



**HINGHAM**  
PUBLIC SCHOOLS



# ANNUAL REPORT 2023

Prepared by:  
Dr. Margaret Adams  
Superintendent of Schools  
and HPS Central Office

This report report was approved at the  
February 13, 2023 Hingham School  
Committee Meeting



During the 2022-23 school year, the Hingham Public Schools launched the first year of a three year strategic plan. The theme of the strategic plan was #HinghamTogether. The theme supports the efforts of the district throughout this school year to come back strong after two years of interrupted schooling for our students as a result of the pandemic. The theme of #HinghamTogether is also relevant to our efforts to strengthen our community and relationships after the pandemic. We are proud of our students who have returned this year to build upon their resiliency and perseverance to tackle academic and learning challenges. We are grateful to our families who entrust their children to use and support our educators and schools. We are honored to serve the Hingham community as we prepare our young people with the skills to be stewards of our community.



As of October 1, 2022, 3,793 students enrolled in PreK to Grade 12 (Pre-K-12) in the Hingham Public Schools. This represents a decrease of 71 students from the October 1, 2021 enrollment. In addition, the district had responsibility for funding and/or programming for 79 (up from 72 the previous year) preschool students in the Integrated Preschool Program, 47 out-of-district special education students, and eight vocational students.



# STRATEGIC PLAN

04



The Hingham Public Schools began the first year of a three-year strategic plan. Outlined below are some accomplishments for the 2022-23 school year for each of the strategic objectives:

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 implement a plan to increase consistent and reliable communications with families.
- Develop a communication chain that was posted online and shared with the community.
- Special Education Continuous Improvement Task Force launched in February 2023.
- Meet monthly with Town-wide PTO to support collaboration and communication.
- Open the ASPEN Family Portal to support caregiver access to information.
- Align school improvement plans to the Strategic Plan.



# STRATEGIC PLAN

## Strategic Plan Con'td

**Culturally Responsive Teaching and Learning:** Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.

- Establish a structure for ongoing data meetings at the elementary and middle school to review student literacy and math data to support the implementation of a Multi-Tiered System of Supports.
- Pilot a new elementary reading program for adoption for the coming school year.
- Middle school science teachers pilot OpenSciEd curriculum, an inquiry phenomena-based program, and participate in training to support its implementation.
- Begin revisions to the District Curriculum and Accommodation Plan.
- Seek out grants through the state and other organizations to support department and curriculum initiatives.

**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 Diversity, Equity, and Inclusion Task Force meet to support the implementation of an equity audit to include a review of data, current policies, and practices. The audit continues with surveys of stakeholders and focus groups, with a final report expected in the spring.
- Update procedures and employee materials on bias, bullying, and related policies.
- All teachers review an overview from Safe schools on how to support LGBTQ+ youth and families.
- School building leaders participate in an Equity Walk to collect classroom-level data for the equity audit. The same protocol is used in the spring for learning walkthroughs for district and school leaders.
- District team participates in the state's Culturally Responsive Practices Leadership Academy to build capacity to weave culturally responsive practices.

# FOSTER BUILDING PROJECT

At the fall town meeting, funding for a new elementary school at the site of the current Foster School was approved almost unanimously. The students, staff, and families of the Foster School community are grateful for the enormous support from the community for the project. The new building to be completed in the fall of 2024 and full completion in the fall of 2025 will provide an enormous opportunity for the district to continue to develop new special education programming and preschool programs.

Soon after the fall town meeting vote, phase one of the construction began. The construction included completing a temporary front parking lot and relocation of a new temporary playground. Excavation of the site started to prepare for the second phase of construction, which would include the school construction itself.



East Elementary is home to 519 Explorers, who have been busy throughout this school year! Principal Hawes joined the East team as our new principal this past July, partnering with Dr. Amanda Donovan (Assistant Principal) to lead our staff of nearly 100 educators and support personnel. This year, our students have engaged in project-based learning, enrichment opportunities, and PTO functions in addition to their classroom learning each day.

Our educators here at East guide our students through meaningful learning experiences each day. We are currently piloting a new Reading program (Into Reading, from Houghton Mifflin Harcourt publishing) across select grades and classes, and it is our hope that this process will lead us to implement this program district-wide come the fall. Our team of Reading and Math specialists, in conjunction with our interventionists and classroom teachers, are delivering targeted tiered intervention to students each day. Notable learning experiences this year beyond core academics have been field trips (Peabody Museum, Plimoth Patuxet Museum, Company Theatre, and more), project-based learning opportunities such as our electric houses in Grade 4, and our Grade 5 World Language Pen Pal project, which won the Mass Creator Award! Our Explorers also get to flex their STEAM muscles in Makerspace classes. Here, they explore challenges designed to encourage critical thinking and cooperation to make replicas of landmarks worldwide, complete challenges like tower or boat building, and explore cool technology like 3D printing!

Beyond daily instruction and activities, our school benefits from an active PTO that has partnered with East Elementary to bring some wonderful events to campus. Our students have experienced a Back-to-School Bash, Movie Night, Harvest Lunch, Hobby Night, and more, all through the efforts of dedicated volunteers. They have also partnered with Hingham Recreation to host our East Explorers After-School Enrichment program, where students can participate in activities like Pokemon Club, sports, and cookie and cupcake decorating.

The combined effect of all of the above opportunities and experiences is a school community that is special, and we're so proud of that.





# FOSTER ELEMENTARY SCHOOL

Foster Elementary School is the home of 407 students, who we refer to as Foster's Finest. We take pride in our work: to develop students who enjoy learning, constantly striving to meet their potential and become lifelong learners. Foster's students learn to be responsible and demonstrate respect for self and others. Our students are challenged to practice critical thinking skills to solve problems. We want them to have a strong sense of community inside and outside of our school. We do this through our daily instruction, as well as through extracurricular activities, such as our Green Team, Kindness Club, Student Council and Homework Club. Foster's Finest Students have participated in supporting Veterans, conducting Food Drives, and writing cards to community members in nursing homes.

This year, we are particularly excited about the building project that started in December 2022. We are appreciative of the community's overwhelming support of the new school. The new school will be a state of the art modern facility that will provide appropriate learning spaces for students in pre-k through grade five. There will be designated spaces for the Kids in Action Program, which is held after school, as well as a Pre-k Spanish Immersion Classroom. The project includes an outdoor classroom on the edge of the marsh, as well as an area for our students participating in the Green Team program to have garden beds, which ties into our curriculum. All of these things, in addition to the work we are currently doing, make for a great future ahead.

# PLYMOUTH RIVER ELEMENTARY SCHOOL

Since September 1st, Plymouth River School has had many accomplishments and changes. Our windows project has helped beautify the school and open up the rooms to the wonderful landscapes surrounding us. The project is still underway, but we are making great strides. Our enrollment has gone up from 382 students to 387 students in grades K-5. While building our School Improvement Plan, we aligned our goals with the Strategic Plan. During this time, we have implemented an elementary schedule that provides the same minutes per discipline of time on learning at each elementary school. We have devoted thirty minutes to MTSS in literacy and math, providing students with Tier II supports to address learning loss due to COVID. Plymouth River held data meetings several times during the year. The goal of our data meeting is to support our reading and math specialists and interventionists in tracking the progress of all students, especially our Tier II and III students. We have added a guidance counselor to strengthen our social/emotional learning through implementing our curriculum, Toolbox. PRS has also dived into social media, creating an Instagram page, using Twitter and Facebook, and our weekly newsletter through Smore to provide parents with up-to-date and detailed information on the daily happenings at Plymouth River.

Plymouth River has been fortunate enough also to join the Inclusive Academy to dive deeper into learning about UDL. A team of nine teachers plus the two administrators meet monthly to learn about the UDL Principles and how to help implement them throughout our school. The team is also collectively taking a graduate course through Gordon College to better understand the foundations and implementation of the UDL Principles. Plymouth River has also benefitted from our focus on math and math professional development on the workshop model within classrooms. The professional development led by our math interventionists has benefited our student's growth and the way math is taught in the classroom. The workshop model allows teachers to give Tier I support in the classroom by meeting with small groups of individuals after a lesson has been taught.

# PLYMOUTH RIVER ELEMENTARY SCHOOL

## **Plymouth River Elementary Cont'd**

We have also offered our students diverse learning opportunities through the PTO and the activities they have brought in as enrichment to the curriculum. Some of the engaging events have been The Nutcracker Ballet performance, Magic Show, Atlantic Shark Presentation, Harvest Day Lunch, Easter Seals Program, The North and South Rivers Watershed Association Presentation, various opportunities around community service, a visit with the Mashpee Wampanoag Tribe, Get Smart About Art presentations at each grade level, Abigail Adams presentation, a whole week dedicated to STEAM activities and many more events to come! Our students engage in their community through various community service opportunities, visits, and presentations from our school resource officers, kindergarten visits to the Hingham Fire Station, serving lunch at the Senior Center, and Veterans Day Tribute, just to name a few! We are so proud of all of our student's accomplishments this year, as well as the learning our staff has been able to do and grow from the professional development we have been able to offer to meet the needs of our students best.



# SOUTH ELEMENTARY SCHOOL

Our overarching theme at South School is always: It takes a village to prepare the child for the path! South School started the 2022-2023 school year with an eye toward getting Back to the Future, as it was apparent that this would be more of a recovery due to the events surrounding the Pandemic in the prior years. The goal was to solidly rebuild our “house” of learning that is evenly split between the academic and social-emotional needs of our students. It has been very exciting to see many of our traditions come back and also to start some new trends while at the same time taking care of the academic and social/emotional needs of our students, which have grown exponentially due to the Pandemic and other factors.

Last summer (2022), many of our professionals collaborated on a new daily schedule that included regular intervention times for math/reading and continuing excellence in tier I/ general classroom instruction. This also included scheduled times for social/emotional education and support. These times include small group remediation in all of these areas as well as supports built into a typical day in the classroom. This tier II support is known as MTSS (Multi-Tiered Systems of Support/ Hingham Tiered Systems of Support). We are grateful for the additional staff (interventionists and guidance counselor) that has allowed us to provide all of this in addition to full classroom instruction that takes all learning styles into account. Recent data is very encouraging as most of our students are on track to make major gains in all of these areas this year.

# SOUTH ELEMENTARY SCHOOL

## South Elementary Cont'd

Beyond that, we have always prided ourselves on our inclusive culture at South School. We have brought back our wonderful all-school assemblies known as Buzz Assemblies, which celebrate good behavior with a Bee as our mascot. These also include a performance by one grade level and the singing of a special school song entitled Nothing More by Alternate Routes. So far this year, we have had four of these assemblies:

1. October: Celebration of Friendship/Welcome
2. November: Meaning of Veteran's Day/Honored actual visiting veterans
3. December: Celebration of Togetherness and Holidays around the World
4. January: Flag Dedication as we added the flags that honor ALL of the heritages at SES

To be able to be together once again as a village with upwards of 600 people (including staff and students) has been so restorative for all of those who attend and work at South School. We look forward to the remaining assemblies planned for 2022-2023 as they will continue to make us whole again!

There has also been a return to more normal activities such as our all-school feast in November; Holiday Concert; Fly South (minimum of 60 students attending after-school enrichment classes), Homework Heroes; BOKS (40 students attend a before-school exercise program); Holidays Around the World (Kindergarten); Grade One Musical; Poetry Festival (grade 2); Third Grade Timeline; Box City (grade 4); Booth Day (grade 5). It has been wonderful to welcome families to all of these events as well as guest readers and volunteers daily.

Our PTO has also sponsored many events, such as our Welcome Back Tour; Harvest Party; Parent/Caregiver Social; Fun Run; and the Winterfest/Bookfair. It has indeed been a wonderful journey so far in 22-23 on the road back to recovery. We also have great anticipation for what the future holds as we continue along our path of preparing our students for life.

# HINGHAM MIDDLE SCHOOL

During the 2022 - 2023 academic year, Hingham Middle School put a spotlight on the social-emotional health and well-being of our students through the reintroduction of curriculum, guest speakers and student assemblies, and faculty professional development opportunities for school faculty members. HMS saw the return of the Second Step program at all grade levels. Second Step is a social-emotional learning (SEL) program that helps students to develop skills needed to deal with the stress and daily challenges that adolescence can bring, along with lessons on bullying and harassment. Classes were taught by our school counseling department, health teacher, and building administrators over the course of the school year. It is our hope to expand this program in the future. Students also heard from various speakers on topics that touched on creating an inclusive community, understanding our differences, and supporting one another. Hearing from Varsha Bajaj, the author of our “One Book, One School” selection Count Me In, learning of the importance of being an “upstander” as opposed to a “bystander” in a presentation from the Massachusetts Partnership for Youth, and attending a high-energy, interactive assembly on self-esteem, creating a community to be proud of, and respect for one another all played an important part in the work being done to support our students. Faculty participated in professional development activities with the Safe Schools program and the Massachusetts Partnership for Youth to help better support students during their middle school years.



# HINGHAM MIDDLE SCHOOL

## **Hingham Middle School Cont'd**

Hingham Middle School also made great gains in the development and implementation of our academic Multi-Tiered Systems of Support (MTSS) over the course of this school year. This initiative has enhanced our already robust instructional program by providing intervention classes and push-in support for our students. Through the addition of a Multi-Tiered System of Support Academic Coordinators for grades K-8, along with the expanded use of diagnostic and instructional tools such as iReady, we have been able to identify and serve students in need of targeted mathematics and English Language Arts/Literacy instruction while monitoring their trajectory over time. Offerings such as Math Lab and Reading Lab reinforce concepts that underpin the skills for success in content area classes. Meanwhile, sixth-grade math push-in support provided by Math Interventionists and writing support across the curriculum provided by our Literacy Specialist help to ensure students are receiving structured support while learning is in process. The MTSS team can monitor progress through the use of data meetings, instructional software, and collaboration with general education teachers, allowing us to make adjustments to instruction and class placement as needed throughout the year while minimizing the impact on students' schedules.

# HINGHAM HIGH SCHOOL

At the annual graduation ceremony, 312 students graduated from Hingham High School on June 4, 2022. In addition to a diploma, 24 members of the class received the Global Competency Certificate. Through interdisciplinary academic study, community service, and international travel, these graduates demonstrated increased global awareness, a heightened appreciation of diversity, and a capacity to work and contribute in an increasingly interconnected world. The National Honor Society students collectively completed over 1200 hours of community service and over 600 hours of peer tutoring. In April 2022, 95 juniors were inducted at the annual NHS ceremony. A total of 87.7% of graduates planned to attend four-year colleges in 32 different states and two foreign countries (Canada and the UK); 3.5% planned to attend specialized or two-year institutions; 1.3% planned to attend post-graduate programs, 2.8% planned to take a gap year; 0.9% entered military service; and 2.8% planned to begin full-time employment. Additionally, 293 Hingham High School students took a total of 551 Advanced Placement exams. Of those 293 students, 156 were seniors who took 348 exams. Overall, Hingham High School students were designated as AP Scholars, including 40 Scholars, 26 Scholars with Honor, and 43 Scholars with Distinction.

Hingham High School's extracurricular clubs also enjoyed continued success. The following are some examples of the opportunities and activities of our students through the extracurricular clubs offered at the high school:

- The Art Club made large banners for various school functions, and they continue participating in the Memory Project international art exchange each year.
- Best Buddies continues to welcome students with and without disabilities, thereby forming meaningful friendships.
- Breathe Out has promoted awareness to end the stigma around mental health and suicide. They deliver presentations ("How not to keep a secret") to all ninth-grade students. The presentations provide awareness and education about mental health and how to support someone you may be worried about. Moreover, during Unity Week, they planned "Get out with Breathe Out" days, promoting activities to de-stress and relax.

# HINGHAM HIGH SCHOOL

## Hingham High School Cont'd

- The Career Exploration Event includes more than 35 professional volunteers, who give students an up-close and personal view of a wide variety of career paths.
- The Chinese Club is dedicated to improving awareness and understanding of Chinese culture, heritage, and identity.
- The newly reinstated Coding Club is an inclusive and fun experience for coders and non-coders alike. Club members experiment with different programming languages and learn about the social and technological impacts of the programming world in today's society.
- The HHS Cycling Club's mission is to get as many students on bikes as possible. The club supports NEHSCA's vision of strengthening body, mind, and character through the lifelong sport of cycling.
- The Diversity and Empowerment Club ran a food drive for the Hingham Food Pantry; its goal is to celebrate differences and increase awareness of cultural bias.
- The Drama Club performed a successful 83 student production of The Music Man that involved middle school and high school students, four music teachers, and a cameo from Officer Ramsey, Officer Ford, and Opry. They are currently preparing a one-act play, The Caucasian Chalk Circle by Bertolt Brecht, for competition in the METG High School Theater Festival, and will conclude the year with a spring production as well.
- Students in the Girls Learn International (GLI) club have been researching important issues for women and raising money to send to international nonprofits dedicated to universal education.
- The Gender Sexuality Alliance (GSA) club continues to make the school community a safer space for LGBTQ+ students and allies. They have organized the school-wide Day of Silence in support of LGBTQ+ youth who are often forced to remain silent about their identity. They also organized and hosted the first annual South Shore Queer Prom, which was attended by queer students and allies from across the South Shore.
- The annual Harbormen Helping Hingham day of community service achieved a 92% participation rate among members of the Class of 2022; altogether, 250 participants completed six hours of community service on April 14, 2022.



# HINGHAM HIGH SCHOOL

## Hingham High School Cont'd

- The HHS Service Club collaborated with Foster School's 1st Grade Kindness Club and raised money for many charities.
- The Math Team had a great season! They came in 2nd in their division and 12th within the entire SMML (Southeastern Massachusetts Mathematics League) which is composed of more than thirty teams.
- During its 6th year, the Mentor Program continues to orient ninth graders to HHS and give them other friendly faces in the building where they can establish new friendships with sophomores, juniors and seniors. The mentor program was established out of a desire for HHS students to have a peer mentoring program.
- The Mindfulness Club explores ways to find healthy outlets through various activities. Students are enjoying yoga, and learning to de-stress with meditation. The goal is to encourage all students to find activities which help to reduce stress, build community, and create a sense of balance in the lives of HHS students.
- Ninth-Grade Advisory continues to discuss and troubleshoot the issues and concerns that ninth graders face in the transition to HHS and to also give ninth-graders another adult in the building with whom they can establish a level of trust or connection.
- The Oceanography Club took a field trip to Hull for collection of critters for their classroom tanks; collected over 20 gallons of microplastics during their beach clean-up on a very windy and cold November day; and held a craft day making sea monkey ornaments and jellyfish air plant pets. They have dissected a shark and are planning a trip to the New England Aquarium in the spring.
- Quiz Bowl competed on WGBH's Season 14 of High School Quiz Show.
- The HHS Unity Project continued with Unity Week in February 2023; sparked new connections between students with the second annual "42 Games of Catch" initiative in April; led campus beautification by sponsoring a new "Adopt an Island" initiative throughout the fall; led a month-long, school-wide, celebration of the World Cup soccer tournament in November; and adorned the cafeteria with the flags of more than 70 countries that represent the ethnic diversity of the entire student body.

# TEACHING AND LEARNING

## **Multi-Tiered Systems of Support, MTSS**

- A Multi-Tiered Systems of Support (MTSS) is a framework for districts to build the necessary staffing, systems and structures to ensure that every child finds success and meets grade level standards. According the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.” MTSS is considered a best-practice in education, and the Massachusetts Department of Elementary and Secondary Education issued an MTSS “blueprint” to guide districts in assembling a comprehensive MTSS system for both academic needs and SEL needs.
- In Hingham, while some components of a multi-tiered system of academic support existed, the construction of a comprehensive academic MTSS has been a multi-year process. The need for a fully-articulated MTSS was present pre-pandemic, and was given a new urgency during the COVID-19. Therefore, in FY’22 additional academic specialists in writing, literacy and math were added across K-8 to ensure students receive the support they need to meet grade level proficiency and recover from pandemic learning losses.
- In FY’23 a major emphasis of the MTSS academic initiative has been to strengthen our district-wide data practices. At the elementary level, data sources routinely analyzed include the Acadience/Dibels early literacy screener in K-2 and the iReady Diagnostic in Gr. 3-5 ELA and K-5 math. These screeners are administered at the beginning of year (BOY), middle of year (MOY) and end of year (EOY), with associated data meetings coordinated with specialists and educators to analyze progress and assign tiered supports. The MTSS Academic model, coupled with our existing social-emotional tiered system, is well positioned to ensure ongoing monitoring of student skills, student success, and access to our curriculum as we closely monitor student progress post-pandemic.

# MCAS RESULTS

- The 2021-2022 school year saw the first full administration of MCAS exams since 2019 for Grades 3-8, as testing was paused in Spring of 2020 due to the pandemic, and in 2020-2021, shorter exams were administered in Grades 3-8. MCAS administration was similarly impacted at the high school level, and the Board of Elementary and Secondary Education approved modified competency determination requirements due to the cancellation of testing opportunities during the COVID-19 pandemic. The modified competency was in place for ELA and Mathematics for the classes of 2020–2022 and for Science, Technology and Engineering for the classes of 2020–2023.
- Spring 2022 results state-wide indicate some signs of learning loss recovery post-pandemic, but progress was uneven across grade levels, subject areas, and subgroups. HPS data indicates that pandemic losses were mitigated overall relative to state, and exit outcomes in Grade 10 are strong for HPS students across content areas, with 91% of students meeting or exceeding expectations for ELA, 82% of students meeting or exceeding expectations for Mathematics, and 80% of students meeting or exceeding expectations for Science. Across all grade levels, Grade 3-10, disproportionality persists for subgroups, including high needs students (HN) and students with disabilities (SWD). These gaps will be addressed through the aforementioned focus on multi-tiered supports (MTSS), universal design for learning (UDL), and curriculum enhancements.

# CURRICULUM & INSTRUCTION INITIATIVES

## Elementary Reading Program Pilots:

In FY'23, twenty-four K-5 teachers piloted two new research-based elementary reading programs, Into Reading (HMH) and myView (Savaas). Both programs feature a strong science-based approach to reading instruction, and also feature diversified and culturally responsive literature. A finalist will be selected this spring, and the program will be adopted across the district in 2023-2024.

## Elementary Math Practices Workshop series

The district's elementary math specialist led a multi-part professional development series for K-5 teachers across the district to engage in best-practices in elementary math instruction.

## HMS Science Program Pilot (Open Sci Ed)

Gr. 6-8 science teachers piloted a new phenomenon-based curriculum, Open Sci Ed, which engages students in real-world inquiry rooted in a problem based approach.

## Social Studies Curriculum Alignment

The Social Studies department engaged in curriculum pilots in Grades 3 and 4 this year to support on-going standards-alignment work. To support teachers in teaching these new units, the department partnered with the Hingham Historical Society and the Harvard Peabody Museum to provide grounding in historical content and pedagogy.

## Spanish Immersion Pre-K

This year, the World Language department collaborated with the Kids in Action program to propose a new Spanish immersion Pre-K program, to commence in Fall of 2023. To date, there has been significant interest and sufficient enrollment to launch the fee-based program during the 2023-2024 school year. The program will be housed at Foster School, with potential to grow in future years.



# FINE ARTS

This year, the district hired Joann Bellis to assume the newly created role of Director of Fine Arts. During her inaugural year, Ms. Bellis has coordinated more than 50 events and performances to date, written several grants to support the visual arts, and collaborated with the Kids in Action program to create an elementary strings program after school. The Fine Arts department is also researching and developing an arts “pathway” for HHS students, modeled on the existing Global Citizen program. Through the pathway, students will be able to synthesize coursework, extracurricular activities and mentorship to foster and strengthen their arts interests.



The district continues to advance equity work through the efforts of the district leadership team, district Equity Task Force, and school-based Equity Task forces. One main area of focus this year was to conduct a comprehensive, district-wide equity audit in partnership with consultants from The Equity Process. The audit included a review of data, policies, and procedures; coordination of site visits, instructional walkthroughs, interviews, and focus groups, and administration of surveys to staff, students, and families. The results of the equity audit, along with recommendations for a multi-year equity plan, will be presented to the School Committee in June. In tandem with the equity audit, district leaders are partnering with consultants from the Culturally Responsive Leadership Academy to embed culturally responsive curriculum and equitable practices across the districts.

# METCO PROGRAM

This year, HPS welcomed a new METCO Director, Amy Jackson, who previously served as METCO Director in Melrose. Hingham Public Schools has been a proud participant in the METCO program since 1967, and the current enrollment for the Hingham METCO program is 45 students including 21 in the elementary grades, 10 at the middle school and 14 at the high school. The Hingham School Committee recently voted to expand the METCO program to include a total of 80 students for the 2023 - 2024 school year, pending enrollment and approval from the state.

# STUDENT SERVICES

The Department of Student Services oversees the implementation of state and federal laws that protect the educational and civil rights of students with disabilities, impairments, those who are in foster care and are homeless, students of military families, and those with substantial medical needs that confine them to their homes. The scope of the department's responsibility for these students includes any student who lives in Hingham and also those who attend a private school in Hingham.

This school year, The Department of Student Services allocated federal funds to provide our educators with state-of-the-art technology, updated reading and math curriculum, social-emotional curriculum, professional development in reading, student self-regulation and physical restraint, software to support IEP goal writing, student progress monitoring, and benchmarking assessments; contracted support services in the areas of speech and language therapy, music therapy, psychological services, and clinical evaluations; membership to CareSolace to match individuals with mental health support. The Department has also been able to fund two Special Education Team Chairs at the Secondary level and an additional adjustment counselor for secondary students.



# HUMAN RESOURCES

The Department of Human Resources was launched in FY21 to support 762 staff. As such, it is evolving but has made great strides in standardizing processes and moving the district into compliance with State and Federal mandates. HR manages the employee life cycle (i.e., recruiting, hiring, onboarding, training/compliance, and separations from employment). In this school year, to date, we have onboarded 173 educators and support staff. We continue to manage the supplemental workforce to ensure that HPS can meet the needs of all students. Since the beginning of this school year, we have onboarded 97 substitute teachers, many of whom are valuable members of the Town, including parents and HPS alumni, and have completed the implementation of the Frontline Management System (adopted in place of a sub-call system). Despite budget considerations, as with every Spring, we will participate in job fairs to add to our high-performance staff, where possible. Our primary focus is customer service, helping our staff with their needs (e.g., loan forgiveness applications, letters of suitability, payroll/benefits questions, FMLA requests, etc.). We average 300 emails per week related to all things HR and, often, beyond HR topics, for which we are happy to assist.

HR serves on bargaining committees to negotiate fair and equitable contracts for our unionized staff. Additionally, we maintain, execute and negotiate approximately 40 individual contracts. A depository for employment documents, titled HR Headquarters, has been created where all hiring managers can easily access HR documents, including union contracts and a library of job descriptions. We have proudly partnered with the Teacher Diversification Professional Learning Community and the Mass. Partnership for Diversity in Education to further our strategic goals related to equity and inclusion. The safety of students and staff is intrinsically tied to HR functions. To that end, in this school year, we have processed 1,471 criminal background checks on staff, volunteers, and contractors. We guide the administration through disciplinary proceedings and assist with grievances. We have taken on the role of compliance by launching projects for CORI (criminal offender record information) reauthorizations and updated Ethics training of current employees.

# ATHLETICS

Hingham High School Athletics enjoyed continued success in 2022 and a return to competition with far less COVID-19 restrictions. During the year, 80% of our students participated in athletics during one of the three seasons. Our partnership with the Hingham Recreation Commission helped to significantly improve the condition of all of our playing fields. In partnership with Marshfield High School, our boys' hockey team raised over \$31,000 for breast cancer research. Our track coach Dawn Deidricksen and wrestling coach Paul Canniff were recognized by the Massachusetts Interscholastic Athletic Association as coaches of the year. Our teams won 11 Patriot League Championships and our girls' soccer team won the Division 1 State Title. For the fourth consecutive year, we won the prestigious Boston Globe Holmes Award for overall athletic excellence.

# TECHNOLOGY

The Hingham Public Schools' Technology Department (IT) consists of three full-time employees

dedicated to serving the district students and staff in all technology-related enterprises. IT continually strives to identify and implement supportive technologies that complement the District's mission. The Technology Department must incorporate 'best-of-breed' technologies into the District while maintaining a secure and fiscally responsible approach to acquisition and maintenance. Additionally, IT is a support resource to teach, train, and troubleshoot technology issues that inevitably arise. As a department, we believe technology can and does provide many benefits to the District.

Indeed, technology has become a pervasive element within the overall educational environment. In addition to the many physical computing devices in District (and the software installed on them), the Technology Department is responsible for the installation and support of peripheral devices, including (but not limited to) printers, scanners, video projectors, phones, interactive whiteboards (SMARTBoards®), and document cameras. Additionally, the Technology Department also maintains control over various infrastructure components. IT manages servers, routers, switches, firewalls, wireless access points, a wireless mobility controller, and a vxRail vSAN. Over the past year, IT has continued to improve operational efficiency and modernize the District's technology footprint.

# TECHNOLOGY

## Technology Cont'd

Below are some of the IT Department's initiatives and accomplishments of FY23:

- Migrating network connectivity from older I-Net to the new municipal fiber loop
- Consolidating school surveillance camera management and recording onto a single NVR, allowing us to retire six local server instances
- Updating server infrastructure to Windows Server 2022 in advance of the end of support notification relative to Windows Server 2012 R2
- Coordinating the student information system (Follett Aspen) API integration to automate
  - rostering among connected educational applications
- Incorporating a security event manager (SEM) appliance to actively monitor log files from various network components to provide real-time alerts of anomalous network activity
- Managing (and repairing as necessary) over 2,500 Chromebooks and 1,000 iPads throughout the District
- Developing a comprehensive technology plan to guide decision-making processes for the next three-year cycle
- Improving delivery of wireless networking systems at Hingham Middle School by provisioning WiFi 6-capable access points





# BUDGET

29

The FY23 budget for the school department was allocated at Town Meeting has \$61,826,503 which was a .06% increase from FY22. This budget maintained the investments made in staffing to support the district's goals to implement a strong MTSS and supports for social-emotional learning.

The FY24 budget cycle presents significant challenges as the town is entering the budget season with a deficit that results from COVID-19 and related operational needs. This deficit is due to using one-time federal and local reserve funds in FY22 and FY23 to offset these deficits. However, as those funds are depleted, the town must either raise additional revenue or cut services to balance future fiscal year budgets. For FY24, the school department proposes a level service budget of \$65,857,299, representing a 5.14% increase from FY23. A balanced/reduced service budget is proposed at \$60,127,111, representing a 2.75% decrease from FY23.

Given this context, the town is considering an operating budget override which required us to approach budgeting differently than in previous years. In anticipation of an override, we presented two separate budgets to the school committee and community: a "level service" budget that would maintain the current level of existing educational programs and services, and a balanced budget that, unfortunately, might require a reduction in services.

In addition to the budget deficit, there are increased costs that also impact the development of the budget. In FY24, the Operational Service Division, which provides every year an estimated rate of inflation for planning Approved Private Special Education programs, indicated a potential increase of 14% in tuition for out-of-district placements. For context, from FY11 through FY23, the average tuition increase was 1.87%, with a low of 0.75% to a high of 2.72%. The district will also experience increased costs for transportation, fuel, and personnel in FY24.

In the development of both budgets, the district developed our priorities, which include the continuation of the three-year strategic plan. The strategic plan outlines goals to develop and sustain a school system that is continuously improving teaching and learning so that our students can realize academic, social-emotional and personal success.



# BUDGET

30

## Budget Cont'd

The following are additional priorities established by the Leadership Team in the development of the two budgets:

- The budgets attempt to sustain current comprehensive programming to ensure all schools have appropriate levels of highly qualified diverse staff and secure high-quality curriculum resources to sustain and improve the current comprehensive programming offered that supports all students' academic and social-emotional development.
- A priority included strengthening our tiered system of support for social-emotional learning and academics through staffing, structures, professional development, high-quality instruction, and curriculum to support the wellness, mental health, and academic needs of all students and staff.
- Funding for professional development also allows us to further invest in HPS educators and staff by providing high-quality professional development that supports collaboration, promotes equity, and ensures positive academic and social-emotional outcomes for all students.
- Finally, investments in facilities and technology allow us to provide access to safe, modern, and well-maintained facilities, with reliable access to high-quality technology, to create a learning environment supportive of students' academic and social-emotional development.

As always, Hingham Public Schools benefited from strong and longstanding community partnerships. The cooperative efforts, volunteerism, and generosity of parents, PTOs, boosters, community groups, civic organizations, SEPAC, the Hingham Education Foundation, and the Hingham Sports Partnership have again supported the School Department in supporting its mission and achieving goals. Myriad graduation scholarships and awards are presented yearly in recognition of students' outstanding performance in academic areas or involvement in school organizations. The School Department and the School Committee gratefully acknowledge and appreciate the many community efforts that enhance the valued facilities, programs, and activities of the Hingham Public Schools.



# BUDGET

31

## Budget Cont'd

The following are additional priorities established by the Leadership Team in the development of the two budgets:

- The budgets attempt to sustain current comprehensive programming to ensure all schools have appropriate levels of highly qualified diverse staff and secure high-quality curriculum resources to sustain and improve the current comprehensive programming offered that supports all students' academic and social-emotional development.
- A priority included strengthening our tiered system of support for social-emotional learning and academics through staffing, structures, professional development, high-quality instruction, and curriculum to support the wellness, mental health, and academic needs of all students and staff.
- Funding for professional development also allows us to further invest in HPS educators and staff by providing high-quality professional development that supports collaboration, promotes equity, and ensures positive academic and social-emotional outcomes for all students.
- Finally, investments in facilities and technology allow us to provide access to safe, modern, and well-maintained facilities, with reliable access to high-quality technology, to create a learning environment supportive of students' academic and social-emotional development.

As always, Hingham Public Schools benefited from strong and longstanding community partnerships. The cooperative efforts, volunteerism, and generosity of parents, PTOs, boosters, community groups, civic organizations, SEPAC, the Hingham Education Foundation, and the Hingham Sports Partnership have again supported the School Department in supporting its mission and achieving goals. Myriad graduation scholarships and awards are presented yearly in recognition of students' outstanding performance in academic areas or involvement in school organizations. The School Department and the School Committee gratefully acknowledge and appreciate the many community efforts that enhance the valued facilities, programs, and activities of the Hingham Public Schools.

# SCHOOL COMMITTEE

The 2022 town election added two new members to the School Committee when Matt Cosman and Alyson Anderson was elected to replace outgoing members Liza O'Reilly and Carlos DaSilva. Additionally, Nes Correnti was re-elected to her second term. In the spring of 2022, Michelle Ayer, Nes Correnti, Jen Benham were elected School Committee Chair, Vice Chair, and Secretary, respectively.

The School Committee and HPS staff appreciate the citizens and voters of the Town for their ongoing support and financing of annual education budgets and facilities enhancement projects. Equally important to students of all ages is the support for school activities, student performances, and other achievements that Hingham residents provide.

Respectfully Submitted,  
Dr. Margaret Adams  
Superintendent of Schools

SCHOOL COMMITTEE  
Michelle Ayer, Chair  
Nes Correnti, Vice Chair  
Jen Benham, Secretary  
Matt Cosman  
Tim Dempsey  
Alyson Anderson  
Kerry Ni