potential



HINGHAM PUBLIC SCHOOLS
School Improvement Plan
2022-2024

The School Council at Hingham High School (HHS) has approved a School Improvement Plan that includes five goals:

1. Promote civic engagement for HHS students.
2. Expand community service opportunities for HHS students.
3. Explore the creation of “Pathways” for HHS students.
4. Bolster the school’s commitment to and practice of “Environmental Stewardship” as a Core Value.
5. Build community and strengthen school culture in ways that promote a genuine “sense of belonging” for all members.

<u>Culture of Collaboration and Community</u>				
HHS School Improvement Goal #2: “Expand community service opportunities for HHS students.”				
HHS School Improvement Goal #5: “Build community and strengthen school culture in ways that promote a genuine ‘sense of belonging’ for all members.”				
Aligned with Hingham Public Schools Strategic Plan Strategic Objective: Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging.				
Targets for student performance improvement: Establishment of a new community service graduation requirement for all HHS students (G2) and data that demonstrates growth in “sense of belonging” for HHS students.				
Status	Action Steps	Person(s) Involved and Responsible	Resources Needed	Success Measurement(s)
	G2 - Research community service (CS) programs at other high schools and develop a proposal for a CS requirement at HHS	Student Advisory Council (SAC)	Time	Proposal shared with the HHS School Council
	G2 - Review SAC proposal and develop a final proposal for School Committee consideration	HHS School Council	Time	Proposal shared with the School Committee
	G2 - Develop program summary and protocols for inclusion in the Student Handbook	HHS Administration	Time	New section in the HHS Student Handbook
	G2 - Introduce new graduation requirement for the HHS Class of 2027	HHS Administration	Time	Announcement of new program
	G2 - Monitor progress for ninth-grade students during the 2023-2024 school year	Program Supervisor	Stipend for supervisor	Establishment of a system for progress monitoring
	G5 - Establish new weekly newsletter	R. Swanson	Time	Delivery of weekly newsletters
	G5 - Plan and implement a series of community-building events	HHS Administration HHS Faculty & Staff	Time Funding	Delivery of events
	G5 - Assess and track “sense of belonging” for HHS students. Include questions in YRBS.	HHS Administration	Time	Improvement in survey data

Status Code for June Report:	1 / Completed	2 / In Progress	3 / Planned for Next Year	4 / Canceled
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Update Year One:

Update Year Two:

Culturally Responsive Teaching and Learning				
HHS School Improvement Goal #3: “Explore the creation of ‘Pathways’ for HHS students.”				
Aligned with Hingham Public Schools Strategic Plan Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.				
Targets for student performance improvement: Student enrollment in new “Pathway” programs and attainment of benchmarks.				
Status	Action Steps	Person(s) Involved and Responsible	Resources Needed	Success Measurement(s)
	G3 - Form teams to spearhead the creation of “Pathway” programs in the Arts and Technology Education	R. Swanson, J. Bellis, and P. Pawlowski	Time	Establishment of teams
	G3 - Gather input from stakeholders and create a full description of the program	R. Swanson, J. Bellis, and P. Pawlowski	Time	New section in the HHS Program of Studies
	G3 - Recruit the first cohort of participants	J. Bellis and P. Pawlowski	Time	Establishment of cohorts
	G3 - Implement new “Pathway” programs in the Arts and Technology Education	J. Bellis and P. Pawlowski	Time	Student participation and attainment of certificates
Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Canceled				

Update Year One:

Update Year Two:

Healthy, Equitable, and Inclusive Communities				
HHS School Improvement Goal #1: “Promote civic engagement for HHS students.”				
HHS School Improvement Goal #4: “Bolster the school’s commitment to and practice of ‘Environmental Stewardship’ as a Core Value.”				
Aligned with Hingham Public Schools Strategic Plan Strategic Objective: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.				
Targets for student performance improvement:				
Status	Action Steps	Person(s) Involved and Responsible	Resources Needed	Success Measurement(s)
	G1 - Promote student participation in Town Meeting	School Council	Time	Student participation in Town Meeting
	G1 - Review and Continue Implementation of Student-Led Civics Projects	A. Hoey	Time	Student participation in projects
	G4 - Identify and implement strategies to reduce waste in the HHS cafeteria	School Council, Green Team, and HHS Administration	Time	Waste reduction in the HHS cafeteria

	G4 - Identify and implement strategies to reduce energy consumption	School Council, Green Team, and HHS Administration	Time	Reduction in energy use
	G4 -Strengthen the school's environmental initiatives	School Council, Green Team, and HHS Administration	Time	Implementation of initiatives (e.g., Green Week, etc.)
Status Code for June Report: 1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Canceled				

Update Year One:

Update Year Two:

10/19/2022

Hingham Select Board/ Hingham School Committee/ Hingham Building Department,

The Hingham Little League is respectfully requesting permission to construct a storage shed on the Hingham Middle School property at 1103 Main St. We have recently funded some major renovations at the HMS field and it has become a highly used location for many of our games. Properly maintaining baseball fields requires having a large amount of supplies and equipment on hand. This allows us to give our kids the safest and most professional looking baseball fields around. Our maintenance equipment includes field liners, Lime (field chalk), speedy dry, rakes, shovels, sponges, pumps, tarps, squeegees, along with countless other items. Without proper storage, this equipment either doesn't get used, or is left outside in the elements. All our other fields have storage sheds that allow us to store this equipment in a neat, convenient, and secure location. Constructing a shed at HMS would allow us to do the same. Proposed shed would be secured with a lock and equipped with a lock box to access the key. All sports sheds in Hingham are locked this way. All users and town officials needing access know the code.

Update: This shed would have a single door leading to a 10'x6' section which would be for use by HMS only. It would be locked and only the school would have access to it. The other 10'x14' section would be for use by HLL. The school would have access to this section at any time using the key stored in the lock box.

We respectfully request permission to install a **10'x20' (Size updated)** shed on the property. The shed would be constructed by Chapin's Shed Manufacturers (Whitman, MA), fully paid for by HLL, delivered preassembled, and then donated to the town.

If approved by the Select Board, the building permit would be obtained by myself, Fields and Equipment Commissioner Jeff Deady. Myself, and my company, Game On Sport Surfaces LLC would also do the prep work for the shed (excavation and compacted crushed stone pad) along with installing any hurricane tie downs required by the Hingham Building Department.

Any required building permits would be secured by Game On. We would also coordinate any and all inspections as well as the delivery of the shed. I have included all required license numbers and will also provide them (along with insurance binders) to the building department.

We would also request a building permit fee waiver since it is being funded by the non profit HLL and will become the property of either the Town of Hingham, Hingham Public Schools, or whatever entity is appropriate.

Thank you very much for considering our request and please let us know if you have any questions or concerns.

Jeff Deady
HLL Fields and Equipment Commissioner
781-718-6326
HIC License: 167295
CSL: CSFA-106294
Hoisting License: HE-085236



HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

madams@hinghamschools.org

www.hinghamschools.com

Memorandum of Understanding

The two parties, the Hingham Public Schools and Hingham Little League, enter into the following agreement for the building, placement, and maintenance of a 10'X20' shed on the fields at Hingham Middle School on the date of _____. Both parties agree to the following terms and conditions:

The location of the shed will be the final determination of the Hingham Public Schools administration. The approximate location will be in between the third base and home base of the baseball field at the Hingham Middle Schools.

The Hingham Little League will store lime for the fields, speed dry, rakes, lining equipment. No materials that are flammable will be allowed to be stored in the shed. Any materials beyond this list will require approval from the Hingham Public Schools.

The Hingham Little League agrees that the town's recreational staff and coaches will have access to the shed via a lock box. The code for the box will be shared with the Hingham Public Schools administration for access to the shed as needed.

The Hingham Little League agrees to raise all the funds for the shed. They agree to procure all permits. They agree to provide at a minimum of three bids for all materials and work. They agree to meet and incur all costs for any requirements by any town boards and permits. The shed must meet all requirements by the American Disabilities Act for accessibility. Any work will be constructed by a licensed contractor. The Hingham Little League will provide the Hingham Public Schools with all requested information about the contractor. The contractor and all staff involved in the construction of the shed will have CORIs done.

The Hingham Little League agrees upon completion of the building of the shed that the building is owned by the Hingham Public Schools. No changes to the building structure will be allowed.

The Hingham Little League agrees to communicate with Hingham Public Schools administration throughout the whole process of building.

The Hingham Little League agrees to maintain the shed for its life including its removal. The Hingham Little League must provide a thirty day written notice of the intent to perform improvements, repairs, or modifications to the existing shed. Such improvements or modifications

must be approved by the school department prior to any work commencing. All construction and repairs will begin after school hours.

The Hingham Little League agrees to provide some lockable storage space to be used at the discretion of the Hingham Public Schools.

Signature on Behalf of Hingham Little League

Date

Printed Name

Role

Signature on Behalf of Hingham Public Schools

Date

Printed Name

Role

HINGHAM PUBLIC SCHOOLS

No Field Trips for sophomores in the month of March. No Field Trips in the months of May or June. Field trips are not to be scheduled during the first or last week of any term.

Field Trip Planning Sheet - Grades 6 - 12

(Should be submitted at least four (4) weeks in advance)

Teacher(s): J. Quatromoni/T. Messina Grade/Course and Section: Boys' Ice Hockey

Destination: Burlington, VT

Means of Transportation: Coach Bus

Date: 12/10/22 Time Leaving: 9AM Time Returning: 12/11/22 6PM

Contact Person: Head Coach Tony Messina Telephone: 781.783.2128

No. pupils in class: 25 No. pupils going: 25 (Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: N/A

Potential hazards/safeguards:

Necessary CORI Forms [X] Completed

Estimated costs per student: \$75 Ratio of students/chaperones: 7/1 Cost Paid By: Hockey Boosters Transportation Paid By: Hockey Boosters

* Educational Objective(s): Pre season scrimmage to prepare the boys' varsity hockey team for season.

* Methodology/Integration with Core Curriculum:

Preparation:

Follow up:

Describe the availability of financial aid for students in need. N/A

Describe the availability of travel insurance for families in case of cancellation. N/A

Describe any provisions being made for COVID-19. Adhering to school policies.

Signature School Employee Sponsoring Trip: [Signature] Date: 11/22/22

Approved: [Signature] 11/22/22 Date Principal Approved: [Signature] Date Director, if applicable

Approved: _____ Date: _____ Hingham School Committee (If applicable)

* Use another sheet if needed Copies to the Building Principal and Director Staff are required to use "Disclosure Form" if applicable. Revised: 10/22 All forms must be "typed"

HINGHAM PUBLIC SCHOOLS

No Field Trips for sophomores in the month of March. No Field Trips in the months of May or June. Field trips are not to be scheduled during the first or last week of any term.

Field Trip Planning Sheet - Grades 6 - 12

(Should be submitted at least four (4) weeks in advance)

Teacher(s): J. Quatromoni/C. Turner Grade/Course and Section: Girls' Ice Hockey

Destination: St. Albans, VT

Means of Transportation: Coach Bus

Date: 12/9/22 Time Leaving: 1:30PM Time Returning: 12/10/22 5PM

Contact Person: Head Coach Courtney Turner Telephone: 617.980.4486

No. pupils in class: 20 No. pupils going: 20

(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: N/A

Potential hazards/safeguards:

Necessary CORI Forms [X] Completed

Estimated costs per student: \$75 Ratio of students/chaperones: 7/1

Cost Paid By: Hockey Boosters Transportation Paid By: Hockey Boosters

* Educational Objective(s): Pre season scrimmage to prepare the girls' varsity hockey team for season.

* Methodology/Integration with Core Curriculum:

Preparation:

Follow up:

Describe the availability of financial aid for students in need. N/A

Describe the availability of travel insurance for families in case of cancellation. N/A

Describe any provisions being made for COVID-19. Adhering to school policies.

Signature School Employee Sponsoring Trip: [Signature] Date: 11/22/22

Approved: [Signature] 11/22/22 Date: [Signature] Date: [Signature]

Approved: _____ Date: _____ Hingham School Committee (if applicable)

* Use another sheet if needed
Copies to the Building Principal and Director
Staff are required to use "Disclosure Form" if applicable.
Revised: 10/22 All forms must be "typed"

	10-Dec		11-Dec	
9:00am	Depart Pilgrim Arena Drive to Burlington VT			
1:00pm	Arrive on Campus			
2:00pm	Game vs. Rice Memorial (3:00-4:30pm)	10:45am	Depart for Essex Skating Facility 2 Educational Drive Essex Junction, VT	
	University of Vermont Gutterson Fieldhouse 97 Spear Street, Burlington, VT		Game vs. Essex Junction, VT(12-1:30pm)	
5:00pm	Depart Gutterson Fieldhouse Drive to Dinner Zachary's Pizzeria 1250 Williston Road South Burlington, VT	2:00pm	Depart for Pilgrim Arena 75 Recreation Park Drive, Hingham, MA	
		6:00pm	Arrive Pilgrim Arena	
7:00pm	Drive to Hotel for the night			

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

Vision				
<ul style="list-style-type: none"> ○ <i>Vision Statement:</i> All students will embark on a lifelong journey to flourish with empathy and confidence. ○ <i>Mission Statement:</i> Together with students, staff, families, and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community. 				
Theory of Action				
<p>Through effective collaboration, two-way communication to ensure an inclusive culture and a sense of belonging, aligned, high-quality PK-12+ curriculum, innovative research-based practices, data-informed instruction, and strong leadership, equitable and inclusive environments, funding to provide effective, safe, and modern facilities, and a system of resources and support to ensure consistency in leadership, and a diverse staff that reflects the student, we will cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.</p>				
Strategic Objectives				
<p>Culture of Collaboration and Community: Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging.</p>	<p>Culturally Responsive Teaching and Learning: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.</p>	<p>Healthy, Equitable, and Inclusive Communities: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.</p>	<p>Capital and Finance: Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience.</p>	<p>Human Resources and Leadership: Recruit, develop and empower a diverse staff to lead courageously in teaching and learning.</p>
Strategic Initiatives				
<p>Develop a district-wide communication community engagement plan.</p> <p>In September, a communication plan with 4 goals was outlined to the school committee.</p> <p>In September, a chain of communication was posted online and shared with the community.</p> <p>All elementary schools sent out comprehensive Back to School Information and have followed up with weekly newsletters to</p>	<p>Develop innovative pathways to enhance student learning.</p> <p>HHS is working to develop “Pathway” programs in the Arts and Technology Education for students. Ms. Bellis (Fine Arts Director) and Dr. Pawlowski (Industrial Technology Coordinator) will spearhead teams that develop the framework for these programs, which will be piloted during the 2023-2024 school year.</p> <p>All elementary math students took the iReady Diagnostic Assessment. Gr. 3-5 students took the iReady ELA diagnostic.</p>	<p>Establish a system to support and respond to the social emotional needs of all.</p> <p>District wide efforts to document the implementation of tiered systems of supports.</p> <p>Responsive classroom training was offered for elementary teachers this summer.</p> <p>Elementary guidance counselors are providing SEL support for every classroom using Toolbox lessons and strategies throughout the six day cycle.</p>	<p>Support implementation of the Foster School building project.</p> <p>The Conservation and Planning Boards have both voted to provide permits for the new elementary school projects.</p> <p>Bids for the project have been advertised and the vote to accept the bids will occur in November. The project work will begin on November 29th.</p>	<p>Recruit and retain a diverse workforce.</p> <p>A district team will participate with DESE’s Teacher Diversification Professional Learning Community for professional development on hiring and interviewing practices.</p>

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

<p>families for new procedures and how we created and implemented the new schedule to support time on learning town-wide</p> <p>All elementary schools also created and shared School Fast Facts with families as a quick reference for school procedures</p> <p>In person Back to School/Curriculum Nights took place at all elementary schools</p> <p>Monthly PTO Meetings; constant email exchange with PTO have occurred in each of the schools.</p> <p>Frequent communication with school community; some on individual basis</p> <p>Administrators are present on a daily basis (classroom walkthroughs, community events, arrival/dismissal</p> <p>Frequent social media updates from elementary school sites.</p> <p>HHS has established a new weekly newsletter: <i>Hingham Highway</i>.</p> <p>HMS publishes HMS Connection weekly, with</p>	<p>Elementary reading and math specialists and interventionists held their first quarterly data meetings to determine the needs of all learners and how to support students within the MTSS model.</p> <p>Elementary and middle school math teachers are implementing MyPath digital instructional tools. Gr. 3-5 teachers are also implementing myPath in ELA.</p> <p>All elementary classroom teachers are receiving PD to support both Tier 1 math block instruction as well as the math intervention block.</p> <p>Analytic Vue data analytics tool is being piloted to synthesize and integrate data from various sources such as attendance and academic data (X2, iReady, MCAS, etc.)</p> <p>PTO Curriculum/ Cultural Enrichment plans have been aligned to science/social studies curriculum at the elementary level.</p> <p>Special education teachers were trained with Goalbook to support alignment of goals in IEP to the standards and the identification of progress monitoring tools.</p> <p>Let's Go Learn is being implemented to support data</p>	<p>HMSI held handbook assemblies at the beginning of the year. Assistant Principal, school counselor, and school adjustment counselor met with classes to discuss bullying and being an ally with students.</p> <p>HMS has scheduled a variety of school-wide assemblies to support social-emotional learning objectives, Examples include One Book, One School Day, guest speaker identified by Amy Jackson*, MARC presentations.</p> <p>Beginning in the second quarter, HMS counselors will be implementing portions of Second Step lessons with students.</p> <p>HHS has implemented the new comfort dog program.</p> <p>The clinician for HPD attends weekly counselor/administrative meetings at HHS.</p> <p>HHS has established an Equity Team that includes approximately 20 faculty members; the group meets monthly.</p> <p>HHS has multiple PD opportunities for inclusive Book Groups including "Disability Visibility", and multiple titles related to equity.</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

<p>input from faculty, PTO, and community organizations. The Student Services Department meets monthly with SEPAC.</p> <p>The Student Services Department sends out a newsletter to the community.</p> <p>The Superintendent meets monthly with Town-wide PTO to share information and gather feedback for areas of collaboration.</p>	<p>progress monitoring in reading and math for special education in grades K-12.</p> <p>East and Plymouth River are participating in the DESE Inclusive Practices Institute. The institute will support both schools in implementing UDL practices to support all students in accessing core instruction.</p> <p>An elementary strings program after school will be piloted beginning in January to determine interest and develop structure to broaden the program.</p> <p>The district will begin the planning process to develop a Spanish immersion PreK classroom as part of Kids in Action for the 2023-24 school year.</p> <p>HMS hosted author Varsha Bajaj who spoke with students about her own journey as a writer as well as the inclusive theme of this year's One Book One School selection, <i>Count Me In</i>.</p> <p>Orton Gillingham training offered to the special education faculty over the summer.</p>	<p>The district is partnering with the Brookline Center to develop a proposal to adopt the Bryt Program, a system designed to strengthen mental health support for students transitioning back to school. The final recommendations for improvement of the program at the HMS and HHSI will come in the spring.</p> <p>HHS began participation in the S3 Systems of Support Academy meant to create a systematic approach to supporting struggling students.</p> <p>NAN Project staff will be partnering with HHS staff to provide training on supporting mental health needs of students.</p> <p>Guidance counselors received training on Tier I restorative practices.</p> <p>Safety Care training was provided for every school's crisis team up to 8 to 10 staff per building.</p> <p>The METCO director has begun the process of building connections to support the elementary family host program. Even planned in January to kick off the effort.</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

<p>Align procedures for the recently updated policy manual.</p> <p>The bullying investigation process has been updated with steps to follow and template letters to use to communicate with families.</p> <p>In August, all members received training on requirements for meeting Bullying, Title IV, and Title IX requirements in schools.</p>	<p>Explore and implement research-based innovative instructional practices.</p> <p>All elementary teachers participated in literacy and math data meetings to review fall beginning of year data.</p> <p>All elementary staff are working on professional development with the math workshop model with a UDL approach to reach all learners.</p> <p>HMS Science teachers are piloting a new curriculum (OpenSciEd).</p> <p>HPS social studies curriculum continues to be updated to reflect innovative, culturally responsive teaching and diverse perspectives. Grade 3 and 4 teachers engaged in PD on the new curriculum and partnered with the Hingham Historical Society and Harvard Peabody Museum, respectively.</p> <p>Through a DESE Civics Teaching & Learning grant, HPS hosted Democratic Knowledge Project PD for 35 South Shore social studies educators (including five from Hingham).</p> <p>Elementary special education teachers are using Big Ideas Math and Moving with Math as supplemental programs.</p>	<p>Provide all staff, including athletic coaches, professional development training in diversity, equity, and inclusion practices.</p> <p>The Leadership Team participated in training with Safe Schools to discuss how it might support LGBTQ+ youth and families.</p> <p>All high school and middle school staff participated in a two hour training with Safe Schools on supporting LGBTQ+ youth.</p> <p>District leaders are participating in the Culturally Responsive Practices Leadership Academy, to build capacity to weave culturally responsive practices and a racial equity lens throughout pedagogy, policies, structures, and systems.</p> <p>HMS has established a Diversity, Equity, and Inclusion task force, which meets regularly throughout the year.</p>	<p>Identify a benchmark for appropriate per pupil expenditure.</p> <p>A staffing audit was completed using the FY23 budget. Audit presented to the school committee and budget sustainability committee. Information will be used to support FY24 budget discussions.</p>	<p>Design a mentoring program to support leaders and establish an internal leadership program for aspiring leaders.</p>
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

	<p>Secondary math staff receiving PD on the Mathematical Practices with a focus on growth mindset and perseverance.</p>			
<p>Align district documents to reflect strategic initiatives and common district-wide practices.</p> <p>HHS updated the student handbook to highlight restorative practices and will continue to look at policy and procedures through an equity lens.</p> <p>Professional development catalog and offerings were aligned to the district's strategic initiatives.</p> <p>The district began work to collect previous procedures to align newly revised policies.</p> <p>School improvement plans are aligned with strategic plans.</p> <p>Leadership team's professional practice and student learning goals are aligned with the strategic plan.</p>	<p>Engage in a district-wide process to create a Portrait of a Graduate, PK-12+.</p>	<p>Update the current Bullying Prevention Plan.</p> <p>The Bullying Reporting Form was updated to allow for anonymous submission.</p> <p>HMS students will participate in instruction through Massachusetts Partnership for Youth on the topic of bullying.</p> <p>HMS Second Step curriculum includes lessons on bullying and harassment.</p> <p>All staff receive training on bullying and harassment policies during comprehensive annual training.</p>	<p>Develop a technology plan to address technology infrastructure vision and needs.</p> <p>A Technology Committee has been formed. The committee is currently drafting surveys and focus group questions as it continues its needs assessment and data collection stage.</p> <p>The Technology Committee is piloting a software system that monitors implementation of technology software and websites. The information will inform the budget and the district's final technology plan.</p> <p>Technology for special education was updated to include ViewSonic boards to allow for presentation and interaction with content.</p>	<p>Explore ways to provide collaborative preparation time for staff.</p> <p>Data meetings have been held at the elementary level to help support review of literacy and math data as teams to identify how to support reading and math instruction.</p> <p>Early release content professional development for 2022-2023 has been organized in school-based and department-based teams to allow for subject-specific collaboration.</p>

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

<p>Improve communication between home and school during critical transition years.</p>	<p>Identify and implement a new elementary reading program.</p> <p>Pilot teachers are currently assessing two programs and have been meeting every two weeks to discuss implementation progress. Reading specialists at each school have worked closely with pilot teachers to support implementation.</p>	<p>Establish procedures to report incidents of bias.</p> <p>Safe Schools training for HMS and HHS faculty during the October PD</p> <p>MYP professional development for HMS and HHS on bullying prevention.</p> <p>Members of the HHS Equity Team are leading book groups that consider a variety of texts related to equity and inclusion (e.g., <i>Grading for Equity</i>, <i>Disability Visibility</i>, etc.).</p> <p>All staff receive training on bias policies during comprehensive annual training.</p>	<p>Address various needs related to facilities and space.</p> <p>HHS is examining available space to determine the most effective use for students and staff.</p> <p>The final Facilities Improvement Plan is underway and a draft is expected in a few months.</p>	<p>Expand recruitment opportunities.</p> <p>The district has used social media platforms more to extend outreach to find candidates for positions throughout the summer into the fall.</p>
	<p>Fully fund and engage in a multi-year curriculum review adoption cycle process.</p> <p>Currently, a team of elementary teachers are piloting new reading programs. The team meets every two weeks to plan and determine best practices for implementation of the reading program.</p> <p>HMS Science teachers are piloting a new curriculum (OpenSciEd).</p> <p>HMS math department piloting math curriculum materials.</p>	<p>Complete an equity audit, including auditing current curriculum content.</p> <p>The district DEI Task Force is meeting to support the implementation of an equity audit. The Equity Process has been engaged to support the district in completion of the audit. The audit has begun with a review of past data collection, current policies, and practices.</p>		

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN

Hingham Public Schools

Strategic Plan Update #1



**By Margaret Adams, Superintendent of Schools
Katie Roberts Assistant Superintendent**

November 28, 2022



Culture of Collaboration and Community

Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging.

- Develop and presented a communication plan for the year.
- All schools are using SMORE as a weekly newsletter.
- Began efforts to revise and update district procedures. For example, all administrators received training on bullying/harassment, Title IV, and Title IX requirements.
- School improvement plans and professional development offerings aligned to strategic plan.
- Increased use of social media platforms to highlight district and school happenings and accomplishments.



Culture Responsive Teaching and Learning

Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.

- Elementary reading and math specialists and interventionists held their first quarterly data meetings to determine the needs of all learners and how to support students within the MTSS model.
- All elementary classroom teachers are receiving PD to support both Tier 1 math block instruction as well as the math intervention block.
- Special education teachers were trained with Goalbook to support alignment of goals in IEP to the standards and the identification of progress monitoring tools.
- Pilot teachers are currently assessing two programs and have been meeting every two weeks to discuss implementation progress. Reading specialists at each school have worked closely with pilot teachers to support implementation.
- HMS Science teachers are piloting a new, inquiry hands on curriculum (OpenSciEd).



Healthy, Equitable, and Inclusive Communities

Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.

- District wide efforts to document the implementation of tiered systems of supports.
- HHS began participation in the S3 Systems of Support Academy meant to create a systematic approach to supporting struggling students.
- District leaders are participating in the Culturally Responsive Practices Leadership Academy, to build capacity to weave culturally responsive practices and a racial equity lens throughout pedagogy, policies, structures, and systems.
- The district DEI Task Force is meeting to support the implementation of an equity audit. The Equity Process has been engaged to support the district in completion of the audit. The audit has begun with a review of past data collection, current policies, and practices.



Capital and Finance

Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience.

- The Conservation and Planning Boards have both voted to provide permits for the new elementary school projects.
- Bids for the new elementary project have been advertised and the vote to accept the bids will occur in November. The project work will begin on November 29th.
- A staffing audit was completed using the FY23 budget. Audit presented to the school committee and budget sustainability committee. Information will be used to support FY24 budget discussions.
- A Technology Committee has been formed. The committee is currently drafting surveys and focus group questions as it continues its needs assessment and data collection stage.



Human Resources and Leadership

Recruit, develop and empower a diverse staff to lead courageously in teaching and learning.

- A district team will participate with DESE's Teacher Diversification Professional Learning Community for professional development on hiring and interviewing practices.
- Data meetings have been held at the elementary level to help support review of literacy and math data as teams to identify how to support reading and math instruction.
- Early release content professional development for 2022-2023 has been organized in school-based and department-based teams to allow for subject-specific collaboration.



Hingham Public Schools

Tiered Focused Monitoring Report

Continuous Improvement and Monitoring Plan

For Group B Universal Standards
Tier Level 2

Dates of Onsite Visit: March 28-30, 2022

Date of Final Report: November 3, 2022



Jeffrey C. Riley

Commissioner of Elementary and Secondary Education
MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TIERED FOCUSED MONITORING REPORT

Hingham Public Schools

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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TIERED FOCUSED MONITORING REPORT INTRODUCTION

During the 2021-2022 school year, Hingham Public Schools participated in a Tiered Focused Monitoring Review (TFM) conducted by the Department's Office of Public School Monitoring (PSM). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Each school district, charter school, vocational school, and virtual school undergoes a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at <https://www.doe.mass.edu/psm/tfm/6yrcycle.html>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- Selected federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, together

with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.

- Selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
- Selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
- Various requirements under other federal and state laws.

PSM Team:

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

Tier Level:

The level of monitoring varies based on tier designation, aligning supports to the level of need and ensuring that districts and schools with greater needs receive appropriate supports to make sustained improvements.

Tier	Title	Description	Level of Risk
1	Self-Directed Improvement	Data points indicate no concern on compliance and student outcomes.	Meets requirements
2	Directed Improvement	No demonstrated risk in areas with close link to student outcomes.	Low
3	Corrective Action	Areas of concern include both compliance and student outcomes.	Moderate
4	Cross-unit Support and Corrective Action	Areas of concern have a profound effect on student outcomes and ongoing compliance.	High

For the 2021-2022 school year, the tier assignments are based on:

- Five-year cohort graduation rate for students with disabilities
- Public School Monitoring compliance data from the previous review
- Problem Resolution System data, specifically findings of noncompliance
- Special education State Performance Plan/Annual Performance Reports (SPP/APR) compliance Indicator data for Indicators 11, 12, and 13 (Group A only)
 - Indicator 11: Child Find
 - Indicator 12: Early Childhood Transition
 - Indicator 13: Secondary Transition
- Special education SPP/APR performance Indicator data for Indicators 5 & 6
 - Indicator 5: Education Environments (6-21)
 - Indicator 6: Preschool Environments
- Significant Disproportionality data 2019-2020 & 2020-2021

Tiering adjustments may be made for districts engaged in work with the Department's Statewide System of Support and have schools identified as requiring assistance and intervention. Tiering assignments may also be adjusted for schools and districts unable to remedy noncompliance within one year of the previous TFM review, as well as for charter schools requiring additional oversight based on conditions of their charter.

Report: For Tier 1 & 2 Tiered Focused Monitoring Reviews

Following the onsite visit, the PSM team holds an informal exit meeting to summarize the review for the superintendent or charter school leader. Within approximately 20 business days of the onsite visit, the chairperson forwards the TFM Feedback Summary that includes findings from the Tiered Focused Monitoring Review to the superintendent or charter school leader.

As part of the reporting process, all districts/schools in Tiers 1 and 2, then develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and "Implementation in Progress." The CIMP is due to the Department within 20 business days after the issuance of the Feedback Summary and is subject to the Department's review and approval.

The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. Department staff provide support and assistance to districts and charter schools on the development of a CIMP.

Once the CIMP is approved, it is issued as the Final Report.

Department staff also provide ongoing technical assistance as the school or district is implementing the approved CIMP or CAP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Feedback Summary.**

For more information regarding the TFM Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html>>.

TIERED FOCUSED MONITORING FINAL REPORT

Hingham Public Schools

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review in Hingham Public Schools during the week of March 28, 2022, to evaluate the implementation of Group B Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

Self-Assessment Phase:

- District review of special education and civil rights documentation for required elements including document uploads.
- Upon completion of the self-assessment, the district submitted the data to the Department for review.

On-site Verification Phase:

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested by other parents or members of the public.
- Review of additional documents for special education and civil rights.
- Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

The Tiered Focused Monitoring Report includes those criteria that were found by the team to be implemented in a "Commendable" manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," and "Implementation in Progress." (Refer to the "Definition of Compliance Ratings" section of the report.) The Tiered Focused Monitoring Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." This will allow the district and the Department to focus their efforts on those areas requiring corrective action. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans.

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

Hingham Public Schools

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7B, CR 7C, CR 8, CR 10C, CR 12A, CR 16, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25
PARTIALLY IMPLEMENTED		CR 7A, CR 10A, CR 10B, CR 17A
NOT IMPLEMENTED	None	
NOT APPLICABLE	SE 52A	

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at <
<https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.

CONTINUOUS IMPROVEMENT AND MONITORING PLAN

Improvement Area 1
Criterion: CR 7A - School year schedules
Rating: Partially Implemented
Description of Current Issue: A review of documents and administrative interviews indicated that although the district designates Hingham Middle School as a secondary school, each middle school student is not scheduled for at least 990 hours of structured learning time a year.
LEA Outcome: Hingham Public Schools will ensure that because Hingham Middle School is designated as a secondary school, its schedule includes at least 990 hours of structured learning time for each student.
<p>Action Plan: By November 21, 2022, the district will submit updated procedures for developing and obtaining approval of the school schedules. Additionally, the district will submit evidence of training for staff responsible for scheduling.</p> <p>By November 21, 2022, the district will submit an approved structured learning time worksheet for Hingham Middle School that includes at least 990 hours of structured learning time.</p>
<p>Success Metric: By the 2022-2023 school year and beyond, Hingham Public Schools will ensure that the Hingham Middle School schedule includes at least 990 hours of structured learning time for each student and is approved by the school committee.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ● Procedures and protocols for developing and obtaining approval of schedules ● Agendas, training materials, and attendance sheets ● Completed structured learning time worksheet for Hingham Middle School ● School committee minutes indicating approval
Measurement Mechanism: Each spring, the Hingham Public Schools' leadership team, including the Superintendent and building principals, will review school schedules for the upcoming academic year to ensure all schedules include sufficient structured learning time.
Completion Timeframe: 12/21/2023

Improvement Area 2**Criterion:** CR 10A - Student handbooks and codes of conduct**Rating:** Partially Implemented**Description of Current Issue:** A review of documents and staff interviews indicated that the code of conduct contained in the middle and elementary school handbooks does not include procedures assuring due process in disciplinary proceedings. In addition, all district handbooks are missing the complete procedures for the suspension of students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education.**LEA Outcome:** Hingham Public Schools will ensure that the middle and elementary school handbooks include procedures assuring due process in disciplinary proceedings and that all the district's handbooks include complete procedures for the suspension of students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education. All revisions will be approved by the school committee and disseminated to the school community.**Action Plan:** By November 21, 2022, the district will submit the relevant updated school handbooks that contain all requirements, including due process in disciplinary hearings and the complete procedures for the suspension of students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education.

By November 21, 2022, the district will obtain school committee approval of the updated school handbooks.

By February 24, 2023, the district will submit verification from all staff members that they have reviewed the updated handbooks and evidence of dissemination to the school community.

Success Metric: By February 2023 and beyond, Hingham Public Schools will ensure that the district's school handbooks contain all required elements including appropriate discipline procedures assuring due process in disciplinary proceedings and procedures for the suspension of students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education.

Evidence:

- Updated handbooks
- School committee meeting minutes indicating approval
- School handbooks or links to handbooks on the district's website

Measurement Mechanism: Each spring, the Hingham Public Schools' leadership team, including the Superintendent and building principals, will review school handbooks for compliance.**Completion Timeframe:** 02/24/2023

Improvement Area 3

Criterion: CR 10B - Bullying Intervention and Prevention

Rating: Partially Implemented

Description of Current Issue: Document review and interviews indicated that the district's employee policy manual does not contain the relevant sections of the Bullying Intervention and Prevention Plan addressing the bullying of students by a school staff member.

LEA Outcome: Hingham Public Schools will update the employee policy manual so that it contains the relevant sections of the Bullying Intervention and Prevention Plan addressing the bullying of students by a school staff member. The updated policy will be shared with all staff at the start of each school year and with all new staff members upon their employment in the district.

Action Plan: By November 21, 2022, the district will submit updated employee policy manuals that include the appropriate sections of the Bullying Intervention and Prevention Plan.

By February 24, 2023, the district will submit evidence of training on the updated employee policy manual and make the policy available to school staff.

Success Metric: By February 2023 and beyond, the employee policy manual will contain the relevant sections of the Bullying Intervention and Prevention Plan addressing the bullying of students by a school staff member.

Evidence:

- Updated employee policy manual
- Agendas, training materials, and attendance sheets

Measurement Mechanism: Annually, the Assistant Superintendent for Teaching and Learning and Civil Rights Coordinator will review the employee policy manual to ensure consistency with the regulations and conduct training as appropriate.

Completion Timeframe: 02/24/2023

Improvement Area 4

Criterion: CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program

Rating: Partially Implemented

Description of Current Issue: Document review and staff interviews indicated that the district has not developed written physical restraint prevention and behavior support procedures consistent with 603 CMR 46.00. Specifically, the district's procedures do not include methods for preventing student violence, self-injurious behavior, and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; a description and explanation of the program's alternatives to physical restraint; procedures for receiving and investigating complaints; and a procedure for the use of time-out.

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Improvement Area 4

LEA Outcome: Hingham Public Schools’ written physical restraint prevention and behavior support procedures will include methods for preventing student violence, self-injurious behavior, and suicide; methods for engaging parents and youth in discussions about physical restraint prevention and use; a description and explanation of the program’s alternatives to physical restraint; procedures for receiving and investigating complaints; and a procedure for the use of time-out consistent with 603 CMR 46.00. All staff will be trained annually on physical restraint prevention and behavior supports.

Action Plan: By November 21, 2022, the district will submit the revised physical restraint and behavior support procedures that include all required elements.

By February 24, 2023, the district will submit evidence that all staff have received training on the revised physical restraint prevention and behavior support procedures. Additionally, the district will submit evidence of dissemination of the revised procedures to members of the school community.

Success Metric: By February 2023 and beyond, the district’s physical restraint prevention and behavior support procedures will be consistent with 603 CMR 46.00. Additionally, all district staff will be trained annually on the physical restraint prevention and behavior support procedures. Employees hired after the school year begins will be provided with the training within the first month of their employment.

Evidence:

- Revised physical restraint prevention and behavior support procedures
- Attendance sheets, agendas, and training materials
- Evidence of dissemination

Measurement Mechanism: Continuing after the completion deadline, the Assistant Superintendent of Curriculum and Instruction and principals will ensure that the physical restraint prevention and behavior support procedures are reviewed and updated annually for consistency with the current regulations, all mandated training materials are updated, and all staff are trained annually on the most current restraint regulations.

Completion Timeframe: 02/24/2023



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Margaret Adams, Ed.D.
Superintendent of Schools

To: School Committee Members

From: Margaret Adams, Superintendent of Schools

Date: November 28, 2022

Subject: Tiered Fidelity Monitoring Final Report

On November 3rd, the district received the final report from the Tiered Focused Monitoring Review (TFM) conducted by the Department's Office of Public School Monitoring (PSM) during the 2021-2022 school year. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

The following is a summary of the compliance ratings that resulted from the review:

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7B, CR 7C, CR 8, CR 10C, CR 12A, CR 16, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25
PARTIALLY IMPLEMENTED		CR 7A, CR 10A, CR 10B, CR 17A
NOT IMPLEMENTED	None	
NOT APPLICABLE	SE 52A	

The following are to outline areas partially implemented and actions taken to date to remedy the findings:

Criterion: CR 7A - School year schedules

Current Issue: A review of documents and administrative interviews indicated that although the district designates Hingham Middle School as a secondary school, each middle school student is not scheduled for at least 990 hours of structured learning time a year.

Resolution: The district developed a procedure for ensuring compliance with time on learning requirements. Principals and assistant principals received an overview of the procedures on November 17, 2022. A current time and learning worksheet for the middle school was submitted to the Massachusetts Department of Elementary and Secondary Education on November 21st.

Criterion: CR 10A - Student handbooks and codes of conduct

Description of Current Issue: A review of documents and staff interviews indicated that the code of conduct contained in the middle and elementary school handbooks does not include procedures ensuring due process in disciplinary proceedings. In addition, all district handbooks are missing the complete procedures for the suspension of students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education.

Resolution: A draft of language to address this missing component was submitted to the DESE on 11/21/22. Upon approval of the school committee on 11/28, the language will be added to the school handbooks. School handbooks will be disseminated to staff and community with revised language.

Criterion: CR 10B - Bullying Intervention and Prevention

Description of Current Issue: Document review and interviews indicated that the district's employee policy manual does not contain the relevant sections of the Bullying Intervention and Prevention Plan addressing the bullying of students by a school staff member.

Resolution: The employee policy manual was updated. All staff was trained at the beginning of the school year on the revised manual.

Criterion: CR 17A - Use of physical restraint on any student enrolled in a publicly-funded education program

Description of Current Issue: Document review and staff interviews indicated that the district has not developed written physical restraint prevention and behavior support procedures consistent with 603 CMR 46.00. Specifically, the district's procedures do not include methods for preventing student violence, self-injurious behavior, and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; a description and explanation of the program's alternatives to physical restraint; procedures for receiving and investigating complaints; and a procedure for the use of time-out.

Resolution: The physical restraint procedures were updated. The procedures were included in the employee policy manual. All staff were trained at the beginning of the school year on these procedures. In addition, the procedures are being reviewed in staff meetings with staff.

The district will provide the Massachusetts Department of Elementary and Secondary Education with documentation to meet the requirements during the remainder of the school year.

**PRINCIPALS'
STUDENT LEARNING TIME WORKSHEET
(Page 1 of 2)**

School District: Hingham School Year 2022-2023

Level (Elementary, Middle, Secondary): Middle Grades in School: 6, 7, 8

Check One:

This worksheet applies to all students within the building.

There is a separate copy of this worksheet attached for each instructional group whose schedule does not conform to the school's standard instructional schedule.

(On the separate copy, write the name of the group after the name of the school.)

1. Of the number of student days scheduled in the student year (minimum 180), how many are scheduled early release days or scheduled delayed opening days (e.g., day before holiday, professional development, parent conferences)?

_____ 12 _____ days
2. How many annual structured learning hours are students missing due to scheduled early release or scheduled delayed opening?

_____ 31 _____ hrs. _____ 6 _____ mins.
3. The student day begins at 7:30 A.M. and ends at 2:00 P.M.; therefore the student day contains:

_____ 6 _____ hrs. _____ 30 _____ mins.
4. How much time is spent per day in homeroom, at breakfast and lunch, passing between classes, at recess, conducting health screenings and preventative services and in non-directed study?

_____ 0 _____ hrs. _____ 49 _____ mins.
5. Subtract the amount of daily non-instructional time in number 4 from the total time indicated in number 3. This gives the daily structured learning time per student.

_____ 5 _____ hrs. _____ 41 _____ mins.
6. How many days in your school year are **ALL STUDENTS** scheduled to attend?
 - Do not include kindergarten.
 - Do not include orientation days unless all students are required to attend.
 - Do not subtract senior early release days.

_____ 180 _____ days
7. Multiply the daily structured learning time indicated in number 5 by the number of student days in number 6.
 This equals:

_____ 1023 _____ hrs. _____ 0 _____ mins.
8. From the total in number 7, subtract the time not scheduled because of early release or delayed opening indicated in number 2. This gives the amount of annual structured learning time.

_____ 991 _____ hrs. _____ 54 _____ mins.

(See Next Page)

**PRINCIPALS'
STUDENT LEARNING TIME WORKSHEET**

(Page 2 of 2)

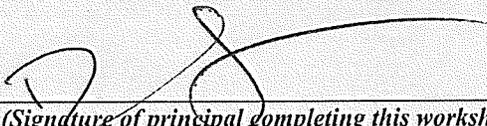
School District: Hingham School Year 22-23

- 9. List all grades (including kindergarten) in which physical education is taught as a required subject for all students in the grade:

Grades: _____

- 10. (Only for principals of schools that have grade 12)
 What was the last day of attendance for seniors last year? _____
 What was the date of graduation last year? _____
 What was the regular scheduled closing date for your school last year? _____

(NOTE: No other group of students (grades 1-11) is eligible for release before the end of the school year.)



 (Signature of principal completing this worksheet)

11/18/22

 (Date)

Note: Where this school does not comply with CR 7A, 7B, 7C or M.G.L. c. 71, s. 3 (regarding physical education), an action plan to bring it into full compliance is to be attached to the Superintendent's Student Learning Time Worksheet.

(For CR 7A, 7B, and 7C, see <http://www.doe.mass.edu/pqa/review/cpr/instrument/civilrights.pdf>; for M.G.L. c. 71, s. 3 see <http://www.mass.gov/legis/laws/mgl/71-3.htm>.)



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Margaret Adams, Ed.D.

Superintendent of Schools

To: School Committee Members

From: Margaret Adams, Superintendent of Schools

Date: November 28, 2022

Subject: Updated Language for School Handbooks

In response to the Tiered Focused Monitoring Review (TFM) conducted by the Department's Office of Public School Monitoring (PSM) during the 2021-2022 school year, the following is to request a vote of approval by the school committee for the attached text. The following proposed language outlines the due process procedures for discipline procedures including for students with disabilities, students on 504 Accommodation Plans, and students not yet determined eligible for special education.

Disciplinary Due Process to be Added to the School Handbooks

A student's right to due process means that the rules are applied fairly and that the student has notice of the charged violation of school rules and an opportunity to explain themselves. Some of the steps in affording procedural due process will vary in degree of formality according to the degree of the disciplinary sanction which might be imposed.

Short Term Suspension:

Prior to the imposition of any disciplinary sanction that may result in a student's suspension from school for ten (10) consecutive school days or less, (other than those suspensions under M.G.L. c. §§ 37H and 37H 1/2) the student will be given oral notice of the offense with which they are charged and an opportunity to respond. The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation. The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student. The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

In the event the Principal determines that the student will be suspended from school, the student and parent/guardian will receive notification by telephone (or in person) and in writing. The notice will include the rights enumerated in the law and regulation. To conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. The student will have the opportunity to make up assignments, tests, papers, and other school work as needed to make continued academic progress.

Emergency Removal

The Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The emergency removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; provide written notice to the student and parent/guardian as required above; provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

The Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

Expedited Evaluation Process

If prior to the disciplinary action, the district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible.

If the district has no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

Long Term Suspension

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: in advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the HPS District; the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to

suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; set out the key facts and conclusions reached by the Principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the process for appealing the decision including; that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension (within the same five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days); and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

School Committee Policy JIC

Due Process for Students with Disabilities

Students who have been identified as students with disabilities in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act or who the school has reason to believe might be eligible for special education services are entitled to additional procedural protections when a disciplinary exclusion is considered. The regulations in 603, CMR 28.00 pursuant to MGL c.69 Section 1B and Chapter 71B, Section 3 require that additional provisions be made for students who have been found eligible for special education by an evaluation TEAM. The following are these additional requirements:

- The IEP for each student with special education needs will indicate if the student's disability requires a modification of the discipline code.
- The Principal must notify the Executive Director of Student Services in writing within one school working day of the suspendable offense of any special needs student whose IEP does not reflect the need for modifications of the regular education discipline code. A record must be kept of such notices.

Prior to the imposition of any disciplinary sanction that would result in a change in placement; the student's Team will meet to determine whether the student's conduct was a manifestation of the student's disability. If the Team determines that the conduct was a manifestation of the student's disability shall review any existing behavior plan or, if no such behavior plan exists,

conduct a functional behavioral assessment. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline please contact the building principal.

Due process for students with disabilities will also adhere to the following procedures:

- Free and Appropriate Public Education, (FAPE): Hingham Public Schools is responsible for providing FAPE to all of its students. A student may not be suspended for more than ten cumulative school days without the provision of FAPE.
- Manifestation Determination: The TEAM must consider whether appropriate services were in place and whether the behavior was a manifestation of the student's disability.
- Functional Behavioral Assessment/Behavioral Intervention Plan: A FBA must be completed ten business days after the removal that will result in the 11th day of suspension; the BIP must be completed as soon as possible following the FBA. The goal of a functional behavioral assessment is to understand why a student misbehaves. What does the TEAM feel is the function of the behavior: attention? Sensory input? What behaviors could be chosen to try and redirect the student? The Behavioral Intervention Plan should include instructions on how to replace problem behavior with replacement behavior.
- Alternative Educational Setting, AES: In cases of a dangerous weapon or drugs, the principal may place a student in an alternative educational placement for up to 45 days. The Principal and the Director of Student Services work with the TEAM to determine this placement.
- "Stay-put" provision: Parents may request a due process hearing which invokes "stay-put", freezing the placement during the pending expedited hearing.

School Committee Policy

File: JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Principals shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

Principals may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide Principals with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), the Principal shall consider ways to re-engage the student in learning; and should avoid using long-term suspension from school as a consequence unless alternatives have been tried, or have been deemed inappropriate.

Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than ten (10) days, the Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

The Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; provide written notice to the student and parent/guardian as required above; provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

The Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: in advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the HPS District; the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; set out the key facts and conclusions reached by the Principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the process for appealing the decision including; that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension (within the same five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days); and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than ten (10) days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the District with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a staff member; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of the student's removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing in English and the primary language of the home if other than English, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the District will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and the primary language of the home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a District staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the District shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The District shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

LEGAL REF: M.G.L. [71:37H](#); [71:37H](#) ¹/₂; [71:37H](#) ³/₄; [76:17](#); 603 CMR [53.00](#)

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