

HINGHAM SCHOOL COMMITTEE
May 22, 2023 at 6:00 PM
Central Meeting Room, 2nd Floor, Town Hall
210 Central Street, Hingham, MA 02043

or Remote via Zoom
Dial-in number: 1-929-205-6099
Meeting ID: 863 1582 2778
Passcode: 568845
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order
2. Executive Session: Adjourn to Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(3)

To discuss strategy with respect to collective bargaining for HEA Unit A Teachers and Unit B Paraprofessionals, as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To discuss individual contracts of non-union administrator, Assistant Superintendent for Curriculum and Instruction, as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To approve minutes of the Executive Sessions held on April 10, 2023 and May 8, 2023, as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
3. Return to Open Session at 7:00 PM
4. Approval of minutes
 - 4.1 Minutes of the School Committee meeting held on May 8, 2023
 - 4.2 Minutes of the School Committee meeting held on April 25, 2023 (Town Meeting)
 - 4.3 Minutes of the School Committee meeting held on April 23, 2023 (Moderator's meeting)
5. 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.

6. Superintendent's Report
 - 6.1 Enrollment Update
 - 6.2 Strategic Plan Update #3
 - 6.3 Summative Artifacts for Superintendent Evaluation
7. Communications
 - 7.1 Communications Received by the Superintendent
 - 7.2 Student Communications
 - 7.3 Other Communications
8. Unfinished Business
 - 8.1 To complete the second read of the MOU with Hingham Police Department and act as appropriate
9. New Business
 - 9.1 To hold a public hearing to consider participation in the state's School Choice Program and act as appropriate
 - 9.2 To receive the Technology Plan and act as appropriate
 - 9.3 To receive a Communication Plan Update
 - 9.4 To discuss the appointment of candidate for Assistant Superintendent for Curriculum and Instruction and act as appropriate
 - 9.5 To discuss contracts of non-union administrators, Interim Executive Director for Student Services and Director of Business and Support Services, and act as appropriate
 - 9.6 METCO liaison update; To discuss support for additional state funding and to act as appropriate.
 - 9.7 To review ADA Facilities Report and act as appropriate
 - 9.8 To discuss HHRA donation and act as appropriate
 - 9.9 To discuss subcommittee and liaison assignments and act as appropriate
 - 9.10 To discuss scheduling of the Superintendent evaluation
10. Subcommittee and Project Reports
Warrants Signed
11. Other items as may not reasonably be known 48 hours in advance of the meeting
12. Adjourn

Next School Committee Meetings:

June 12, 2023 at 7:00 PM

June 26, 2023 at 7:00 PM

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 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.

HINGHAM SCHOOL COMMITTEE

April 25, 2023

MEETING MINUTES

Called to Order at 6:45 PM by Chair Michelle Ayer

School Committee members present: Chair Michelle Ayer, Vice-Chair Nes Correnti, Secretary Jen Benham, Kerry Ni, Tim Dempsey, and Alyson Anderson

School Committee members absent: Matt Cosman

Central Office Members present: Superintendent Dr. Margaret Adams, Interim Assistant Superintendent Kathryn Roberts, and Director of Business and Support Services Aisha Oppong

Town Meeting

Hingham Town Meeting School Committee members attended the annual Town Meeting held at Hingham High School (night two).

Adjourn

On a motion by Nes Correnti and seconded by Jen Benham

- It was voted: To adjourn at 11:17 PM

Respectfully Submitted By: Jen Benham

HINGHAM SCHOOL COMMITTEE

Attendance at Moderator's Meeting

April 23, 2024

Meeting Minutes

Hingham Select Board Chair, Bill Ramsey, read the following statement:

This meeting is being offered remotely as an alternate means of public access pursuant to an Order issued by the Governor of Massachusetts dated March 12, 2020 Suspending Certain Provisions of the Open Meeting Law. Attendees were advised that the meeting and all communications during the meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. Any participant who wished to record the meeting was asked to 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. No other participants indicated that they would be recording the meeting.

School Committee Chair Michelle Ayer called the School Committee to order at 2:02 PM, and adopted the language read by Select Board Chair Ramsey.

School Committee members present: Chair Michelle Ayer, Vice-Chair Nes Correnti, Kerry Ni, Aly Anderson

School Committee members participating remotely: none

Central Office Members present: none

Central Office Members participating remotely: Aisha Oppong

To attend the Moderator's Meeting ahead of the Annual Town Meeting.

Adjourn:

On a motion by Nes Correnti and seconded by Kerry Ni

- It was voted to adjourn at 3:13 PM

Michelle Ayer – aye

Nes Correnti – aye

Kerry Ni – aye

Aly Anderson – aye



May 1, 2023 ENROLLMENT

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total K-5
East	97	4 sections 20;20;20;20 Total= 80	4 sections 20;20;19;19 Total= 78	4 sections 17;16;17;17 Total= 67	4 sections 17;18;18;18 Total= 71	4 sections 20;19;18;18 Total= 75	3 sections 18;20;18 Total= 56	427
Foster	*	3 sections 20;21;21 Total = 62	3 sections 18;18;19 Total = 55	4 sections 17;16;18;17 Total= 68	4 sections 20;20;21;21 Total = 82	3 sections 21;21;22 Total= 64	4 sections 19;18;19;18 Total= 74	405
Plymouth River	*	3 sections 22;22;21 Total= 65	3 sections 19;18;19 Total= 56	3 sections 19;18;20 Total= 57	3 sections 24;23;21 Total= 68	3 sections 20;21;21 Total= 62	4 sections 18;19;18;20 Total= 75	383
South	*	4 sections 21;20;20;20 Total= 81	4 sections 24;22;22;22 Total= 90	4 sections 19;18;19;18 Total= 74	4 sections 20;20;19;21 Total= 80	4 sections 21;23;22;23 Total= 89	4 sections 23;23;22;21 Total= 89	503
Total - By Grade K-5	97	288	279	266	301	290	294	1718

Hingham Middle School	Grade 6	Grade 7	Grade 8	Total HMS
	288	289	258	835

Hingham High School	Grade 9	Grade 10	Grade 11	Grade 12	Post Grad	Total HHS
	284	271	278	322	1	1156

Group	Total
PreK	97
K-5	1718
6-8	835
9-12 (Plus Post Grad)	1156
Total	3806

Other:	
Out of District	47
Homeschool	13
Vo-tech/Agricultural	8



HINGHAM PUBLIC SCHOOLS

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Margaret Adams, Ed.D.
Superintendent of Schools

To: Hingham Public School Committee

From: Margaret Adams, Superintendent

Subject: Projected Kindergarten Enrollment FY24

Date: May 19, 2023

As of May 19, 2023, there were 232 confirmed registrations for kindergarten. The following table indicates the number of students enrolled per school:

School	Total
East	59
Foster	64
PRS	43
South	66
All Schools	232

In comparison to previous years, the 2022-23 school year based on October 1st reporting, kindergarten enrollment was 282, 2021-22 was 262, 2020-21 was 215 and in 2019-2020 was 304. We will continue sharing widely communication in regards to kindergarten enrollment over the next few weeks and into the summer.

This past week, the elementary schools welcomed our kindergartners to participate in the screening. The screening is a state requirement to support the identification of students with any special needs.

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

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><u>Culture of Collaboration and Community:</u> Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging.</p>	<p><u>Culturally Responsive Teaching and Learning:</u> Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.</p>	<p><u>Healthy, Equitable, and Inclusive Communities:</u> Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.</p>	<p><u>Capital and Finance:</u> Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience.</p>	<p><u>Human Resources and Leadership:</u> Recruit, develop and empower a diverse staff to lead courageously in teaching and learning.</p>
Strategic Initiatives				

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<p>Develop a district-wide communication community engagement plan.</p> <p>In September, a communication plan with four goals was outlined to the school committee.</p> <p>In September, a communication chain 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 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>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>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</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>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, a guest speaker, and MARC presentations.</p> <p>Beginning in the second quarter, HMS counselors will implement portions of Second Step lessons with students.</p> <p>HHS has implemented the new comfort dog program.</p>	<p>Support implementation of the Foster School building project.</p> <p>The Conservation and Planning Boards have 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>Human Resources has run 110 criminal background checks on Foster contractors and continues to run checks as the project progresses.</p> <p>Foster Project new parking lot built. A temporary playground in the front is supported by Facilities and Hingham Police Department to establish a safe temporary playground. The new playground will open shortly after a safety inspection.</p> <p>The Foster School Building Project is well underway into the first phase of work.</p> <p>The temporary playground at Foster was open in February, and the school staff is using it for recess, physical education, and after-school programs.</p> <p>The building excavation and backfilling is completed. The next step is to continue the work</p>	<p>Recruit and retain a diverse workforce.</p> <p>A district team participates with DESE’s Teacher Diversification Professional Learning Community for professional development on hiring and interviewing practices.</p> <p>The district has been accepted for membership with MPDE (Mass. Partnership for Diversity in Education) and has participated in MPDE workshop presentations.</p> <p>The district has begun participating MPDE (Mass. Partnership for Diversity in Education) monthly meetings. Positions for next year will be posted on the website.</p>
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<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 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>The Special Education Continuous Improvement Task Force launches in February 2023.</p>	<p>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 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</p>	<p>The clinician for HPD attends weekly counselor/administrative meetings at HHS.</p> <p>HHS has established an Equity Team of 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> <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 participating in the S3 Systems of Support Academy to create a systematic approach to supporting struggling students.</p> <p>NAN Project staff will partner with HHS staff to provide training on supporting the mental health needs of students.</p> <p>Guidance counselors received training on Tier I restorative practices.</p>	<p>on the retaining walls along the bottom of Otis Hill.</p> <p>The School Building Committee, the school, and district leaders continue to work with the architect on the interior design, including floor patterns and color schemes for the interior spaces. The team also reviewed and discussed various designs and equipment options for the playgrounds of the new school building.</p> <p>The School Building Committee has begun the process of bidding on the second phase of the project and expects to award the bid later this spring.</p>	
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<p>An updated Special Education Program Manual was published.</p> <p>“Middle of Middle School” celebration was held, marking the halfway point of HMS, parents invited in to celebrate</p> <p>“Dealing with Anxiety and Depression in Your Child” presentation by Dr. Nadja Reilly was presented in collaboration with PTOs and SEPAC.</p> <p>All schools use SMORE to send weekly newsletters every week and provide a unified look.</p> <p>Budget presentations are being held with transparency about the budget to all stakeholders.</p> <p>Implemented a unified communication with Communication Director to get information about the Foster Project, FY24 Budget, KIA Strings, KIA PreK Spanish Immersion, and various school events.</p> <p>Continue to collaborate with PTOs for posting on social media.</p> <p>The ASPEN Family Portal is planned to be open this</p>	<p>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>Elementary after-school strings Kids in Action program was filled and started January 31st.</p> <p>District reading and math specialists and interventionists held their middle-of-year assessments and data meetings to assess students’ progress, identify new intervention groupings, and adjust instructional practices to meet students’ needs.</p> <p>Follow-up professional development was offered with Let’s Go Learn.</p> <p>Presentations for interested families in the Pre-K Spanish immersion program were held. Registration was opened. There is sufficient interest in the program to move it forward.</p> <p>The new Hingham High School English course, Disabilities in Life and Literature, will be</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.</p> <p>HHS 2nd Annual Unity Week, February 2023, is planned with several new additions to the programs available to the students. “Get Out of Your Bubble” HHS presentation to promote diversity awareness during Unity Week.</p> <p>HHS has partnered with Hingham CARES to promote healthy alternatives to teen drug use throughout the year in May 2023. HHS will celebrate its second annual Hingham CARES Day with four grade-level assemblies.</p> <p>Care Solace partnership began in December to connect the HPS community with mental health support.</p> <p>HHS implemented a new monthly “Opry Award,” which celebrates a student who has made exceptional contributions to the school climate by promoting inclusivity.</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<p>February so parents can check. Procedures are being established to allow for the automation of beginning-of-year tasks via Aspen.</p> <p>Our new contract with Lexikeet allows us to offer translation and interpretation services to families in multiple languages.</p> <p>Due to the overwhelmingly positive response to “Dealing with Anxiety and Depression in Your Child” presentation by Dr. Nadja Reilly held at the high school for K-12 families with PTOs and SEPAC, she will be returning on 5/15 to present specifically for parents of elementary students.</p> <p>Each school is providing student showcase presentations to the School Committee, highlighting something students have worked towards or achieved.</p> <p>Developed graphics, videos, testimonials, and resources to provide transparency around HPS needs relative to the upcoming budget cycle.</p>	<p>developed for the English course for SY 23-24.</p> <p>Hingham Middle School will begin mid-year data meetings in mathematics and ELA/reading.</p> <p>Hingham High School is exploring a partnership with Quincy College to offer dual enrollment in some upper-level courses, thereby allowing them to earn college credit for their work in high school classes.</p> <p>Inclusive concurrent enrollment programs with local universities support for post-grad college options for neurodiverse learners.</p> <p>A meeting in early January was held with students and Technology Engineering/Fine Arts teachers to draft a proposed mission statement.</p> <p>A grant was successfully acquired to fund a site visit to Casco Bay high school to research innovative pathways models and research cross-curricular integration.</p> <p>The subscriptions to Learning Ally and Read Naturally were renewed.</p> <p>ASE training with paraprofessionals in RISE I provided by New England Center for Children (NECC).</p>	<p>HMS “Act of Honor” Awards continue to celebrate exemplary middle school students.</p> <p>Nurses updated Growth and Development lessons for Grade 5 students to be gender-inclusive.</p> <p>Administer YRBS survey in March to Grades 7, 9, and 11 to inform SEL programming and SEL curricular focus.</p> <p>HMS developing and expanding 6th and 7th-grade teaming activities to increase student connection: e.g., Kahoot Trivia Championship.</p> <p>Breathe Out peer leaders implement SEL lessons in Grade 9 classrooms and sponsor Breathe Out events to support mental health.</p> <p>Co-sponsored programming for secondary (HMS/HHS) parents featuring Dr. Nadja Reilly's presentation on Anxiety and Depression.</p> <p>HMS counselors trained in crisis response by Aspire Health Alliance.</p> <p>Cyber Safety/ Student Wellness Night for parents was planned for middle and high school.</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<p>Initial meetings with the Senior Center director with the goal of establishing partnerships with schools and school departments.</p> <p>Broadly communicating Arts initiatives, including Art Shows, concerts, and district-wide Arts-related happenings through social media and partnering with other local arts organizations.</p> <p>Elementary schools collaborate with PTOs to provide broad social media exposure and cross-posting for school events, school information, and highlights.</p> <p>An update on the goals of the communication plan will be presented to the school committee on 5/22.</p> <p>The Family Portal for Aspen was opened on May 3rd. Continue to plan for the use of Aspen to automate processes for schools and families.</p> <p>Supported the community in understanding the impact of budget scenarios ahead of town meeting and ballot vote.</p>	<p>A team visited Casco Bay High School to explore and learn about innovative pathways models and research cross-curricular integration. Findings have been presented to HHS Leadership team and will be presented to faculty in fall 2023</p> <p>A grant was secured through Hingham Arts Alliance to fund 3 teacher stipends to pilot an Arts Pathway program for students during the 2023-2024 school year.</p>	<p>A Cyber Safety presentation for students in grades 3-5 was led by the School Resource Officer.</p> <p>Paraprofessionals participated in Safety Care training with a specific focus on de-escalation techniques in February.</p> <p>Co-sponsored programming for elementary parents featuring Dr. Nadja Reilly's presentation on Anxiety and Depression.</p> <p>Special Education Admins and Director of School Counseling to create a draft protocol for special education, school counseling, and adjustment counselors focused on initial and reevaluation counseling service recommendations.</p> <p>HHS will implement a new "Move Up Day" for rising ninth graders in June.</p> <p>A wide range of school events (e.g., art shows, concerts, plays, etc.) have been widely promoted in the community.</p> <p>Math awards (e.g., CMLs, Math Plus, etc.) are presented to elementary students in a celebratory manner.</p> <p>The district-wide newsletter actively promotes and celebrates a wide range of school events.</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<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 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>Elementary principals are creating common procedures for attendance, including letters to families to notify them of unexcused absences.</p> <p>Principals are updating the student/school handbooks for the 2023-24 school year to incorporate updated procedures for attendance, dismissals, and tardies.</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 use 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>Training through DESE's Teacher Diversification Professional Learning Community for professional development on hiring and interviewing practices and MPDE (Mass. Partnership for Diversity in Education) will be shared with district leaders in hiring roles.</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>Our school community successfully supported operational override to maintain a level service budget.</p>	<p>Design a mentoring program to support leaders and establish an internal leadership program for aspiring leaders.</p> <p>School and district leaders participated in two days of training on how to provide effective feedback to teachers.</p> <p>School and district leaders participated in an additional half day of training to support providing feedback to educators.</p> <p>School and district leaders participated in one equity walk this spring.</p>
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

	<p>Secondary math staff receiving PD on the Mathematical Practices with a focus on growth mindset and perseverance.</p> <p>The district was able to support visiting artists using via Mass Cultural Council grants.</p> <p>The World Language Department was awarded a DESE grant to support curriculum alignment.</p> <p>HHS will implement this spring a Credit for Life supported via a DESE Financial Literacy grant.</p> <p>Grades 6-12 social studies teachers will participate in professional development as funded by a DESE Genocide Education grant.</p> <p>HHS awarded a Career Connecting Activities grant.</p> <p>World Language dual enrollment was established with UMass Boston for Latin IV for the next school year at HHS.</p> <p>Elementary Winter Data Meetings were held for staff to analyze the results of MOY assessments.</p> <p>Secondary reading specialists presented to HMS faculty on two-column note-taking strategy. They also provided examples for</p>	<p>School building leaders participated in an Equity Walk to collect classroom-level data for the equity audit. The same protocol is being used in February and March for learning walkthroughs for district and school leaders.</p> <p>Safe Schools Program for LGBTQ presentations was provided for elementary teachers.</p> <p>World Cultures Night is planned for 3/16/23 at Hingham Middle School as an extension of the One Book One School year-long project.</p> <p>The One Book One School has been meeting to review titles for 2023-2024 and will announce the final title in May 2023.</p> <p>Secondary assistant principals participated in professional development related to restorative discipline practices.</p> <p>Participation of leadership team in the Women Educational Leadership Network conference <i>Creating A Culture of Belonging</i>.</p> <p>Participation of the leadership team at METCO Advocacy Day at the State House.</p> <p>Site visit of leadership team to METCO Inc in Nubian Square in Boston for presentation on the</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

	<p>staff to help in implementing the strategy with students.</p> <p>Math specialists and interventionists were trained in the foundations of fractional understanding.</p> <p>HMS getting WPI StoryLine (Open SciEd) training</p> <p>District team attended METCO conference.</p> <p>Learning Ally, accessible audio books, are available for all students.</p> <p>All HMS grades have piloted two OpenSciEd units. SY24 will pilot two additional units</p> <p>Pursuing DESE OpenSciEd grant to fund additional Open SciEd curriculum kits and professional development</p> <p>Pursuing DESE Investigating History grant to pilot in Grade 5 in FY24</p> <p>All elementary math students took the iReady MOY diagnostic and will soon complete EOY.</p> <p>The district has initiated a process to offer Quincy College dual enrollment courses for HHS students.</p> <p>Elementary reading and math specialists have held second</p>	<p>history of METCO and role of METCO in Boston.</p> <p>Representatives from East and PRS participated in the Inclusive Academy (monthly meetings) and brought what they learned to faculty meetings to share with all staff.</p> <p>Storyteller Len Cabral visited all elementary schools with support from a METCO grant.</p> <p>The Hingham Unity Council and Hingham METCO collaborated on a scavenger hunt of Main Street to bring both communities together.</p> <p>The HHS Unity Project sponsored a third annual “42 Games of Catch” event in April in honor of Jackie Robinson Day.</p> <p>All elementary schools celebrated inclusivity throughout the year. For example, PRS recognized Autism Month, and South School honored World Down’s Syndrome Day.</p> <p>HHS will host a Best Buddies Prom in May.</p> <p>The high school principal, director of athletics, and superintendent participated in two day training on ending hate in school athletic program through the MIAA.</p>		
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

	<p>and third quarter data meetings to determine the needs of all learners and how to support students within the MTSS model</p> <p>New course AP Environmental Science to be implemented next year.</p> <p>Grade 3 piloting a new unit in evolution in conjunction with Boston University.</p> <p>HPS social studies director has taught model lessons for new Grades 3 and 4 social studies curriculum.</p> <p>Elementary reading and math specialists and interventionists held their second quarterly data meetings to determine the needs of all learners and how to support students within the MTSS model. There is a plan for end of year data analysis in order to create intervention groups for 23-24.</p> <p>All elementary classroom teachers have received multiple PD to support both Tier 1 math block instruction as well as the math intervention block with a UDL focus.</p> <p>Elementary teachers piloted “Into Reading” which was selected for full adoption for the 23-24 year.</p>			
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

	<p>All elementary teachers are being introduced to the new reading program, Into Reading, which will be fully implemented in 23-24.</p> <p>HMS held middle of year data meetings with math teachers, math specialists, math tutors, ELA teachers, literacy specialists, and reading teachers and interventionists in order to analyze data and assess effectiveness of interventions and plan to do the same at the end of the year.</p> <p>HMS has piloted the Open SciEd science curriculum at all grade levels.</p> <p>Many culminating projects at all levels reflect innovative research based practices used across the curriculum. For example, grade 8 students are engaged in community-based civics projects which will be showcased for the school committee. Grade five exit projects such as Independent Learning Projects.</p> <p>The data provided by MCAS results and School Report Card were analyzed and used to inform instructional processes.</p>			
Align district documents to reflect strategic initiatives and common district-wide practices.	Engage in a district-wide process to create a Portrait of a Graduate, PK-12+.	Update the current Bullying Prevention Plan.	Develop a technology plan to address technology infrastructure vision and needs.	Explore ways to provide collaborative preparation time for staff.

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<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>The leadership team's professional practice and student learning goals are aligned with the strategic plan.</p> <p>Hiring documents standardized across the district (applications, recommendations to hire, personnel action forms).</p> <p>Kindergarten Forum for the incoming class was held, and also partnered with Harbor Media videotaped the session.</p> <p>District will work with a retired HR director beginning in May through</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>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 the 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>The Technology Committee has implemented and analyzed the data from family, student, and staff surveys. The next step is to conduct smaller focus groups with stakeholders. Several groups have used a visioning protocol to help in the drafting of a vision for the technology plan.</p> <p>Implementation of improved technology within the Special Education Department. Purchased and provided initial training and continued professional development with Viewsonic Boards. Purchased Chromebooks and iPads specific to the Special Education Department.</p>	<p>Data meetings have been held at the elementary level to help support the review of literacy and math data as teams 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> <p>The elementary writing coach has been leading smaller PLCs by grade level to continue to support the implementation of the writing curriculum.</p> <p>A Professional Development Committee has been meeting since the beginning of the school year. The Committee drafted, administered, and analyzed surveys from staff to identify their needs in professional development. The committee will draft a plan to present to the School Committee by the end of the school year.</p> <p>Reviewing 2023-24 elementary schedules to install opportunities for PLCs or common planning (a focus on Math Workshop, Reading Pilots, K/1 Writing, UDL, etc) at the elementary level.</p>
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HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<p>next year to develop common procedures for leaves, onboarding, and separation of employees.</p>			<p>The Technology Plan is completed and being presented on 5/22 to the full school committee.</p>	
<p>Improve communication between home and school during critical transition years.</p> <p>HMS is reaching out to Elementary PTOs for the transition of grade 5 students to middle school.</p> <p>Grade 5 Parent Information Night is planned this spring for HMS.</p> <p>In-person Program of Studies Nights were restored at HMS and HHS, introducing tours of HHS.</p> <p>Expanded eighth to ninth grade transition to HHS activities with the addition of a June move-up activity. The transition activities have included course selection presentation and meetings, the 8th grade parent night in May, and the 9th grade orientation in August.</p> <p>Sixth grade school counselors met with fifth grade school counselors to support transition to middle school.</p> <p>Meetings with special education administration</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 has worked closely with pilot teachers to support implementation.</p> <p>Selected Into Reading program and began professional development module training for K-5 staff. First session was held in May to introduce the program to staff.</p> <p>Alignment of reading program to writing also occurred. Scope and sequence for K-5 writing will continue into the summer. Grades K and 1 teachers will participate in some professional development this May to support writing implementation next year.</p> <p>The district applied for and was awarded a DESE grant for partial funding of year one of the reading program.</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 receives 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>Building meetings for Plymouth River's windows project consist of going through the punch list and constant updates on the project.</p> <p>Building meetings for Plymouth River's windows project continue to review items on the punch list. Some work planned for this summer.</p> <p>South playground was made accessible so students with mobility differences could access spaces with their peers.</p> <p>As part of the budget process, the district was able to remove a portion of the technology budget from the capital budget, freeing up additional funds to address immediate capital needs.</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>The district will continue to participate in job fairs.</p> <p>The district will be consulting with a retired HR Director to develop an outline plan for strengthening current procedures and processes that also supports expanded recruitment and retention.</p>

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

<p>and SEPAC parents to support transition of students with disabilities from elementary to middle and middle to high school.</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>HPS Social Studies and Business departments will present Year 1 program review progress to the school committee on June 12th.</p> <p>HPS elementary math specialists and HPS math director have begun reviewing elementary math curriculum programs for potential future adoption</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> <p>All district libraries are auditing their collections through a diverse lens. Outdated and problematic titles are being weeded. When possible, titles that depict characters of more diverse backgrounds are being added.</p> <p>Elementary librarians are manually processing Scholastic Diversity titles purchased by the district for each grade level for inclusion in school library collections.</p> <p>Equity surveys were administered for staff, students, and families. The equity consultant hosted focus groups for school and community</p>		

HINGHAM PUBLIC SCHOOLS STRATEGIC PLAN UPDATE #3 2022-2023

		<p>subgroups. Building walkthroughs were conducted by the equity audit.</p> <p>Administrators conducted RECIII Learning Walks to explore inclusive practices.</p> <p>Results of the equity audit and related equity plan will be presented in summer 2023.</p> <p>Administrators visited other schools in the district as part of evaluation training with Dave Castelline. Classroom visits focused on providing for equity.</p> <p>HHS administrators will attend a two-day "Addressing Hate in School Sports" workshop sponsored by the MIAA in May.</p>		
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Hingham Public Schools

Strategic Plan Update #3



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

May 22, 2023



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.

- An update on first year efforts of the Communication Plan presented to the school committee.
- Increase in activities to support transitions from the elementary to the middle school and the middle to the high school.
- Broadly communicating Arts initiatives, including Art Shows, concerts, and district-wide Arts-related happenings through social media and partnering with other local arts organizations.
- The Family Portal for Aspen was opened on May 3rd. Continue to plan for the use of Aspen to automate processes for schools and families.
- Supported the community in understanding the impact of budget scenarios ahead of town meeting and ballot vote.
- School “showcases” at School Committee meetings call attention to relevant school events.

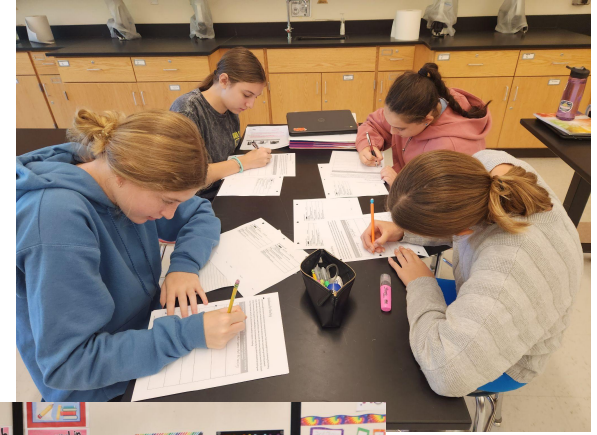




Culture Responsive Teaching and Learning

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

- All HMS grades have piloted two OpenSciEd units and pilot two additional units next year.
- Elementary reading and math specialists and interventionists held their second quarterly data meetings to determine the needs of all learners and how to support students within the MTSS model. There is a plan for end of year data analysis in order to create intervention groups for 23-24.
- HMS held middle of year data meetings with math teachers, math specialists, math tutors, ELA teachers, literacy specialists, and reading teachers and interventionists in order to analyze data and assess effectiveness of interventions and plan to do the same at the end of the year.
- Selected Into Reading program and began professional development module training for K-5 staff. First session was held in May to introduce the program to staff.
- HPS Social Studies and Business departments will present Year 1 program review progress to the school committee on June 12th.





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.

- Representatives from East and PRS participated in the Inclusive Academy (monthly meetings) and brought what they learned to faculty meetings to share with all staff. A plan is in place to continue to share UDL strategies with their school communities.
- The final portions of the equity audit are being completed including surveys of staff, students, and families, focus groups, and building walkthrough.
- Strengthened relationships with METCO Inc and Hingham community.
- Develop plans for the coming school year to support continued professional development in equity and social emotional learning.



Capital and Finance



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

- The district has completed a year long process of planning to develop a three-year technology plan.
- The Foster School Building Project is well underway into the first phase of work. The temporary playground at Foster was open in February, and the school staff is using it for recess, physical education, and after-school programs. The building excavation and backfilling is completed. The School Building Committee, the school, and district leaders continue to work with the architect on the interior design, including floor patterns and color schemes for the interior spaces. The School Building Committee has begun the process of bidding on the second phase of the project and expects to award the bid later this spring.
- Our school community successfully supported operational override to maintain a level service budget.



Human Resources and Leadership

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

- The district has begun use of the resources available through the Massachusetts Partnership for Diversity Education including posting of positions.
- The district has more actively used social media to recruit for positions.
- The district is completing a year long process to develop a professional development plan to be presented in June.
- The district will begin in May and then through the summer to audit current processes and procedures for Human Resources and develop an action plan to support these functions.



Hingham Public Schools

2022-2023

Formative Artifacts



By Margaret Adams, Superintendent of Schools

May 22, 2023



Goal 1: Effective Entry and Direction Setting

By June 2023, develop comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

- By mid-July, present to the school committee a written entry plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.
- By September 2022, present an outline of a communication plan, including an update on progress towards outlined goals during the summer of 2023.
- Present three updates on the district's progress toward the strategic plan.
- By February, complete and present a report of entry findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
- Begin a planning process to assess the district's technology and, by the spring of 2023, present an outline of a technology plan.
- Begin a planning process to assess the district's implementation of diversity, equity, and inclusion, and by the spring of 2023, present an outline of an equity audit.



Goal 1: Effective Entry and Direction Setting

By June 2023, develop comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

- [Entry Plan](#)
- Entry Plan Final Report ([Document](#) and [Presentation](#))
- Communication Plan Update and [District Communications](#)
- Strategic Plan Update #3 ([Document](#) and [Presentation](#))
- Technology Plan ([Document](#) and [Presentation](#))
- [Budget Book and Presentations](#)
- [Budget Book and Presentations](#)
- Equity Audit (Summer 2023)
- Professional Development Plan (June 2023)



Goal 2: Maintaining Momentum During the Transition

Ensure district's progress on district and school goals by collaborating with principals and other district leaders to ensure continued progress as measured by established student learning, professional practice, and school improvement goals aligned with the district's strategic plans completed by June 2023.

- By October 15, review and establish student learning, professional practice, and district/school improvement goals with all principals and district administrators.
- Establish school improvement plans with each principal aligned to the district's strategic plan. Update plans at the end of the school year.
- Develop systems for using academic and social-emotional learning data in grades K-12 and further the district's multi-tiered system of supports (MTSS).
- Establish, outline, and implement processes for budget development.
- Support the Foster School building project.
- By March 1, complete formative evaluation conferences with each principal and district administrator the superintendent supervises.
- By June 30, analyze progress on goals and complete summative evaluation reports for all supervisees.
- Develop a process for updating the district's procedures and policies.



Goal 2: Maintaining Momentum During the Transition

Ensure district's progress on district and school goals by collaborating with principals and other district leaders to ensure continued progress as measured by established student learning, professional practice, and school improvement goals aligned with the district's strategic plans completed by June 2023.

- [Schedule of School Visits](#)
- Strategic Plan Update #3 ([Document](#) and [Presentation](#))
- School Improvement Plans



Goal 3: New Superintendent Induction Program

Apply the skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program as evidenced by the completion of key benchmarks, including entry plan, report entry plan findings, and strategic planning by June 2023.

- Attend content sessions provided by NISP.
- Complete all outlined NSIP assignments, including entry plan, report of entry findings, and update on the strategic plan.
- Meet with the assigned coach at least monthly.



Goal 3: New Superintendent Induction Program

Apply the skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program as evidenced by the completion of key benchmarks, including entry plan, report entry plan findings, and strategic planning by June 2023.

- [Entry Plan](#) and Entry Plan Final Report ([Document](#) and [Presentation](#))
- [New Superintendent Induction Program Meeting Dates](#)
- [Coaching Meeting Dates](#)

Goal 1: Effective Entry and Direction Setting

By June 2023, develop comprehensive plans that identify the district’s most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

Benchmarks

- Presentations outlined are completed, including a report of entry findings, technology plan, equity audit, and progress towards the strategic plan.
- Evidence is presented on progress toward outcomes outlined in the strategic plan.

Standards Addressed

- I-E-1. Data-Informed Decision Making
- I-E-2. Plans and Goals
- II-E-1. Fiscal Systems
- III-A-2. Community and Stakeholder Engagement
- IV-A-2. Mission and Core Values
- IV-A-3. Meetings

Key Actions

- By mid-July, present to the school committee a written entry plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.
- Develop systems for gathering feedback from families and students.
- By September 2022, present an outline of a communication plan, including an update on progress towards outlined goals during the summer of 2023.
- Present three updates on the district’s progress toward the strategic plan.
- By February, complete and present a report of entry findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
- Begin a planning process to assess the district's technology and, by the spring of 2023, present an outline of a technology plan.
- Begin a planning process to assess the district’s implementation of diversity, equity, and inclusion, and by the spring of 2023, present an outline of an equity audit.
 - The DEI Task Force participated in Culturally Responsive Leadership.. At our first meeting, we outlined the past accomplishments of the district.
- In the summer of 2023, present an updated strategic plan based upon the first year of implementation.

Artifacts

- [Entry Plan](#)

	<ul style="list-style-type: none"> ● Entry Plan Final Report (Document and Presentation) ● Communication Plan Update and District Communications ● Strategic Plan Update #3 (Document and Presentation) ● Technology Plan (Document and Presentation) ● Budget Book and Presentations ● Equity Audit (Summer 2023) ● Professional Development Plan (June 2023) <p>Next Steps</p> <ul style="list-style-type: none"> ● Revise Strategic Plan Objectives with Leadership Team during summer ● Analyze end-of-year student summative assessment data ● Begin year-one implementation of Equity Audit goals, technology plan, and professional development plans
<p><u>Goal 2: Maintaining Momentum During the Transition</u> Ensure district’s progress on district and school goals by collaborating with principals and other district leaders to ensure continued progress as measured by established student learning, professional practice, and school improvement goals aligned with the district’s strategic plans completed by June 2023.</p>	
<p>Benchmarks</p> <ul style="list-style-type: none"> ● Educator evaluations of principals and other members of the administrative team are completed. ● School improvement plans are completed and aligned with the district’s strategic plan. ● Process for curriculum review is established and has begun. <p>Standards Addressed</p>	<p>Key Actions</p> <ul style="list-style-type: none"> ● By October 15, review and establish student learning, professional practice, and district/school improvement goals with all principals and district administrators. ● Establish school improvement plans with each principal aligned to the district’s strategic plan. Update plans at the end of the school year. ● Develop systems for using academic and social-emotional learning data in grades K-12 and further the district’s multi-tiered system of supports (MTSS). ● Establish structures for curriculum review and begin the process of curriculum review. ● Establish, outline, and implement processes for budget development. ● Support the Foster School building project.

<ul style="list-style-type: none"> ● I-D-1. Educator Goals ● I-E-1. Data-Informed Decision Making ● I-E-2. Plans and Goals ● III-C-1. Culturally Proficient Communication ● IV-B-1. Policies and Practices 	<ul style="list-style-type: none"> ● By March 1, complete formative evaluation conferences with each principal and district administrator the superintendent supervises. ● By June 30, analyze progress on goals and complete summative evaluation reports for all supervisees. ● Develop a process for updating the district's procedures and policies. <p>Artifacts</p> <ul style="list-style-type: none"> ● Schedule of School Visits <p>Next Steps</p> <ul style="list-style-type: none"> ● Support principals in providing an update on the school improvement plan in the summer of 2023. ● Continue revision of procedures with principals and senior Leadership Team.
<p><u>Goal 3: (Professional Practice) New Superintendent Induction Program</u> Apply the skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program as evidenced by the completion of key benchmarks, including entry plan, report entry plan findings, and strategic planning by June 2023.</p>	
<p>Benchmarks</p> <ul style="list-style-type: none"> ● Calendar documents attendance and contact with the assigned coach. ● Verification from NSIP that the superintendent actively engaged in the first year of the program. <p>Standards Addressed</p>	<p>Key Actions</p> <ul style="list-style-type: none"> ● Attend content sessions provided by NISP. ● Complete all outlined NSIP assignments, including entry plan, report of entry findings, and update on the strategic plan. ● Meet with the assigned coach at least monthly. <p>Artifacts:</p> <ul style="list-style-type: none"> ● Entry Plan Final Report (Document and Presentation) ● New Superintendent Induction Program Meeting Dates ● Coaching Meeting Dates

- I-E-1. Data-Informed Decision Making
- I-E-2. Plans and Goals
- IV-D-2. Continuous Learning of Administrator
- IV-E-1. Shared Vision Development

Next Steps:

- Revise Strategic Plan Objectives with Leadership Team during the summer
- Continue meeting once a month with the NISP mentor.
- Continue attending NISP content sessions.

School Resource Officer Memorandum of Understanding
Between
Hingham Public Schools
and
Hingham Police Department

This agreement (the “Agreement”) is made by and between Hingham Public School District and Hingham Police Department (the “Police Department”) (collectively, the “Parties”). The Chief of Police of the Police Department (the “Chief”) and the Superintendent of the District (“the Superintendent”) are each a signatory to this Agreement. The provisions of this Agreement are specifically required by [section 37P of chapter 71 of the General Laws, as amended by Section 79 of Chapter 253 of the Acts of 2020](#).

Purpose

The purpose of this Agreement is to formalize and clarify implementation of the partnership between the school and the School Resource Officer (“SRO”)/the District and a Police Department regarding the placement of a police officer at Hingham Public School(s) (the “School”) in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing (as outlined in Section VI below); and inform the Parties’ collaborative relationship to best serve the school community.

This memorandum does not, and may not be relied upon to, create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter. Modifications of this Agreement are permissible when necessary to indicate local practice, so long as they are consistent with state and federal law.

I. Mission Statement, Goals, and Objectives

The mission is to facilitate relationship-building by the SRO such that students, faculty, staff, and community members see the SRO as contributing to a positive school climate. This will be realized by supporting and fostering the safe and healthy development of all students in the District [*or at the School*] through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion are indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the “Goals and Objectives”):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, gender expression, and socioeconomic status;
- To promote a strong partnership and communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;

- To ensure that all Public Safety officials have a clear understanding of school code of conduct and behavior expectations.
- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning, that can be provided upon request; and
- To offer presentations, programming, and appropriate instruction to the school focusing on criminal and juvenile justice issues; community and relationship building; and prevention, health, and safety topics.

II. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SROs shall not (i) serve as school disciplinarians, enforcers of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal and juvenile offending. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school. (Teach and inform fellow officers)

The principal (or his or her designee) and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of willful and malicious, criminal and delinquent conduct that poses (1) real and substantial harm to the physical well-being of other students, school personnel, or members of the community or (2) real and substantial harm to the property of the school or theft of property of students and school staff or (3) taking of property of substantial value belonging to students or school staff with evident intention to retain it. School staff shall not ask an SRO to serve as a school disciplinarian or enforcer of school regulations.

In instances of student misbehavior that do not require a law enforcement response, including any incident involving a student under 12 years of age, the principal or his or her designee shall determine the appropriate disciplinary response, allowing the student to remain in school unless to do so would pose a serious safety or security risk. The principal or his or her designee should prioritize school or community-based accountability programs and services, including but not limited to, peer mediation, restorative justice, and mental health resources, whenever possible.

For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel.

In an emergency situation where a student may be in immediate need of emergency medical or psychological assistance, and where a school psychologist or social worker is not available, a school resource officer, who believes that failure to intervene would create a substantial likelihood of serious harm to the student, other students, school personnel or result in destruction to school property by reason of mental illness or psychological trauma, shall inform the principal or his or her designee to facilitate supportive intervention by school staff on behalf of the student.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with Section VI, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event in the event of criminal conduct involving the infliction or threat of serious bodily harm, larceny or when a warrant or statute requires such an arrest (such as in cases involving the violation of a 209 A order). The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. A summons is the preferred method for bringing all juveniles to court unless there is reason to believe the child will not appear upon a summons. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent/guardian or interested adult in advance and offer them the opportunity to be present during the interview.

At least annually, it shall be the responsibility of the District to provide training and information to educators and other school staff on the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section VIII. If the police interrogate a juvenile (14-18) without the presence of an interested adult, they must prove that the juvenile has unusual sophistication and knowledge and understands his/her/their right to remain silent to avoid self-incrimination.

III. The Process for Selecting the SRO

The Parties acknowledge that the selection of the SRO is important to achieving the purpose, goals, and objectives of this MOU, and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

In accordance with state law, the Chief shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training including, but not limited to: continuing professional development in child and adolescent development, conflict resolution and diversion

strategies, de-escalation techniques, trauma informed practices, diversity, equity, and inclusion, behavioral health and any other training required by the Municipal Police Training Committee established in [Section 116 of Chapter 6](#). The Chief, or any employee of the state police assigning an officer, shall work collaboratively with the Superintendent, in consultation with building principals in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO.

Should the Superintendent request assignment of an SRO and the Chief, in consultation with the Superintendent, determines there are not sufficient resources to assign an SRO to serve the city, town, regional school district, or county agricultural school, the Chief shall consult with the Department of State Police regarding the option of an officer being assigned, subject to appropriation, and pursuant to all requirements under the MOU and governing state law (e.g. regarding SRO training).

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons with physical and mental disabilities, including persons with special educational needs, persons on the autism spectrum, and persons with behavioral health challenges;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits, documented in annual reviews conducted pursuant to Section VI.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall take into account actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify his or her appointing authority at the earliest opportunity. The Police Department shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

IV. Annual Review of the SRO

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO, including the success and effectiveness in meeting the Goals and Objectives. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

V. Mechanisms to Incorporate the SRO into the School Environment, including School Safety Meetings

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include written information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program (“IEP”) under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act (“504 Plan”). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. The consent of the parent or guardian must be informed and in writing. The consent must specifically designate the exact IEP or 504 Plan documents to be shared, describe the purpose for sharing the record, and specifically authorize access to the SRO. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents and, as appropriate, take other actions to help the student, the student’s family, and the SRO to develop a positive relationship.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g) (see further information in Section VI).

VI. Information Sharing Between SROs, School Staff, and Other Partners

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students and also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge there are distinctions between personally identifiable information about students contained in education records and information about students not contained in such records as well as student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

A. Points of Contact for Sharing Student Information

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or their designee) and the SRO are the primary points of contact for sharing all types of student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. The primary points of contact are identified below:

- Building Principal
- Superintendent of Hingham Public Schools

B. Compliance with FERPA and the Massachusetts Student Record Regulations

At all times, school officials must comply with the Family Educational Rights and Privacy Act ([20 U.S.C. § 1232g; 34 CFR Part 99](#)) (FERPA), and the Massachusetts Student Records Regulations, [603 CMR 23.00](#). These rules permit disclosures of personally identifiable information about students (“Student PII”) contained in educational records, without consent, under specific circumstances.

When the District “has outsourced institutional services or functions” to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA and 603 CMR 23.07(3) of the Massachusetts Student Records Regulations, the SRO can qualify as a “school official” who can access, without consent, Student PII contained in education records about which the SRO has a “legitimate educational interest.” To demonstrate compliance with 34 C.F.R. § 99.31(a)(1)(i)(B), the Parties affirm and agree to the following:

1. School safety is an institutional service for which the District would otherwise use its employees.
2. The District will only disclose to SROs Student PII in education records for the purposes consistent with Sections I and II of this agreement.
3. The SRO is subject to use and re-disclosure requirements in FERPA and the Massachusetts Student Records Regulations, 34 C.F.R. §99.33(a), 603 CMR 23.07(4). The SRO will use Student PII contained in education records only for the purposes described in paragraph 2 (directly above) of this section and will not re-disclose Student PII contained in education records to outside parties, who are not “school officials,” without consent or unless the disclosure satisfies an exception to FERPA or the Massachusetts Student Records Regulations.
4. The District will update its annual notification, required under 34 C.F.R. § 99.37(a) and 603 CMR 23.10, to include SROs as “school officials” and to describe purposes from paragraph 2 (directly above) of this section among “legitimate educational interests” for accessing education records. If the District does not update the annual notification accordingly, the SRO’s access will be limited to education records not containing Student PII, non-education records containing Student PII, and education records containing Student PII disclosed for health and safety emergencies, as described in 34 C.F.R. §§99.31(10), 99.36.

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records “in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals.”

FERPA and the Massachusetts Student Records Regulations apply only to Student PII contained in education records. These rules do not apply to Student PII contained in records of a Law Enforcement Unit or to communications or conversations about what school staff have observed or derived from sources other than education records.

In addition to FERPA and the Massachusetts Student Records Regulations, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other rules that protect data privacy. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to disclose such information beyond what is contemplated in this Agreement unless required by state or federal law. The Parties shall not collect or disclose information on a student’s immigration status except as required by law.

C. Information Sharing by School Personnel

1. For Law Enforcement Purposes

Where the principal or their designee learns of misconduct by a student for which a law enforcement response may be appropriate (as described in Section IV), the principal should inform the SRO. If a teacher has information related to such misconduct, the teacher should communicate such information to the principal or the principal's designee. The Parties agree that the sharing of such information does not necessarily require a law enforcement response on the part of the SRO but shall instead prompt a careful consideration of whether the misconduct is best addressed by law enforcement action, by a school disciplinary response, or by other alternative school-based methods that may include but are not limited to: restorative practices, positive behavior interventions and supports, mediation, conflict resolution and other evidence-based strategies.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of [G.L. c. 71, § 97](#).

The Parties acknowledge that there may be circumstances in which parents or guardians consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or their designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or their designee from reporting possible criminal conduct by a person who is not a student.

2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section IV.

Student information received by the SRO (or other Police Department employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or their designee shall notify the parent/guardian, the student, or both, when such information will be shared with the SRO.

D. Information Sharing by the SRO and Specific Prohibition on Sharing Information with Law Enforcement Relevant to Students

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or their designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, the SRO's perception that a student may be in immediate need of emergency medical or psychological assistance, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal or delinquent conduct that poses a (present or future) threat of harm to the physical well-being of the student, other students or school personnel, or school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because the SRO may be aware of a situation outside of school suggesting the student may benefit from supportive services in school).

As required by section 37P of chapter 71 of the General Laws, school department personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police's Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed written consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate (as described in Section IV), the SRO shall convey to the principal or their designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response.

VII. Organizational Structure, including Supervision of SROs and Lines of Communication between the School District and Police Department

The SRO shall be a member of the Police Department and report directly to the Administrative Lieutenant. The SRO shall be designated as a special employee of the District and shall report directly to the building administrator. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal and any other school officials identified in Section V.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's

work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section V.D.

The salary and benefits of the SRO shall be covered by the Hingham Police Department. The costs of the training required by this Agreement and any other training or professional development shall be paid by the Hingham Police Department.

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall follow Hingham School Committee policy for complaint resolution, [KE Public Complaints](#). Upon execution, the complaint resolution system should be placed on file at the office of the Chief of Police, the Superintendent, and the Department of Elementary and Secondary Education.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise.

In accordance with state law, the Chief and the Superintendent, with input from the building principal, shall annually review the performance of the SRO and the success and effectiveness in meeting the Goals and Objectives. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent, in consultation with the building principals, shall jointly develop and agree in advance on the metrics for measuring the SRO's performance. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The mechanism shall be shared with the public, including posting on the school district and police department website. The Chief shall consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

VIII. Training for SROs

In accordance with [section 116 of chapter 6 of the General Laws](#), training for SROs should include but not be limited to:

- (i) the ways in which legal standards regarding police interaction and arrest procedures differ for juveniles compared to adults;
- (ii) child and adolescent cognitive development, which shall include instruction on common child and adolescent behaviors, actions and reactions as well as the impact of trauma, mental illness, behavioral addictions such as gaming and gambling disorder, and developmental disabilities on child and adolescent development and behavior;
- (iii) engagement and de-escalation tactics that are specifically effective with youth; and
- (iv) strategies for resolving conflict and diverting youth in lieu of making an arrest.

Such program shall also include training related to:

- (i) hate crime identification and prevention training curriculum including acquisition of practical skills to prevent, respond to and investigate hate crimes and hate incidents and their impacts on victim communities;
- (ii) anti-bias, anti-racism and anti-harassment strategies;
- (iii) identification of youth at risk of or who are being commercially sexually exploited
- (iv) bullying and cyberbullying; and
- (v) comprehensive training to help school resource officers interact effectively with school personnel, victim communities and build public confidence with cooperation with law enforcement agencies.
- (vi) Student privacy protections and laws governing the release of student information

Additional areas for continuing professional development may include:

- Restorative practices
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Relationship building and positive youth development
- Understanding and protecting civil rights in schools
- Special education law
- School-specific approaches to topics like cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning
- School district policies, code of conduct, and handbooks

The SRO shall attend a minimum of 12 hours of training per year.

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

IX. Data Collection and Reporting

In accordance with section [37P\(d\) of chapter 71](#) of the General Laws, “Annually, not later than August 1, the superintendent shall report to the department of elementary and secondary education and publicly present to the relevant school committee: (i) the cost to the school district of assigning a school resource officer; (ii) a description of the proposed budget for mental, social or emotional health support personnel for the school; and (iii) the number of school-based arrests, citations and court referrals made in the previous year disaggregated as required by the department of elementary and secondary education.”

To accomplish this, the Parties agree that:

- The Superintendent shall submit such reports and data to the Department annually, not later than August 1, according to the guidance and rules contained in relevant Data Handbooks issued by the Department. With respect to item (iii) above, the Department must receive individual student level data from the District on school-based arrests, citations and court referrals made in the previous academic year.
- The Chief agrees to provide the District with regular access to data in their possession, on an individual level, as needed to fulfill the District’s data reporting responsibilities.

X. Accompanying Standard Operating Procedures

The Chief, in consultation with the Superintendent, shall establish operating procedures to provide guidance to SROs about daily operations, policies and procedures. At a minimum, the operating procedures as established by the Chief shall describe the following for the SRO and shall be consistent with this Agreement:

1. The school resource officer uniform;
2. Use of police force, arrest, citation, and court referral on school property;
3. A statement and description of students’ legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
4. Chain of command, including delineating to whom the SRO reports and how school administrators and the SRO work together;
5. Performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
6. Protocols for diverting and referring at-risk students to school and community-based supports and providers; and
7. Information sharing between the SRO, school staff, and parents or guardians.

XI. Body Worn Cameras

The School Resource Officer may be issued a BWC (“Body Worn Camera”) by the Police Department, to be worn by the SRO while on-duty. The Body worn Camera may be worn and used as required by the Hingham Police Department Body Worn Camera Policy & Procedure, with the following exceptions:

- The SRO shall wear the BWC in such a fashion as to conceal the presence and identity of the device when it is not being used to record, provided that the device shall remain easily accessible at all times to the SRO so as to be readily available for deployment when required.

- The SRO Shall NOT activate the BWC to record the normal daily activities of students and/or school personnel.
- The SRO Shall NOT activate the BWC to record any school disciplinary matters/functions involving students and/or staff members.
- The School Resource Officer shall activate the BWC in any instance where the officer is engaged in a law enforcement function where it is likely the officer will utilize a reportable level of force as defined in the Hingham Police Department Use of Force Policy in any critical incident (defined as an incident that creates a serious risk of harm to the lives/safety of an individual) or, any Mass Casualty Incident (MCI). In any such instance of recording, the SRO must when feasible, give notification of the recording.
- When recording in areas where there may be a reasonable expectation of privacy, the SRO should be mindful of their location as BWC recording may be considered insensitive, inappropriate, or prohibited by privacy considerations. Such locations may include guidance office(s), locker rooms, and bathrooms. Based on the circumstances encountered at such locations, the BWC may be turned off.
- In any incident where the BWC is activated to record, the SRO shall notify the District Principal or Superintendent as soon as reasonably possible (before, during, or after the recording) of the presence of a recording. This includes any instance of an accidental recording, should one occur.
- The Superintendent or designee shall be given access to and provided a copy of all Body-worn camera recordings, recorded by the SRO in the performance of SRO duties, within 24 hours of a recorded event provided that such access does not compromise any investigative efforts.
- The Superintendent or designee shall be given access to the event logs associated with the Body-worn Camera worn by the SRO. Access to the logs may be given without reason and shall be provided as soon as is reasonably possible but no later than 72 hours after the request.
- The Superintendent shall be included in any discussions and/or decision-making process that involves the dissemination of SRO Body-worn camera recordings to any individual or entity in any instance where a statutory requirement to disseminate does not exist.
- All video will be subject to regulations in regard FERPA.

XI. Presence of Comfort Animals in HPS Buildings under the supervision and control of a School Resource Officer (SRO).

The Role of a comfort animal supervised by a SRO is to comfort, reduce stress, and promote wellness in the school environment. In some instances animals may be used to de-escalate situations. Comfort animals are not to be used for therapeutic purposes. The SRO shall follow School Committee policy [IMG Animals in Schools](https://z2policy.ctspublish.com/masc/browse/hinghamset/hingham/IMGAnimals%20in%20Schools). [https://z2policy.ctspublish.com/masc/browse/hinghamset/hingham/IMG](https://z2policy.ctspublish.com/masc/browse/hinghamset/hingham/IMGAnimals%20in%20Schools)

Before entering school property, all comfort animals shall undergo appropriate training as outlined in School Committee policy IMG Animals in Schools and shall receive appropriate certification for a comfort animal. Additionally, the comfort animal may only enter a school property after receiving authorization from the Superintendent and building Principal.

The SRO shall act as the primary handler of any HPD owned comfort animal that is present on school property. The HPD Animal Control Officer, who has completed extensive training and earned MA

licensure for her position, shall serve as the secondary handler. All handlers shall complete the requisite training and certification to serve as a comfort animal handler.

Care will be taken to ensure that student safety and emotional wellbeing is the highest priority. The SRO, building Principal and school staff shall be sensitive to the fact that some students may be uncomfortable with the SRO acting as the comfort animal's handler.

The comfort animal's schedule will be agreed upon by the SRO and building Principal or their designee. Monthly schedules shall be outlined two weeks in advance and daily schedules detailed one week in advance. District-wide and school-based schedules shall be outlined. There will be a designated HPD or HPS staff member to supervise custody of the animal when the SRO is required to carry out duties without the comfort animal's presence. The building nurse(s) shall have a copy of the comfort animal's schedule.

Unless otherwise agreed upon in writing or in a posted public meeting, all financial obligations related to the comfort animal, including but not limited to liability insurance, veterinary care, training and certification expenses, grooming expenses, and food will be the responsibility of the HPD and/or the Town of Hingham. The School Department does not assume any financial responsibility for the care and maintenance of comfort animals owned by the HPD.

The Superintendent or designee, along with the SRO and their supervisor will develop written procedures to ensure that the presence of any HPD owned comfort animals on HPS property is safe and positive for all. Such procedures may include designation of appropriate training and certification for the animal and handler(s), procedures to protect HPS students and staff who may be allergic to the animal(s) or feel uncomfortable around the animal, creation of the animal's schedule, contingency plans in the event that an SRO is not available to act as the animal's handler, and grooming requirements, crating requirements. Such procedures will be referenced in the HPS handbook.

Upon execution of this agreement by the parties, a copy of this agreement will be placed on file in the offices of the Chief of Police and the Superintendent of Schools. The parties shall also provide this agreement to the SRO, the secondary handler of each comfort animal, the Principals of any schools where a comfort animal will work, and any other individuals whom they deem relevant or who request it.

The comfort animal program shall be reviewed between the School Committee, Superintendent, Principals, school handlers, Police Chief and SROs after six months and annually thereafter, in conjunction with the School Resource Officer Memorandum of Understanding between the Hingham Police Department and Hingham Public Schools. The review will include a survey from students who experienced and interacted with the comfort animal.

XI. Effective Date, Duration, and Modification of Agreement

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The District or school shall annually file the Agreement with the Department of Elementary and Secondary Education. The Parties shall also provide this Agreement to the SRO, the principals of any schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

Nothing in this Agreement shall supersede or contravene any school or police department administrative procedures or any collective bargaining agreement.

Name:
Superintendent of Schools
Date: _____, 2022

Name:
Chief of Police
Date: _____, 2022

Name:
School Committee
Date: _____, 2022

FREQUENTLY ASKED QUESTIONS AND ANSWERS

District Participation in School Choice

1. May a school committee vote to specify into which schools, grades, and programs it will admit students through school choice?

Yes. When determining capacity for admission of school choice students by June 1st for the upcoming school year, school committees may specify the schools and grades in which seats are available for non-resident students. See G.L. c. 76, § 12B(c). Therefore, it is permissible for a school committee to limit the admission of non-resident students through school choice to specific grades, programs, and schools.

It is important to note, however, that once a non-resident student is admitted through school choice, the school district must treat students admitted through school choice in the same manner as it treats students residing in the district. The basic premise of the school choice law is that a school choice student once admitted to the district must be treated in the same way a resident student is treated. Therefore, if students who reside in the district are permitted to transfer to other schools or programs within the district, then students admitted through school choice must also be permitted to transfer to other schools or programs in the district.

2. May a school committee rescind an earlier vote to participate in school choice?

It depends. If the new vote of the school committee occurs before June 1, it overrides the previous vote. Students who are already participating in the school choice program, or who were admitted prior to the new vote, have a right to continue attending school in the receiving district. If the new vote of the school committee occurs on or after June 1, it is ineffective and the district remains a school choice district for the upcoming school year.

3. May a school committee rescind an earlier vote to withdraw from school choice?

Yes. Consistent with statutory presumption that all school districts will participate in school choice, a school committee may rescind an earlier vote to withdraw from school choice. The new vote to participate in school choice need not occur prior to June 1st.

Provision of Information on School Choice

4. May a district advertise its status as a school choice district?

Yes. Advertising its status and seats available for admission is consistent with notifying potential applicants of the availability of seats and the process for admission through school choice. The Department annually updates and publishes the [list](#) of districts that participate in school choice on its website.

5. How should districts that participate in school choice inform potential applicants of the application process?

Districts participating in school choice are encouraged to publish the availability of school choice seats and the district's admission process and deadlines, including making such information readily available on the district's website. School districts must also must provide the information upon request.

6. Where can a family obtain information about how to apply through school choice?

Applicants should contact the district they want to attend for information on how to apply for school choice.

Admission and Continued Attendance of Students

7. Does a student need to be a Massachusetts resident to seek admission pursuant to G.L. c. 76, § 12B?

Yes. Admission through school choice is only open to residents of Massachusetts. See G.L. c. 76, § 12B(a) (definition of sending district). Additionally, a student must be a resident of Massachusetts to attend and to continue attending a receiving district through school choice.

8. Must a school district use a random selection process?

The statute requires a random selection process if there are more applications for admission than there are seats available. The statute also prohibits school districts from discriminating in the admission of any student on the basis of race, color, religion, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance, or proficiency in the English language. G.L. c. 76, § 12B(j).

9. May a school choice district accept students at any time during the school year?

Yes, provided that there are fewer applicants than seats available for school choice students. If there are more applicants than seats available, the receiving

district must conduct a random selection process prior to July 1st and again, assuming there are seats available, prior to November 1st. Once names are selected during a random process, the district can maintain a waitlist of those names and admit students from that list during the year should seats become available. The same requirements regarding notice to the sending district apply to students admitted during the year as apply to students admitted before a school year begins. See the discussion under “student Selection Process” on page 2 of this advisory.

10. Must school districts establish a sibling preference policy when admitting students pursuant to G.L. c. 76, § 12B?

Yes. Under G.L. c. 76 § 12B(j), any sibling of a student currently attending school in the receiving district receives a preference for admission. Siblings are students who have a common parent, either biologically or legally through adoption. Children who live in the same household, such as step-siblings and foster children, and do not share a common parent are not siblings for purposes of receiving a sibling preference for admission. Students entitled to a sibling preference are those who have a sibling currently attending school in the receiving district when an offer of admission is made.

This preference is available to students who have a common parent regardless of whether the students live in the same household, whether the student currently attending was admitted as a resident student or through school choice, or whether the student currently attending will still be enrolled when the newly admitted student begins attending. The sibling preference is not available for students who do not share a common parent biologically or legally and live in the same household.

Receive Sibling Preference	Do Not Receive Sibling Preference
<ul style="list-style-type: none"> • Students who live in different households but share a common biological or legal parent • Siblings of students who will graduate at the end of the school year in which the admissions process occurs 	<ul style="list-style-type: none"> • Children who live in the same household but do not share a common biological or legal parent • Foster children without a common biological or legal parent • Step-siblings without a common biological or legal parent • Siblings of applicants accepted for admission who are not yet attending, including twins

The sibling preference applies only when one sibling is already attending in the school choice district. If siblings of the same family apply simultaneously and only one sibling is admitted, no preference is available for the sibling who has not yet been admitted.

11. How does sibling preference apply when a student is seeking to attend a regional vocational technical high school through school choice under G.L. c. 76, § 12B?

Siblings of students currently attending the regional vocational technical school seeking admission under G.L. c. 76, § 12B, must receive a sibling preference during the admission process for school choice. The sibling preference applies to regional vocational schools admitting students under G.L. c. 76, § 12B, in the same manner that it applies to all other schools.

12. May districts designate students as school choice who have not been admitted through the school choice process?

No. Only students admitted through the school choice process may be counted and reported as school choice students.

13. May a school district establish a preference for the children of school district or other municipal employees when admitting students through school choice?

No. A preference for admission on any basis other than for siblings is inconsistent with the random selection requirement in the statute. Outside of school choice, however, a school district may admit children of school district and municipal employees under G.L. c. 76, § 12. Also see FAQ No. 29. The receiving district is not eligible to receive school choice tuition for such students.

14. Without signed parental consent, may a receiving district contact a student's district of residence to obtain records?

During the application phase, the school choice district should not obtain or consider student records from the student's previous or current district. Once a student is admitted and accepts that offer of admission, however, the receiving district can request student records from the sending district as a matter of right under the student record regulations at [603 CMR 23.07\(4\)\(g\)](#). This regulation provides as follows.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

15. May a receiving district consider a student's disciplinary record prior to accepting a student?

No. A receiving district may not consider a student's disciplinary record during the admission process under G.L. c. 76, § 12B. In consultation with its lawyer, a district may consider beginning its own disciplinary process once a student is attending.

16. May a school district refuse to admit students through school choice who have been expelled from another school?

No. Prior to 2014, school officials had discretion to admit or not to admit a student who had been expelled. The disciplinary statutes were revised in 2014 and the language permitting public schools to refuse to admit expelled students was deleted. Therefore, public schools may no longer refuse to admit students because they were expelled from another school. While not addressing school choice explicitly, the [advisory](#) and [question and answers](#) on student discipline posted on the Department's website provide more detailed information about student discipline laws.

17. May a receiving district rescind an offer of admission based upon a student's disciplinary record?

No. A receiving district may not rescind an offer of admission based upon a student's disciplinary record. In consultation with its lawyer, a district may consider beginning its own disciplinary process once a student is attending.

18. How can a selective secondary school participate in school choice and still be "selective?"

Selective secondary schools in Massachusetts, which are primarily regional vocational technical schools, admit students pursuant to an admissions plan that has been approved by the Department. Participating in school choice under G.L. c. 76, § 12B, is an additional option for regional vocational technical schools that have seats not filled by resident students.¹⁰ School choice students are accepted after resident students who meet the minimum requirements for admission.

The admission of students through school choice under G.L. c. 76, § 12B, is a separate and distinct process from the admission of students to a regional vocational school pursuant to its selective admissions plan approved by the Department. If a regional vocational technical school admits students under G.L. c. 76, § 12B, it may not consider, among other characteristics, athletic

¹⁰ Inter-district school choice under G.L. c. 76, § 12B, is separate and distinct from the nonresident student tuition process under G.L. c. 74 and 603 CMR 4.00. There are significant differences between the two programs. Additional information regarding the nonresident tuition process may be found at <http://www.doe.mass.edu/cte/admissions/>.

performance, physical handicap, special need, or academic performance. An admissions process under G.L. c. 76, § 12B, is not a selective admissions process.

19. May a child who is too young to be eligible for kindergarten entry in his or her district be admitted through school choice as a kindergarten student in another district that has a different age standard?

Yes. If the child qualifies for admission to the receiving district, the district of residence must pay the school choice tuition for this student. Additionally, if the student returns to the district of residence after completing kindergarten, the district of residence must enroll this student like any other student enrolling in the district for the first time, including grade placement.

Example

Children in District A must be five years old by September 1st to enter kindergarten. Children in District B must be five years old by December 31st to enter kindergarten. Student 1 from District A, who does not meet District A's age requirement, enrolls in kindergarten in District B through school choice. District A is responsible for this student's tuition even though the student would not be eligible to enroll in District A. The fact that the sending district has a different kindergarten entry age is irrelevant under school choice, except to the extent that it may motivate families to seek enrollment of the child in another district. Additionally, should Student 1 return to District A for a subsequent grade, District A should enroll that student as it would any other student who moves into the district for the first time and seeks to attend school.

20. May a district admit students into pre-kindergarten through school choice?

Yes, districts may admit students into pre-kindergarten programs through school choice provided they follow the admission practices required for school choice and do so after admitting all resident students. Note, however, that receiving districts will receive school choice tuition only for those pre-kindergarten students who qualify for special education and have an IEP.

21. If a resident student moves from the district but wishes to continue to attend school there, may the district enroll this student through school choice? May the district provide this student an admission preference? May the district count this student as a school choice student?

Provided it participates in school choice, the district may enroll such a student if it follows the same process that it uses for all other non-resident students, including the provisions relating to public notice. The district, however, may not provide an admission preference to this student or admit this student ahead of other students who may wish to be admitted or who are on a waitlist. Alternatively, the school committee could allow the former student to continue to attend at no cost to the student's family or could enter into an agreement with the school committee of the

new district of residence to allow that student to attend at the expense of the new school district. See G.L. c. 76, § 12 (addressing agreements between school committees for the education of students), and FAQ No. 30. If the student is not admitted through school choice following the same process that it uses for all other non-resident students, the district cannot count the student as a school choice student, receive school choice tuition for the student, or otherwise “convert” the student to school choice.

22. What happens to a school choice student’s status if the student studies abroad independent of the school district’s programs or otherwise stops attending school in the receiving district?

The receiving district would unenroll the student if he or she stops attending school in the receiving district. The student no longer has a right to attend school in the receiving district. Instead, if seats were available and the student wished to attend again in the receiving district, the student would need to reapply and participate in the same application process as all other non-resident students. The receiving district cannot provide an enrollment preference to this student or admit this student ahead of other students.

23. May a receiving district approve a home schooling plan for a student who does not reside in the district?

No. Under G.L. c. 76, § 1, the student’s district of residence has authority to evaluate and approve home education plans. Such approval must occur in advance of withdrawing a student from school. See G.L. c. 76, § 1 (student of compulsory school age must “attend a public day [or some other approved school . . . but such attendance shall not be required of a child . . . who is being otherwise instructed in a manner approved in advance by the superintendent or the school committee.”). Students who are home schooled in Massachusetts are considered to be privately enrolled.

Rights of Students

24. Must a student admitted under school choice reapply for admission in subsequent years?

No. Once a receiving district admits a non-resident student through school choice, that student has the right to remain in the receiving district, provided his or her enrollment is continuous, until he or she graduates from high school or completes the highest grade offered by the district. The right to continued attendance exists even if the school district decides that it will no longer participate in the school choice program.

25. Once a student is accepted through school choice, can the receiving district rescind the acceptance because of the student’s academic record?

No. A district may not rescind an offer of admission based upon a student's academic record because that would be discriminating based upon academic performance, a practice explicitly prohibited by the school choice statute at G.L. c. 76, § 12B(j).

26. Must a school choice district admit students with disabilities who may require out-of-district placements?

Yes. The school choice law explicitly states that applicants cannot be discriminated against on the basis of disability. School districts may not consider whether students have a disability or the nature of their disabilities in determining whether to admit them under G.L. c. 76, § 12B, and similarly may not rescind any offers of admission on the basis of a student's disability or needs.¹¹ Neither a sending district nor a receiving district may require a student who needs an out-of-district placement to unenroll from the receiving district or to re-enroll in the sending district. A student who is accepted through school choice is entitled to the same rights and privileges as if the student were a resident of the district. It is important to note that the school choice tuition for a student with disabilities is determined using a cost calculator similar to the one used for the circuit breaker program; this does not include the costs of evaluations for special education. The costs of evaluations are paid by receiving districts.

27. May a school choice student be disciplined, including suspension or expulsion, by the receiving district?

Yes. The same rules and process regarding discipline that apply to resident students also apply to non-resident students attending through school choice. See the Department's [discipline advisory](#) for additional information regarding student discipline. If a receiving district imposes discipline on a school choice student, it must provide alternative educational services. While a student always has the right to re-enroll in the district of residence, a receiving district may not "send a student back" to the district of residence following discipline or otherwise pressure a student to re-enroll in the district of residence.

¹¹ Under the special education regulations at [603 CMR 28.10\(6\)\(b\)](#), the school choice district must invite the district of residence to Team meetings "provided such participation [does] not limit the student's right to a timely evaluation and placement."

28. If a student who is participating in school choice becomes homeless, may the student continue to participate in school choice?

Yes. Students who are attending through school choice under G.L. c. 76, § 12B, have a right to continue attending as school choice students through the full course of curriculum. This is true irrespective of whether they become homeless, provided they continue to reside outside the district in which they attend school through school choice. In general, however, school choice students do not have a right to transportation.

Alternatively, the student may continue to attend in the school choice district as a homeless student under the federal McKinney-Vento Act. Under McKinney-Vento, students who become homeless have a right either to remain in their “school of origin” or to attend school where they are temporarily residing. The school choice district in which the student was attending school when the student became homeless is the “school of origin.” Homeless students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing, and have additional rights to transportation. Detailed information regarding the education rights of homeless students can be found at <http://www.doe.mass.edu/mv/>.

School choice students who become homeless and who wish to remain in school in the receiving district may choose whether to continue attending as school choice students or whether to exercise their rights to continue attending in the school choice district under McKinney-Vento. While school districts should inform parents, guardians, and students of their rights, school districts may not pressure or otherwise encourage such students to make a particular choice or to give up their rights. The consequences of such a choice are significant. If the student chooses to continue to be a school choice student, they will not have access to transportation services. If the students chooses to continue attending under McKinney-Vento, they will have access to transportation but may not be able to continue attending school in the district beyond the end of the school year in which they get permanent housing.

29. May a homeless student seek admission through school choice?

Yes, a homeless student has the same right to seek admission through school choice as any other student who resides in Massachusetts.

30. May a district report to the Department a student as “school choice” solely because the student became homeless and resides temporarily outside the school district in which the student attends school?

No. School districts may only report students to the Department as “school choice” if the students have been admitted to the district through the admission process for school choice. Students may not be “converted” to school choice

solely because they live outside the district in which they attend school.

31. Are students placed in foster care by the Department of Children and Families school choice students?

No. Students who reside in a foster home are not school choice students on that basis alone. Students in foster care, however, may seek admission through school choice to districts other than those in which they live. Detailed information regarding the education of students in foster care can be found at <http://www.doe.mass.edu/sfs/foster/>.

32. If a student lives in two school districts and attends school in one of those districts, is that student a school choice student?

No. If a student lives in two separate residences because his or her parents share physical custody, irrespective of how that time is divided, the student may choose either location as the district of residence for purposes of attending school. That student is considered a resident of whichever district in which he or she chooses to attend school. Such students are not counted or reported as school choice students.

33. If a student lives in two school districts and applies to a third districts through school choice, which district of residence is the sending district?

Both districts of residence are sending districts and the school choice tuition is split between the two districts.

Transition between Schools

34. Does a student who attends an elementary or K-8 school district through school choice have an automatic right to progress with resident students to a regional high school?

No. Effective beginning with fiscal year 2020, school year 2019-20, a school choice student admitted to an elementary or K-8 district does not have a right to attend high school in a regional school district, including a regional vocational technical district. Because regional school districts are districts separate from municipal school districts, those districts separately determine whether to participate in school choice and, if so, into which schools, grades, and programs it will admit students through school choice.¹² If the regional school district operating the high school participates in school choice, a non-resident student may seek to attend the regional high school through school choice under G.L. c. 76, § 12B.

¹² Municipalities, as opposed to school districts, are the members of regional school districts. G.L. c. 71, §15.

Note: This is a change from the Department’s prior interpretation of the school choice statute, which advised that a non-resident student admitted through school choice had an automatic right to progress to a separate regional school district for later grades. In changing its interpretation, the Department carefully examined the plain language of the statute. Recognizing this shift, students currently admitted to or attending an elementary or K-8 district through school choice will continue to have an automatic right to attend through graduation from the regional school district, consistent with our past guidance. For future students who may seek admission through school choice, the Department now requires municipal school districts to provide clear, written notice that they will not have an automatic right to progress to the regional school district for later grades. This change takes effect starting with students admitted for fiscal year 2020, school year 2019-20.

Example

Student 1 lives in District A and, beginning in fiscal year 2020, attends school in District B through school choice. District B is a municipal school district and offers grades K-8. Municipality B, the municipality in which District B is located, is a member of a regional school district, District C, for grades 9-12. Student 1 does not have an automatic right to attend high school in District C. Student 1, however, may be able to attend high school in District C if District C participates in school choice and has seats available.

35. How does the right to attend a school choice district through high school graduation apply to a district that tuitions out students in higher grades to a school district that is not a school choice district?

Under G.L. c. 71, § 6, school committees of towns not maintaining a high school enter into tuition agreements for students to attend high school. The general premise of school choice is that a receiving district must treat a school choice student in the same way it treats a resident student. Therefore, the receiving district must tuition school choice students to high school in the same manner as it tuitions resident students. The high school into which students are tuitioned will charge the tuition for all students it receives to the K-8 district, including students who were attending the K-8 district through school choice. The K-8 district includes school choice students on its school choice reports and receives the school choice tuition from the students’ communities of residence.

Example

Student 1 lives in District A and attends school in District B through school choice. District B is a municipal school district and offers grades K-8. Municipality B is not a member of a regional school district. District B, therefore, tuitions its students into District C for high school. Student 1 has a right to attend high school in District C in the same manner as students who reside in District B. District C will receive the agreed-upon

tuition from District B, and District B will receive school choice tuition from District A.

Transportation and Other Tuition Arrangements

36. Must a school choice district provide transportation to non-resident students with disabilities?

Students who participate in the school choice program do not receive transportation services unless those services are included in a student's IEP. Specialized transportation is considered a "related service" under state and federal laws regarding special education and, if needed, should be included on the student's IEP. The receiving district would provide this transportation and the sending district would reimburse the receiving district for the cost of providing this service under G.L. c. 76, §12B(f).

37. May a school committee accept students from another school district on a tuition basis apart from school choice?

Yes. The school choice law does not affect G.L. c. 76 § 12, which states that

[a]ny child, with the consent of the school committee of the town where he resides, may attend, at the expense of said town, the public schools of another town, upon such terms as may be fixed by the two committees.

In addition, other statutes, including [G.L. c. 71B, § 4](#) (special education), and [G.L. c. 74, § 7](#) (non-resident vocational technical education),¹³ explicitly provide additional means for certain students to attend the schools in communities in which they do not live. School choice under G.L. c. 76, § 12B, is a separate program and does not affect these statutes.

38. May a school committee charge tuition for out-of-state residents?

Yes. School choice law under G.L. c. 76, § 12B, does not affect [G.L. c. 71, § 6A](#), which allows city, town, and regional school districts to admit non-Massachusetts residents on a tuition basis. That statute also allows school committees to vote to waive the tuition for such students.

¹³ Inter-district school choice under G.L. c. 76, § 12B, is separate and distinct from the nonresident student tuition process under G.L. c. 74 and 603 CMR 4.00. There are significant differences between the two programs. Additional information regarding the nonresident tuition process may be found at <http://www.doe.mass.edu/cte/admissions/>.

ATTACHMENT: [G.L. c. 76, § 12B](#)

Section 12B. (a) As used in this section, the following terms shall have the following meanings:

"Above foundation reimbursement amount", (i) for fiscal year nineteen hundred and ninety-four, fifty percent of the net losses due to the provisions of this section; provided, however, that if the amount lost by said district pursuant to subsection (f) is greater than two percent of the total school budget of said district, the amount of said reimbursement shall be equal to seventy-five percent of the net losses due to the provisions of this section; (ii) beginning in fiscal year nineteen hundred and ninety-five, twenty-five percent of the net losses due to the provisions of this section.

"Receiving district", any city, town or regional school district within the commonwealth in which a child does not reside, but in which that child attends public school under the provisions of this section.

"Sending district", any city, town or regional school district within the commonwealth in which a child resides, but in which that child does not attend public school under the provisions of this section.

"State school choice limit", in fiscal year nineteen hundred and ninety-four, one percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-five, one and one-half percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-six, one and three-quarters percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-seven and thereafter, two percent of the total number of students attending public schools in the commonwealth; provided, however, that students enrolled under the program for the elimination of racial imbalance as provided in section twelve A shall not be counted toward these limits.

(b) Notwithstanding the provisions of section twelve, or any other special or general law to the contrary, any child may attend a public school, in a city or town where he does not reside; provided, however, that the receiving district shall be paid by the commonwealth a tuition rate as established in subsection (f).

(c) Not later than May first of every year, the school committee of each city, town or regional school district shall submit a report to the department stating:

(1) The capacity of each school in said city, town or regional school district for the following academic year.

(2) The number of students expected to attend each school in said city, town or regional school district in the following academic year.

(3) The number of students attending said school district under the terms of this section in the prior school year and the number of those students who are expected no longer to be attending said school district in the next school year.

(4) The number of additional seats therefore available to non-resident students reduced by the number of students enrolled under the program for the elimination of racial imbalance as provided in section twelve A, in said charter school or each school in said city, town or regional school district. The board may require every district to update this report in whatever manner is required to effectuate the objectives of this section.

(d) Each city, town or regional school district shall enroll non-resident students at the school of such non-resident student's choice; provided, however, that such receiving district has seats available as stated in said report; provided, however, that this obligation to enroll non-resident students shall not apply to a district for a school year in which its school committee, prior to June first, after a public hearing, adopts a resolution withdrawing from said obligation, for the school year beginning the following September. Any such resolution of a school committee shall state the reasons therefor, and such resolution with said reasons shall be filed with the department of education; provided, however, that said department shall have no power to review any such decision by a school committee. If the city, town or regional school district operates an intra-district choice plan, non-resident students may apply for schools on the same basis as resident students, but the intra-district choice plan may give preference to resident students in assigning students to schools.

(e) Not later than the first day of July, each city, town or regional school district shall each year submit a non-resident attendance report to the board and to the state treasurer, certifying the number of non-resident applicants for each available seat in each school, the disposition of their applications, how many of said applicants will be attending the district in the next school year, the identity of the sending districts for those students, the annual amount of tuition for each such child and the total tuition owed to the district based on full or partial attendance, itemized by the amount attributable to each city or town of residence. The board may review said certification to determine that the amount of the individual tuition charged for each child is in accordance with the provisions of this section and shall inform the state treasurer of any errors. The department may also, on a post-audit basis, verify the admission and attendance of the number of children certified by each school district. In addition to the foregoing, all said districts shall, on October first and April first, report to the board and certify to the state treasurer accurate and up to date reports of all the information required in the non-resident attendance report. If the total number of students admitted to receiving districts pursuant to this section is greater than the state school choice limit, the board shall notify all districts that no more students may be accepted pursuant to this section.

(f) For each student enrolling in a receiving district, there shall be a school choice tuition amount. Said tuition amount shall be equal to seventy-five percent of the actual per pupil spending amount in the receiving district for such education as is required by such non-

resident student, but not more than five thousand dollars; provided, however, that for special education students whose tuition amount shall remain the expense per student for such type of education as is required by such non-resident student. The state treasurer is hereby authorized and directed to deduct said school choice tuition amount from the total education aid, as defined in chapter seventy, of said student's sending district, prior to the distribution of said aid and to deposit said aid in the School Choice Tuition Trust Fund established by section twelve C. In the case of a child residing in a municipality which belongs to a regional school district, the school choice tuition amount shall be deducted from said chapter seventy education aid of the school district appropriate to the grade level of the child. If, in a single district, the total of all such deductions exceeds the total of said education aid, this excess amount shall be deducted from other aid appropriated to the city or town. If, in a single district, the total of all such deductions exceeds the total state aid appropriated, the commonwealth shall appropriate this excess amount; provided, however, that if said district has exempted itself from the provisions of chapter seventy by accepting section fourteen of said chapter, the commonwealth shall assess said district for said excess amount.

(g) The state treasurer is further directed to disburse to the receiving district, from the School Choice Tuition Trust Fund established by section twelve C, an amount equal to each student's school choice tuition as defined in subsection (f); provided, however, that each public school district which admits children under the provisions of this section shall certify to the state treasurer the number of such children attending its public schools, the city or town of residence of each such child, the annual amount of tuition for each such child and the total tuition owed to the district based on full or partial attendance, itemized by the amount attributable to each city or town of residence; and, provided further, that such certification shall be made on October first of each year and April first of each year. Each school district submitting a certification to the state treasurer shall also submit a copy of said certification to the department of education. Said department may review said certification to determine that the amount of the individual tuition charged for each child is in accordance with the provisions of this section and shall inform the state treasurer of any errors. The department may also, on a post-audit basis, verify the admission and attendance of the number of children certified by each school district.

(h) There shall be a parent information system established, maintained and developed by the board of education to disseminate to parents detailed and comparable information about each school system participating in the school choice program, so-called, which shall include, but not be limited to, information on special programs offered by the school, philosophy of the school, number of spaces available, transportation plans, class sizes, teacher/student ratios, and data and information on school performance that indicate its quality. Said information shall include the school profiles, so-called, developed pursuant to section one B of chapter sixty-nine. The board may include information regarding regional choice initiatives as deemed appropriate. The system shall have as its primary goal to ensure that all parents have an equal opportunity to participate in the program of interdistrict choice. The board of education, when disseminating this information shall encourage the parent and student to make at least one visit to the school of choice as part of the application procedure.

(i) Subject to appropriation, the board of education shall develop and administer a school

choice transportation reimbursement program for the purpose of providing reimbursement for the transportation of pupils enrolled under the provisions of this section. Pupils eligible for said reimbursement must be eligible to receive free or reduced cost lunches under eligibility guidelines promulgated by the federal government under 42 USC section 1758. The board may limit said reimbursement to a yearly amount. The types of transportation to be reimbursed pursuant to said program shall include, but need not be limited to, the following: (1) transportation by school buses provided by the sending or receiving district; (2) transportation provided by the parent or guardian of the child; (3) transportation provided by public transportation. All eligible pupils who attend a school district contiguous to the school district of residence of such pupil shall be eligible for said reimbursement. If cost-effective transportation alternatives exist for pupils who attend districts not contiguous to the school districts of residence of such pupil, the board may provide a transportation reimbursement. Said reimbursements may be paid to the district in which the pupil is enrolled, the district of residence of the student, or the parent, guardian or person acting as guardian of the student; provided, however, that said district or parent provide documentation of the transportation expenditure. The board of education shall promulgate regulations for the program to be placed on file with the joint committee on education, arts and humanities of the general court. The board of education shall disseminate information to parents and school systems detailing the availability of said transportation reimbursements. A full description of said school choice transportation reimbursement program shall be submitted to the house and senate committees on ways and means and shall not become effective until ninety days after said submission. Notwithstanding the second paragraph of section one, nothing in this section shall confer upon any student attending a private school any right to transportation or reimbursement therefor.

(j) School committees may establish terms for accepting non-resident students; provided, however, that if the number of non-resident students applying for acceptance to said district exceeds the number of available seats, said school committee shall select students for admission on a random basis; provided, further, that said school committee shall conduct said random selection twice: one time prior to July first and one time prior to November first; provided, further, that no school committee shall discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need or academic performance or proficiency in the English language. The Massachusetts commission against discrimination, established by section fifty-six of chapter six, shall have jurisdiction to enforce the provisions of this section; provided, however, that all students described in subsection (m) shall be entitled to remain in the receiving districts they are attending or have been accepted to attend. Any school committee that accepts non-resident students under the provisions of this section shall notify each district from which it has accepted a non-resident student of its acceptance of that student; provided, however, that a school committee may not publicly release the names of students leaving or entering a district under the provisions of this section. Notwithstanding the preceding provisions of this paragraph, any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.

(k) Any child accepted to attend a public school in a community other than the one in which he resides pursuant to this section shall be permitted to remain in that school system until his high school graduation, unless there is a lack of funding of the program as authorized by said sections.

(l) Notwithstanding the provisions of this section or any general or special law to the contrary, any school district which admitted children on a private tuition basis prior to June thirtieth, nineteen hundred and ninety-one may continue, on that basis, to admit any child who attended its school system prior to that date, as well as any sibling or step-sibling of such child and any foster child residing in the home of such child.

(m) Any student who, pursuant to the provisions of this section, has been attending or has been admitted to attend a public school of a city or town in which he does not reside and for whom the commonwealth has been paying tuition or, in the case of a student recently admitted, would be required to pay tuition in the coming year, shall be deemed to be a student admitted pursuant to paragraph (j), and shall be subject to all of the provisions of this section; provided, however, that said students shall be allowed to remain in said school notwithstanding any determination of capacity or decision by the receiving district to withdraw made pursuant to this section.

(n) Subject to appropriation, any sending district for which the provisions of subsection (f) result in a reduction in state aid shall be eligible to apply for a school choice reimbursement from the commonwealth. If net school spending in a sending district is greater than said foundation budget as defined in chapter seventy, the amount of said reimbursement shall be the above foundation reimbursement amount for that fiscal year. If net school spending in a sending district is less than said foundation budget, the amount of said reimbursement shall be equal to one hundred percent of the positive difference, if any, between (i) the amount transferred pursuant to subsection (f), and (ii) the product of the number of students leaving the sending district and the average per pupil expenditure in the sending district for such education as is required by such nonresident student, for the period the child shall attend; provided, however, that if any district has exempted itself from the provisions of said chapter seventy by accepting section fourteen of said chapter seventy, the district shall be ineligible for a reimbursement under this subsection; provided, further, that if any district in which net school spending is greater than the foundation budget becomes a sending district for the first time in fiscal year nineteen hundred and ninety-five or any year thereafter, the reimbursement amount for that district in the first year that it is a sending district shall be the fiscal year nineteen hundred and ninety-four reimbursement amount; the reimbursement amount for the district in its second year as a sending district shall be the fiscal year nineteen hundred and ninety-five reimbursement amount. Said reimbursement application shall be submitted to the department of education on or before October first of each year together with an educational corrective action plan containing information, recommendations and suggestions relative to: (1) areas needing improvement within the school system of the applicant; (2) methods of improvement to be employed; (3) goals and objectives of said improvement; (4) evaluation and control methods to be used; (5) personnel to be engaged in such improvement; (6) results intended to be accomplished within one year from the

date of application; and (7) methods of increasing parental involvement to be employed; provided, however, that any community or regional school district that has a previously approved plan need not refile said plan; and, provided further, that approval of said plan by said board shall act as a condition precedent to the distribution of said reimbursement to the applicant community or regional school district. Under no circumstances shall the total amount expended pursuant to subsections (h) and (i) and to reimburse sending districts pursuant to this paragraph, be greater than twenty million dollars. If, in any year, the total amount that would be required to reimburse said cities at said rates would be greater than twenty million dollars, then the reimbursement rates shall be reduced proportionately to those rates at which the total cost does not exceed twenty million dollars.

(o) The commonwealth and the school committee of any town may accept funds from the federal government for the purposes of this section. Any amounts received by the school committee of any town from the federal government, from the commonwealth or from a charitable foundation or private institution shall be deposited with the treasurer of such town and held as a separate account, and may be expended by said school committee without further appropriation, notwithstanding the provisions of section fifty-three of chapter forty-four. Whenever such funds are received after the submission of the annual school budget, all or any portion thereof may be expended by the school committee without further appropriation, but shall be accounted for in the next annual school budget.

If the student attends the public schools of another town and it is anticipated that the student shall need the services of a private day or residential school, an individual education plan team meeting shall be convened by the school district in which the child is attending school. The school district in which the student attends school shall notify the school district where the student resides of the team meeting at least five school days prior to the meeting. Personnel from the district in which the child resides shall be allowed to participate in the team meeting concerning future placement of the child.

**Massachusetts Department of Elementary and Secondary Education
Office of District and School Finance
School Choice Receiving District Status**

Each year, school committees decide whether their district will participate in the school choice program in the upcoming school year. **If they choose not to participate, they must take a vote prior to June 1.** Districts report their decisions to the Department each year, the results are listed below. Some districts choose to accept new students, but only in certain grades (see the grades listed below). If districts do not formally restrict enrollment to certain grades, assume that all grades are open for applications. Districts with an asterisk enroll school choice students who were accepted in prior years, but are not planning to admit new students in the current year.

[For information about contacting a district, see the Department's profiles directory.](#)

LEA	District		2021-2022		2022-2023	
			Status	Specified grades	Status	Specified grades
0001	Abington	*	No		No	
0003	Acushnet		No		No	
0005	Agawam		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0007	Amesbury		Yes	Not specified – Contact the district	Yes	K, 2, 4-12
0008	Amherst		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0009	Andover		No		No	
0010	Arlington		No		No	
0014	Ashland		Yes	K, 2, 9-11	Yes	K, 3, 9-12
0016	Attleboro	*	No		No	
0017	Auburn		Yes	6-12	Yes	6-8
0018	Avon		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0020	Barnstable		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0023	Bedford		No		No	
0024	Belchertown		Yes	K, 2-10	Yes	K, 2-4, 6-10
0025	Bellingham		Yes	K, 3-11	Yes	K, 4-12
0026	Belmont		No		No	
0027	Berkley		Yes	K-1, 3-4, 6-7	Yes	Not specified- Contact the district
0030	Beverly		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0031	Billerica		No		No	
0035	Boston		No		No	
0036	Bourne		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0038	Boxford		No		No	
0040	Braintree		No		No	
0041	Brewster		No		No	
0043	Brimfield		No		No	
0044	Brockton		Yes	8, 12	Yes	8-12
0045	Brookfield		Yes	K-5	Yes	Not specified- Contact the district
0046	Brookline		No		No	
0048	Burlington		Yes	9-12	Yes	9-12
0049	Cambridge		No		No	
0050	Canton		No		No	
0051	Carlisle		No		No	
0052	Carver		Yes	K, 1, 9-12	Yes	K, 9-12
0056	Chelmsford		Yes	9	Yes	9
0057	Chelsea		No		No	
0061	Chicopee		Yes	1-12	Yes	K-5
0063	Clarksburg		Yes	4, 5, 8	Yes	Not specified- Contact the district
0064	Clinton		Yes	K-2, 4-12	Yes	K-3, 5-12
0065	Cohasset		No		No	
0067	Concord		No		No	
0068	Conway		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0071	Danvers		No		No	
0072	Dartmouth		Yes	9-12	Yes	9-12
0073	Dedham		No		No	
0074	Deerfield		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0077	Douglas		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0078	Dover		No		No	
0079	Dracut		Yes	K-12	Yes	K-12
0082	Duxbury		No		No	
0083	East Bridgewater		Yes	7-12	Yes	7-12
0085	Eastham		No		No	
0086	Easthampton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0087	East Longmeadow		Yes	6, 9	Yes	4, 6
0088	Easton		No		No	

0089	Edgartown		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0091	Erving		No		No	
0093	Everett		No		No	
0094	Fairhaven		No		No	
0095	Fall River		Yes	K-12	Yes	Not specified- Contact the district
0096	Falmouth		Yes	K-11	Yes	K-11
0097	Fitchburg		Yes	Not specified – Contact the district	Yes	K-3, 8-12
0098	Florida		Yes	2	Yes	Not specified- Contact the district
0099	Foxborough		No		No	
0100	Framingham		No		No	
0101	Franklin		No		No	
0103	Gardner		Yes	9-12	Yes	Not specified- Contact the district
0105	Georgetown		Yes	9	Yes	Not specified- Contact the district
0107	Gloucester		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0109	Gosnold		No		No	
0110	Grafton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0111	Granby		Yes	K-2, 4, 6-10	Yes	1-3, 5, 7-12
0114	Greenfield		Yes	K-2, 6-12	Yes	2, 3, 5, 7-12
0117	Hadley		Yes	Not specified – Contact the district	Yes	K-2, 4-12
0118	Halifax		No		No	
0121	Hancock		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0122	Hanover		No		No	
0125	Harvard	*	Yes	5, 6, 9	No	
0127	Hatfield		Yes	Not specified – Contact the district	Yes	K-12
0128	Haverhill	*	Yes	9-11	No	
0131	Hingham		No		No	
0133	Holbrook		Yes	8-11	Yes	8-11
0135	Holland		Yes	1-6	Yes	Not specified- Contact the district
0136	Holliston		Yes	K-3, 8-12	Yes	K, 2-4, 6-12
0137	Holyoke		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0138	Hopedale		Yes	K, 3-12	Yes	1, 3, 5-7, 9, 10
0139	Hopkinton		No		No	
0141	Hudson		Yes	K-11	Yes	K, 1, 3, 4, 6-11
0142	Hull		No		No	
0144	Ipswich		Yes	1-3, 6-12	Yes	2-4, 6-12
0145	Kingston		No		No	
0149	Lawrence		No		No	
0150	Lee		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0151	Leicester		Yes	5-11	Yes	5-11
0152	Lenox		Yes	K, 4- 6, 9	Yes	K, 4- 6, 9
0153	Leominster		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0154	Leverett		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0155	Lexington		No		No	
0157	Lincoln		No		No	
0158	Littleton		Yes	K-3, 5-12	Yes	K, 2-4, 6, 7, 9-12
0159	Longmeadow		Yes	9	Yes	1, 2, 4
0160	Lowell	*	No		No	
0161	Ludlow		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0162	Lunenburg		Yes	9, 10	Yes	9, 10
0163	Lynn		No		No	
0164	Lynnfield		No		No	
0165	Malden		No		No	
0167	Mansfield		No		Yes	9, 10
0168	Marblehead		No		No	
0169	Marion		No		No	
0170	Marlborough		No		No	
0171	Marshfield		No		No	
0172	Mashpee		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0173	Mattapoissett		Yes	K-1	Yes	K, 1
0174	Maynard		Yes	1-3, 5-10	Yes	Not specified- Contact the district
0175	Medfield		No		No	
0176	Medford		No		No	
0177	Medway		Yes	Not specified – Contact the district	Yes	K-2, 4-6, 8, 10-12
0178	Melrose	*	No		No	
0181	Methuen		No		No	
0182	Middleborough	*	Yes	K-7, 9-12	No	
0184	Middleton		No		No	
0185	Milford		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0186	Millbury		Yes	9-12	Yes	9-12
0187	Millis		Yes	Not specified – Contact the district	Yes	K-4, 6, 7, 9-12

0189	Milton		No		No	
0191	Monson		Yes	K-3, 5-11	Yes	K, 1, 5, 7-11
0196	Nahant		No		No	
0197	Nantucket		No		No	
0198	Natick	*	No		No	
0199	Needham		No		No	
0201	New Bedford		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0204	Newburyport		Yes	Not specified – Contact the district	Yes	1, 2, 6-11
0207	Newton		No		No	
0208	Norfolk		No		No	
0209	North Adams		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0210	Northampton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0211	North Andover		No		No	
0212	North Attleborough		Yes	9-12	Yes	9-12
0213	Northborough		No		No	
0214	Northbridge		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0215	North Brookfield		Yes	3-12	Yes	1-12
0217	North Reading		No		No	
0218	Norton		Yes	K-10	Yes	K-10
0219	Norwell		No		No	
0220	Norwood		No		No	
0221	Oak Bluffs		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0223	Orange	*	Yes	4, 6	No	
0224	Orleans		No		No	
0226	Oxford	*	No		No	
0227	Palmer		Yes	1, 2, 6-7	Yes	3, 4, 7, 8
0229	Peabody		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0230	Pelham		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0231	Pembroke		No		No	
0234	Petersham		Yes	K-1, 4, 6	Yes	Not specified- Contact the district
0236	Pittsfield		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0238	Plainville		No		No	
0239	Plymouth		No		No	
0240	Plympton	*	No		No	
0242	Provincetown		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0243	Quincy		No		No	
0244	Randolph		Yes	Not specified – Contact the district	Yes	6-10
0246	Reading		No		Yes	Not specified- Contact the district
0248	Revere		No		No	
0249	Richmond		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0250	Rochester		No		No	
0251	Rockland		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0252	Rockport		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0253	Rowe		Yes	K, 3, 6	Yes	Not specified- Contact the district
0258	Salem		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0261	Sandwich		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0262	Saugus		No		No	
0263	Savoy		Yes	K, 2, 6	Yes	Not specified- Contact the district
0264	Scituate		No		No	
0265	Seekonk		No		No	
0266	Sharon		No		No	
0269	Sherborn		No		No	
0271	Shrewsbury	*	No		No	
0272	Shutesbury		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0273	Somerset		No		No	
0274	Somerville		No		No	
0275	Southampton		Yes	K	Yes	Not specified- Contact the district
0276	Southborough		No		No	
0277	Southbridge		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0278	South Hadley		Yes	2, 4, 8, 11	Yes	Not specified- Contact the district
0281	Springfield		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0284	Stoneham		No		No	
0285	Stoughton		No		No	
0287	Sturbridge		No		No	
0288	Sudbury		No		No	
0289	Sunderland		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0290	Sutton		No		Yes	9, 10
0291	Swampscott		No		No	
0292	Swansea	*	No		No	
0293	Taunton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district

0295	Tewksbury		No		No	
0296	Tisbury		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0298	Topsfield		No		No	
0300	Truro		Yes	1, 2, 6	Yes	K-6
0301	Tyngsborough		Yes	6, 7, 9-12	Yes	7-12
0304	Uxbridge		Yes	K-12	Yes	K-12
0305	Wakefield		No		No	
0306	Wales		Yes	K, 1, 3-5	Yes	Not specified- Contact the district
0307	Walpole		No		No	
0308	Waltham		No		No	
0309	Ware		Yes	Not specified – Contact the district	Yes	1, 2, 5-12
0310	Wareham		Yes	K-12	Yes	Not specified- Contact the district
0314	Watertown		No		No	
0315	Wayland		No		No	
0316	Webster		Yes	8-12	Yes	K-2, 4, 5, 9-12
0317	Wellesley		No		No	
0318	Wellfleet		No		Yes	Not specified- Contact the district
0321	Westborough		No		No	
0322	West Boylston		Yes	5-7, 8, 9	Yes	5-7, 8, 9
0323	West Bridgewater		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0325	Westfield		Yes	K-12	Yes	K-12
0326	Westford		Yes	1-7	Yes	K, 1, 4-7
0327	Westhampton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0330	Weston		No		No	
0331	Westport		No		Yes	9
0332	West Springfield	*	Yes	2, 4	No	
0335	Westwood		No		No	
0336	Weymouth		No		No	
0337	Whately		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0340	Williamsburg		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0342	Wilmington		No		No	
0343	Winchendon		Yes	K-12	Yes	K-11
0344	Winchester		No		No	
0346	Winthrop		No		No	
0347	Woburn		No		No	
0348	Worcester		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0349	Worthington		Yes	K	Yes	K, 1, 3
0350	Wrentham		No		No	
0406	Northampton Smith		No		No	
0600	Acton Boxborough	*	No		No	
0603	Hoosac Valley		Yes	4-12	Yes	2, 4-7, 9-12
0605	Amherst Pelham		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0610	Ashburnham Westminster		Yes	9-12	Yes	Not specified- Contact the district
0615	Athol Royalston		Yes	Not specified – Contact the district	Yes	11, 12
0616	Ayer Shirley		Yes	Not specified – Contact the district	Yes	K-9
0618	Berkshire Hills		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0620	Berlin Boylston		Yes	7, 10	Yes	K, 3-6, 9
0622	Blackstone Millville		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0625	Bridgewater Raynham		Yes	9-12	Yes	9-12
0632	Chesterfield Goshen		Yes	Not specified – Contact the district	Yes	12
0635	Central Berkshire		Yes	Not specified – Contact the district	Yes	K-5, 7-9
0640	Concord Carlisle		No		No	
0645	Dennis Yarmouth		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0650	Dighton Rehoboth		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0655	Dover Sherborn		No		No	
0658	Dudley Charlton		Yes	5-12	Yes	5-12
0660	Nauset		Yes	6, 9	Yes	Not specified- Contact the district
0662	Farmington River		Yes	Not specified – Contact the district	Yes	K, 3-6
0665	Freetown Lakeville		Yes	K-12	Yes	4-12
0670	Frontier		Yes	Not specified – Contact the district	Yes	7-12
0672	Gateway		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0673	Groton Dunstable		No		Yes	9, 10
0674	Gill Montague		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0675	Hamilton Wenham		Yes	6-12	Yes	Not specified- Contact the district
0680	Hampden Wilbraham		Yes	9-12	Yes	1, 2, 4, 9
0683	Hampshire		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0685	Hawlemont		Yes	K, 2-4	Yes	Not specified- Contact the district
0690	King Philip		No		No	
0695	Lincoln Sudbury		No		No	
0698	Manchester Essex		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district

0700	Marthas Vineyard		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0705	Masconomet		Yes	9-12	Yes	9
0710	Mendon Upton		Yes	K-12	Yes	K, 6-9
0712	Monomoy		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0715	Mount Greylock		Yes	Not specified – Contact the district	Yes	K, 3-6, 9, 10, 12
0717	Mohawk Trail		Yes	Not specified – Contact the district	Yes	K-12
0720	Narragansett		Yes	5-7, 9, 10	Yes	5-7, 9, 10
0725	Nashoba	*	No		No	
0728	New Salem Wendell		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0730	Northboro Southboro		No		No	
0735	North Middlesex		No		Yes	1-3, 6-8, 10, 11
0740	Old Rochester		Yes	7-12	Yes	Not specified- Contact the district
0745	Pentucket	*	No		No	
0750	Pioneer Valley		Yes	K-1, 3-12	Yes	K-5, 7-11
0753	Quabbin		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0755	Ralph C Mahar		Yes	7, 9-12	Yes	Not specified- Contact the district
0760	Silver Lake	*	No		No	
0763	Somerset Berkley		Yes	9	Yes	9
0765	Southern Berkshire		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0766	Southwick Tolland Granville		Yes	4-5, 7-11	Yes	K-2, 4, 6-12
0767	Spencer East Brookfield		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0770	Tantasqua		Yes	7	Yes	Not specified- Contact the district
0773	Triton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0774	Upisland		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0775	Wachusett	*	No		No	
0778	Quaboag		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0780	Whitman Hanson	*	Yes	9-10	No	
0801	Assabet Valley		No		No	
0805	Blackstone Valley		No		No	
0806	Blue Hills		No		No	
0810	Bristol Plymouth		No		No	
0815	Cape Cod		No		No	
0817	Essex North Shore		No		No	
0818	Franklin County		No		No	
0821	Greater Fall River		No		No	
0823	Greater Lawrence		No		No	
0825	Greater New Bedford		No		No	
0828	Greater Lowell		Yes	Not specified – Contact the district	Yes	9, 10
0829	South Middlesex		No		No	
0830	Minuteman		No		No	
0832	Montachusett		Yes	Not specified – Contact the district	Yes	10-12
0851	Northern Berkshire		No		No	
0852	Nashoba Valley		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0853	Northeast Metropolitan		No		No	
0855	Old Colony		No		No	
0860	Pathfinder		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0871	Shawsheen Valley		No		No	
0872	Southeastern		No		No	
0873	South Shore		No		No	
0876	Southern Worcester		No		No	
0878	Tri County		No		No	
0879	Upper Cape Cod		No		No	
0885	Whittier	*	No		No	
0910	Bristol County		No		No	
0915	Norfolk County		No		No	



HINGHAM
PUBLIC SCHOOLS

2023-2026
Technology Plan

Dr. Margaret Adams, Superintendent
Kathryn Roberts, Interim Assistant Superintendent
Joseph Andrews, Manager of Technology



Strategic Plan | 2022-2025

Hingham Together

Navigating Our Future

Our Mission

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

Our Vision

All students will embark on a lifelong learning journey to flourish with empathy and confidence

Our Core Values

Strategic Objectives



Spoke #1: Culture of Collaboration and Community



Spoke #2: Culturally Responsive Teaching and Learning



Spoke #3: Healthy, Equitable, and Inclusive Communities



Spoke #4: Capital and Finance



Spoke #5: Human Resources and Leadership



Community Well-being



Student Centered



Innovative Learning



Inclusivity and Belonging



Lifelong Learning



Personal Excellence



Civic and Global Responsibility

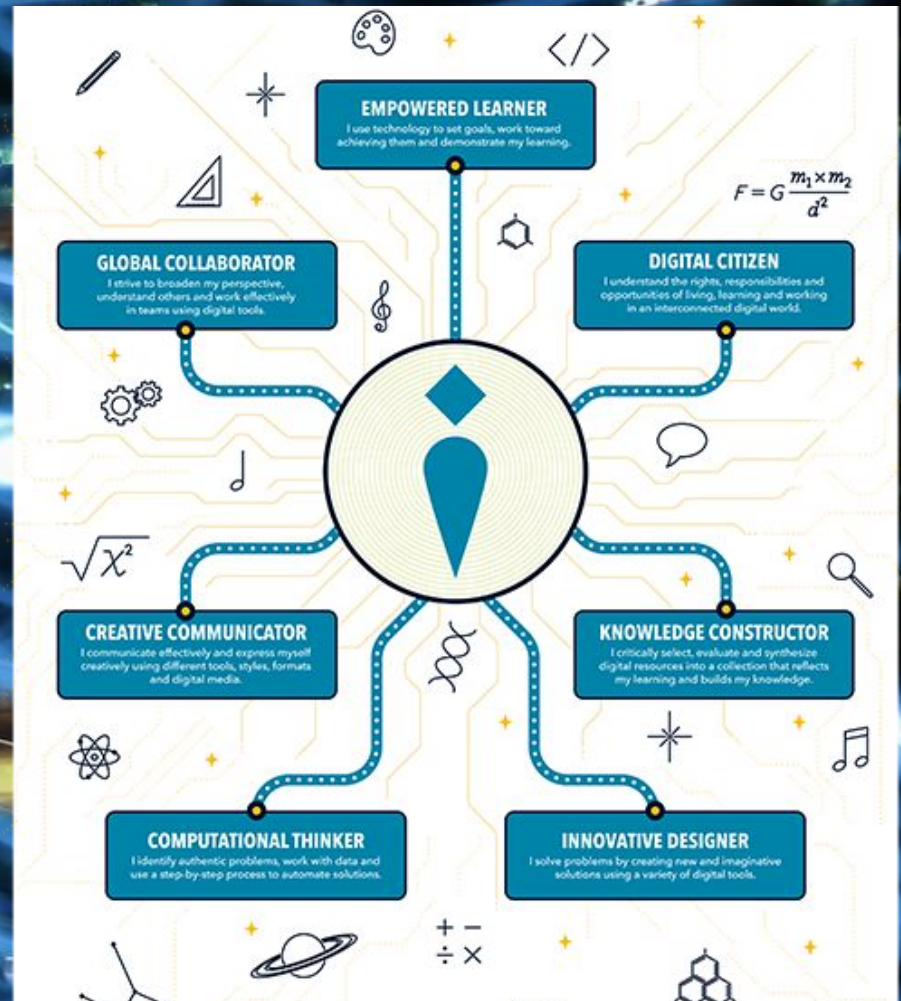
HPS Technology Committee

The district extends gratitude to the members of HPS Technology Committee who led the development of the 2023-2026 Technology Plan:

- Dr. Margaret Adams, Superintendent
- Kathryn (Katie) Roberts, Interim Assistant Superintendent
- Joseph Andrews, Manager of Technology Services
- Jennifer Cina, K-12 Computer Science Coordinator
- Jonathan Hawes, Principal-East Elementary School
- Gregory Lamothe, Principal-Plymouth River Elementary School
- Melissa Smith, Assistant Principal-Plymouth River Elementary School
- David Jewett, K-12 Mathematics Director
- Andrew Hoey, K-12 Social Studies Director
- Charleen Fabrizio, Administrator of Elementary Special Education
- Danielle Wetmore, Administrator of Secondary Special Education
- Cassie Pacella, Elementary Special Educator
- Shayna Duncan, HMS Science Educator
- Leo Brehm, Creativemindz Consulting Group

ISTE Standards

- Empowered Learner
- Global Collaborator
- Creative Communicator
- Computational Thinker
- Innovative Designer
- Knowledge Constructor
- Digital Citizen



Technology Plan Research

Data Sources	Staff/Stakeholders	Dates
<u>Infrastructure & Device Inventory</u> <u>Tech Management & DLCS Staffing</u> <u>Application Inventory & Usage</u>	Creativemindz Consultant Technology Department	Summer/Fall 2022
<u>Interviews</u> <u>Visioning Sessions</u> <u>Focus Groups</u>	Technology Committee District Leadership Content Area Departments Special Education Staff SEPAC; All Town PTO	Summer/Fall 2022
<u>Surveys</u>	Elementary & Secondary Educators Elementary & Secondary Caregivers Gr. 5-12 students	Fall 2022
<u>Emerging Technologies Analysis</u>	Creativemindz Consultant	Spring 2023

Technology Focus Group & Survey Themes

Leadership Interviews & Visioning	Surveys & Focus Groups
<p>Hardware/Devices/SMART Boards</p> <p>UDL Pedagogical Strategies</p> <p>Aligned Curriculum</p> <p>Data Practices</p> <p>Student Services</p> <p>Operations</p> <p>Funding</p> <p>Process to vet application usage</p> <p>Content-specific needs</p> <p>Emerging Technologies</p>	<p>Wifi Concerns</p> <p>Increased K-5 device needs</p> <p>Website</p> <p>Technology PD</p> <p>Caregiver Outreach/Tech Modules</p> <p>Desire for balanced screen-time</p> <p>HHS BYOD</p>

Technology Plan Vision Statement

HPS students and educators will innovate, create, and collaborate through equitable access to a technology-rich environment, supported by robust infrastructure, and will integrate technology purposefully and responsibly to access and construct knowledge, effectively communicate and support creative expression.

Technology Plan Goals

Goal 1

**Digital Literacy
& Computer
Science
Curriculum**



HPS will develop a sequenced set of courses and curriculum that meets the Massachusetts Digital Literacy & Computer Science Curriculum Framework.

Goal 2

**Infrastructure,
Data,
Communication
& Privacy**



HPS will provide a robust infrastructure that supports tools, resources, data, and systems that enable powerful digital learning opportunities, while ensuring privacy, safety, and security for all students and staff.

Goal 3

**Universally Designed
Technology
Integration**



HPS will foster integration of technology to support universally designed learning and advance equitable and inclusive learning environments.

Goal 4

**Personalized
Professional
Learning**



HPS will leverage technologies and digital learning strategies to expand access to high-quality professional learning opportunities.

Goal 1: Digital Literacy & Computer Science Curriculum

Horizontally and vertically articulate digital literacy, digital citizenship, and computational thinking standards in unit guides across the K-5 DLCS and LMC curriculum.

Develop K-5 assessments to evaluate student proficiency in each DLCS domain for future inclusion in elementary standards-based report cards.

Research Gr. 6-12 computer science offerings of area districts, including dual enrollment, and develop an implementation plan for high school AP Computer Science Principles courses. Horizontally & vertically articulate computational thinking & coding standards in unit guides across the Gr. 6-12 computer science, STEM & math curriculum.

Define digital literacy and digital citizenship proficiency skills for Gr. 6-12 students.

Goal 2: Infrastructure, Data & Privacy

Replace Smart Boards with Viewsonic ViewBoards at HHS, add Viewboards to instructional spaces without interactive technology

Replace wireless access points at HMS

Continue one-to-one at middle school and add 2nd grade Chromebooks

Replace desktops at the high schools with hub monitors to support the use of laptop with docking station

Initiate a research and development process for implementing emerging technology. Review a variety of district and school models for technology staffing.

Conduct annual review of educational technology application usage to ensure minimum instructional needs/capabilities are in place.

Evaluate existing communications systems, including parental notification system and District website to improve information delivery.

Goal 3: Universally Designed Technology Integration

Recruit [Gr. 6-12 Technology Integration Fellows](#) for year-long professional development focused on use of ed tech to support universally designed learning and differentiation. Fellows will work with K-12 content directors to share best practices in UDL/technology integration during department meetings, faculty meetings, and early release workshops.

Update District Curriculum Accommodation Plan (DCAP) to reflect technology tools to support UDL and curate examples of effective technology integration.

Research & plan for future expansion of K-5 Maker Spaces across four elementary schools and explore implementation of a “Genius Hour” to promote student voice and choice through project-based learning.

Assess the impact of instructional technology to support K-12 MTSS across all student groups. Make changes in implementation and programs as needed.

Goal 4: Personalized Professional Learning

(See Goal 3–Tech Integration Fellows)

Further develop asynchronous modules (*Tech Tools PD*) to onboard new staff and expand skill set of veteran staff.

Provide professional development for staff to support integration of ViewSonic Boards.

Provide training to the Leadership Team and administrative assistants on the student information system. Train special education staff on the new IEP format, specifically technology platform integration.

Develop offerings, including asynchronous modules, for caregivers to familiarize and access district technology.



Create · Innovate · Communicate

Technology Plan 2023-2026

Supporting Digital Age Learners

CONTACT INFORMATION

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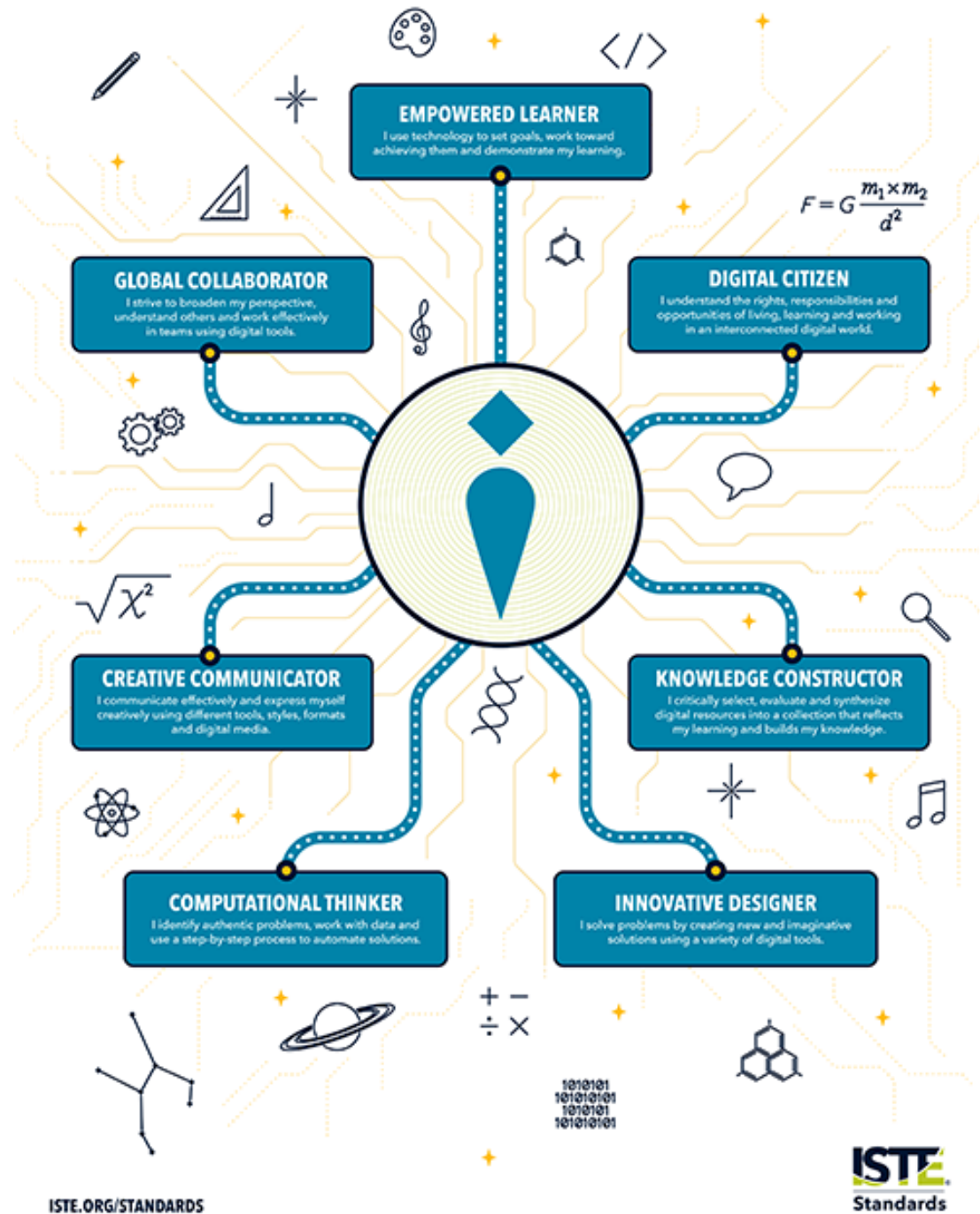
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I AM A DIGITAL AGE LEARNER

ISTE STANDARDS FOR STUDENTS



HINGHAM PUBLIC SCHOOLS TECHNOLOGY PLAN

EXECUTIVE SUMMARY

The 2022-2026 HPS Strategic Plan, which was collaboratively developed by Hingham Public Schools educators, administrators, students, caregivers, and community members, established a vision of an equitable, inclusive, and innovative educational environment in which students flourish and thrive. The following district technology plan, developed by members of the HPS Technology Committee in conjunction with HPS stakeholders, is directly aligned to the strategic vision of the HPS Strategic Plan and will outline the technology infrastructure, digital literacy curriculum, technology integration, instructional practices and professional development initiatives to support this equitable, inclusive and innovative vision. The plan considers how technology can be used to spark innovation, personalize student learning, support the smooth flow of district operations, and provide a connected and collaborative teaching and learning environment. Technology also can serve as a means to provide for increased access to the curriculum and support the district vision of equitable and inclusive classroom environments.

The *International Society for Technology in Education* (ISTE) framework outlines seven critical elements, also known as “essential conditions,” that enable schools to effectively leverage technology to support learning. These elements include a shared vision, implementation planning, equitable access, prepared educators, skilled and sufficient technical support, high quality learning activities and content and ongoing evaluation. Each of these elements were considered in the development of the plan.

- The first two elements (shared vision and implementation planning) were ensured through a thorough data collection process, led by the district’s Technology Committee, during which feedback was solicited from all stakeholders. Data sources included student, caregiver, and faculty surveys, department-based and community-facing focus groups, and leadership visioning sessions. Other data sources included an inventory of district infrastructure, devices, and staffing, and analysis of technology application use.
- The third ISTE critical element, that of equitable access, was central to our work as our district seeks to ensure robust and reliable access to digital devices, internet connectivity, and technology platforms required to support the learning vision for all students. In addition, the use of technology as a scaffold and support can provide a means to support the district’s vision for equity and inclusion.
- Essential investments in our staff, through professional development and support by an adequately staffed technology department, were also priorities.
- A major emphasis of our visioning centered on high-quality and innovative curriculum and instruction that uses technology to universally design learning.
- Finally, on-going evaluation of our technology needs, including continued research into best practices in technology integration, is another cornerstone of the plan development.

As stated in the 2016 Massachusetts Digital Literacy and Computer Science (DLCS) Curriculum Framework, “*The ability to effectively use and create technology to solve complex problems is an essential literacy skill in the twenty-first century.*” Through an articulated DLCS curriculum and implementation of instructional best practices, HPS will foster responsible digital citizens, who have

the skills to construct knowledge, innovatively design, computationally problem solve, creatively communicate, and globally collaborate (*ISTE Student Standards, 2016*). Rather than simply learning to use technology, or using technology to learn, the aim is to transform and empower independent learners.

Technology Committee

The district extends gratitude to the members of HPS Technology Committee who led the development of the 2023-2026 Technology Plan:

- Dr. Margaret Adams, Superintendent
- Kathryn (Katie) Roberts, Interim Assistant Superintendent
- Joseph Andrews, Manager of Technology Services
- Jennifer Cina, K-12 Computer Science Coordinator
- Jonathan Hawes, Principal-East Elementary School
- Gregory Lamothe, Principal-Plymouth River Elementary School
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- Danielle Wetmore, Administrator of Secondary Special Education
- Cassie Pacella, Elementary Special Educator
- Shayna Duncan, HMS Science Educator
- Leo Brehm, Creativemindz Consulting Group

TECHNOLOGY PLAN RESEARCH & DATA SOURCES

The HPS Technology Committee, in partnership with Creativemindz Consulting Group LLC, collected and analyzed data from a variety of sources. An inventory of district infrastructure and devices, analysis of current levels of technology staffing, and an audit of usage of technology applications provided essential data related to the district’s capital and operating needs. Interviews, visioning sessions and focus groups were held with district leadership, content area departments, special education staff, SEPAC, and All Town PTO to capture qualitative data and feedback to inform the technology plan vision and goals. Additional quantitative and qualitative feedback was sought from staff, students and caregivers through formal surveys. An analysis of emerging technologies was also provided by the Creativemindz consultant.

Data Sources	Stakeholders	Dates
<u>Infrastructure & Device Inventory</u> <u>Tech Management & DLCS Staffing</u> <u>Application Inventory & Usage</u>	Creativemindz Consultant Technology Department	Summer/Fall 2022
<u>Interviews</u> <u>Visioning Sessions</u> <u>Focus Groups</u>	Technology Committee District Leadership Content Area Departments Special Education Staff SEPAC; All Town PTO	Summer/Fall 2022

<u>Surveys</u>	Elementary & Secondary Educators Elementary & Secondary Caregivers Gr. 5-12 students	Fall 2022
<u>Emerging Technologies Analysis</u>	Creativemindz Consultant	Spring 2023

Technology Vision Statement & Goal Summary

With feedback from multiple stakeholders across the school community, the following vision statement was crafted to summarize the outcomes this technology plan strives to support:

HPS students and educators will innovate, create, and collaborate through equitable access to a technology-rich environment, supported by robust infrastructure, and will integrate technology purposefully and responsibly to access and construct knowledge, effectively communicate and support creative expression.

To that end, the technology plan outlines a series of four goals with outlined objectives and action steps to support the technology vision statement.

Goal 1- Digital Literacy & Computer Science Curriculum PreK-12:

HPS will have a sequenced set of courses and curriculum that meets the Massachusetts Digital Literacy & Computer Science Curriculum Framework.

Goal 2- Infrastructure, Data and Privacy:

HPS will provide a robust infrastructure that supports tools, resources, data, and systems that enable powerful digital learning opportunities, while ensuring privacy, safety, and security for all students and staff.

Goal 3- Universally Designed Technology Integration

HPS will foster integration of technology to support universally designed learning and advance equitable and inclusive learning environments.

Goal 4- Personalized Professional Learning:

HPS will leverage technologies and digital learning strategies to expand access to high-quality professional learning opportunities for all staff.

TECHNOLOGY PLAN GOALS

Goal 1-Digital Literacy & Computer Science Curriculum PreK-12 HPS will have a sequenced set of courses and curriculum that meets the Massachusetts Digital Literacy & Computer Science Curriculum Frameworks.				
		Objective	Staff Responsible	Timeline
Year One	1.1.a	Horizontally & vertically articulate digital literacy, digital citizenship, and computational thinking standards in unit guides across the K-5 DLCS and K-5 LMC curriculum.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator	Sept. 2023-June 2024
	1.1.b	Develop K-5 assessments to evaluate student proficiency in each DLCS domain for future inclusion in elementary standards-based report cards.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator	Sept. 2023-June 2024
	1.1.c	Research Gr. 6-12 computer science offerings of area districts, including dual enrollment, and develop an implementation plan for high school AP Computer Science Principles courses.	Assistant Superintendent K-12 DLCS Coordinator K-12 Math Director K-12 Science Director	Sept. 2023-June 2024
	1.1.d	Define digital literacy and digital citizenship proficiency skills for Gr. 6-12 students.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator K-12 Content Directors	Sept. 2023-June 2024
Year Two	1.2.a	Refine K-5 LMC and DLCS unit guides to ensure articulation of digital literacy, digital citizenship, and computational thinking standards.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator	Sept. 2024-June 2025

Goal 1-Digital Literacy & Computer Science Curriculum PreK-12				
HPS will have a sequenced set of courses and curriculum that meets the Massachusetts Digital Literacy & Computer Science Curriculum Frameworks.				
	1.2.b	Implement K-5 digital literacy assessments for the purpose of inclusion in standards-based report cards.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator	Sept. 2024-June 2025
	1.2.c	Horizontally & vertically articulate computational thinking & coding standards in unit guides across the Gr. 6-12 computer science, STEM & math curriculum. Implement AP Computer Science Principles course and potentially expand dual enrollment offerings.	Assistant Superintendent K-12 DLCS Coordinator K-12 Math Director K-12 Science Director	Sept. 2024-June 2025
	1.2.d	Horizontally & vertically articulate digital literacy and digital citizenship skills across Gr. 6-12 content areas.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator K-12 Content Directors	Sept. 2024-June 2025
Year Three	1.3.a	Monitor implementation of K-5 LMC and K-5 DLCS unit guides to ensure articulation of digital literacy, digital citizenship, and computational thinking standards.	Assistant Superintendent K-12 LMC Coordinator K-12 DLCS Coordinator	Sept. 2025-June 2026
	1.3.b	Monitor student performance on K-5 Digital Literacy assessments	Assistant Superintendent K-12 LMC Coordinator K-12 DLCS Coordinator	Sept. 2025-June 2026
	1.3.c	Monitor implementation of DLCS standards across the Gr. 6-12 computer science, STEM & math curriculum. Evaluate enrollment & performance of students in AP Computer Science Principles course and evaluate dual enrollment offerings.	Assistant Superintendent K-12 DLCS Coordinator K-12 Math Director K-12 Science Director	Sept. 2025-June 2026

Goal 1-Digital Literacy & Computer Science Curriculum PreK-12
 HPS will have a sequenced set of courses and curriculum that meets the Massachusetts Digital Literacy & Computer Science Curriculum Frameworks.

	1.3.d	Refine implementation of digital literacy and digital citizenship skills across Gr. 6-12 content areas.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator K-12 Content Directors	Sept. 2025-June 2026
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Goal 2- Infrastructure, Data, and Privacy: HPS will provide a robust infrastructure that supports tools, resources, data, and systems that enable powerful digital learning opportunities, while ensuring privacy, safety, and security for all students and staff.

		Objective	Person Responsible	Timeline
Year One	2.1.a	Replace Smart Boards with Viewsonic ViewBoards at HHS (70 units; Cost: \$175K)	Manager of Technology Services Director of Facilities	Summer 2023
	2.1.b	Replace wireless access points at HMS (Cost: \$81,250)	Manager of Technology Services	December 2023
	2.1.c	Continue one-to-one at middle school and replace 2nd grade Chromebooks (Cost: \$113,750 for HMS and \$113,750)	Manager of Technology Services Middle School Technology Manager Technology Specialist	Summer 2023
	2.1.d	Replace desktops at the high schools with hub monitors to support the use of laptop with docking station (\$45,500)	Manager of Technology Services	Summer 2023
	2.1.e	Initiate a research and development process for implementing emerging technology. Review a variety of district and school models for technology staffing.	Manager of Technology Services Assistant Superintendent Technology Committee	Sept. 2023-June 2024
	2.1.f	Conduct annual review of educational technology application usage to ensure minimum instructional needs/capabilities are in place.	Manager of Technology Services K-12 Assistant Superintendent K-12 Content Directors K-12 DLCS Coordinator	Spring 2024
	2.1.g	Evaluate existing communications systems, including parental notification system and District website to improve information delivery.	Manager of Technology Services K-12 Assistant Superintendent Media and Communications Specialist	Winter 2024
Year Two	2.2.a	Replace Smart Boards with Viewsonic Viewboards at the South and Plymouth River - total of 50 units. (Cost: \$125,000)	Manager of Technology Services Director of Facilities	Summer 2024
	2.2.b	Replaces wireless access points at HHS. Add mobility conductor (\$81,500)	Manager of Technology Services	December 2024

Goal 2- Infrastructure, Data, and Privacy: HPS will provide a robust infrastructure that supports tools, resources, data, and systems that enable powerful digital learning opportunities, while ensuring privacy, safety, and security for all students and staff.

	2.2.c	Continue one-to-one at middle school and replace elementary Chromebooks (Cost: \$113,750 for HMS and \$113,750 for elementary)	Manager of Technology Services Middle School Technology Manager Technology Specialist	Summer 2024
	2.2.d	Replace desktops at the middle schools with hub monitors to support the use of laptop and docking station (\$45,500)	Manager of Technology Services Director of Business and Operations	Summer/Fall 2024
	2.2.e	Implement a research and development process for implementing emerging technology. Review a variety of district and school models for technology staffing.	Manager of Technology Services Assistant Superintendent Technology Committee	Summer 2024
	2.2.f	Conduct annual review of educational technology application usage to ensure minimum instructional needs/capabilities are in place.	Manager of Technology Services K-12 Assistant Superintendent K-12 Content Directors K-12 DLCS Coordinator	Summer 2024
	2.2.g	Begin migrating shared print services to Papercut fob release system. Add copiers as necessary (\$20,000)	Manager of Technology Services	Summer 2024
	2.2.h	Replace core hyper converged infrastructure (servers and storage) for the district. (Cost: \$150,000)	Manager of Technology Services	Sept. 2024-June 2025
	2.2.i	Implement technology plan for new elementary school building	School Building Committee Manager of Technology Services	Spring 2025
Year Three	2.3.a	Replace Smart Boards with Viewsonic Viewboards at East School-total of 30 units. (Cost: \$70,000)	Manager of Technology Services Director of Facilities	Summer 2025
	2.3.b	Replace wireless access points at the elementary schools (\$75,000)	Manager of Technology Services Technology Specialist	December 2025
	2.3.c	Continue one-to-one at middle school and replace elementary Chromebooks (Cost: \$113,750 for HMS and \$113,750 for elementary)	Manager of Technology Services Middle School Technology Manager Technology Specialist	Summer 2025

Goal 2- Infrastructure, Data, and Privacy: HPS will provide a robust infrastructure that supports tools, resources, data, and systems that enable powerful digital learning opportunities, while ensuring privacy, safety, and security for all students and staff.

	2.3.d	Replace desktops at the South, PRS, and East schools with hub monitors to support the use of laptop and docking station (\$50,000)	Manager of Technology Services	Summer 2025
	2.3.e	Implement a research process for emerging technology including site visits to learn about other programming. Identify new technologies that meet student goals and needs.	Manager of Technology Services Assistant Superintendent for Curriculum and Instruction Technology Committee	Summer 2025
	2.3.f	Conduct annual review of educational technology application usage to ensure minimum instructional needs/capabilities are in place.	Manager of Technology Services Assistant Superintendent K-12 Content Directors K-12 DLCS Coordinator	Spring 2026
	2.3.g	Phase One of replacement of staff laptops (300,000)	Manager of Technology Services K-12	Sept. 2025-June 2026

Goal 3-Instructional Practices: HPS will foster universally designed integration of technology to support equitable learning environments.

		Objective	Person Responsible	Timeline
Year One	3.1.a	Recruit Gr. 6-12 Technology Integration Fellows for year-long professional development focused on use of ed tech to support universally designed learning and differentiation. Fellows will work with K-12 content directors to share best practices in UDL/technology integration during department meetings, faculty meetings, and early release workshops.	Assistant Superintendent K-12 Content Directors Technology Integration Fellows	Summer 2023-June 2024
	3.1.b	Update District Curriculum Accommodation Plan (DCAP) to reflect technology tools to support UDL and curate examples of effective technology integration.	Assistant Superintendent Content Area Directors Student Services Department	Sept. 2023-June 2024
	3.1.c	Research & plan for future expansion of K-5 Maker Spaces across four elementary schools and explore implementation of a “Genius Hour” to promote student voice and choice through project-based learning.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator K-12 Fine Arts Director Lesley STEAM Lab	Sept. 2023-June 2024
	3.1.d	Assess the impact of instructional technology to support K-12 MTSS across all student groups. Identify areas of need and pilot programs/supports needed.	Assistant Superintendent Director of ELA Director of Math Executive Director of Student Services Elementary and Secondary Special Education Administrators	Three times a year after formative assessment administration Fall 2023 Winter 2024 Spring 2024
Year Two	3.2.a	Update Gr. 6-12 curriculum guides to ensure meaningful technology use is represented within to enhance universally designed learning.	Assistant Superintendent K-12 Curriculum Directors Department Coordinators	Sept. 2024-June 2025
	3.2.b	Monitor implementation of District Curriculum Accommodation Plan (DCAP) and curate examples of effective technology integration.	Assistant Superintendent Content Area Directors Student Services Department	Sept. 2024-June 2025
	3.2.c	Expand K-5 Maker Spaces across four elementary schools and pilot “Genius Hour” to promote student voice and choice through project-based learning.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator K-12 Fine Arts Director	Sept. 2024-June 2025
	3.2.d	Assess the impact of instructional technology to support K-12 MTSS across	Assistant Superintendent Director of ELA Director of Math	Three times a year after formative assessment

Goal 3-Instructional Practices: HPS will foster universally designed integration of technology to support equitable learning environments.

		all student groups. Make changes in implementation and programs as needed.	Executive Director of Student Services Elementary and Secondary Special Education Administrators	administration Fall 2024 Winter 2025 Spring 2025
Year Three	3.3.a	Refine Gr. 6-12 curriculum guides to ensure meaningful technology use is represented within to enhance universally designed learning.	Assistant Superintendent K-12 Curriculum Directors Department Coordinators	Sept. 2025-June 2026
	3.3.b	Monitor implementation of District Curriculum Accommodation Plan (DCAP) and curate examples of effective technology integration.	Assistant Superintendent Content Area Directors Student Services Department	Sept. 2025-June 2026
	3.3.c	Expand K-5 Maker Spaces across four elementary schools and pilot “Genius Hour” to promote student voice and choice through project-based learning.	Assistant Superintendent K-12 DLCS Coordinator K-12 LMC Coordinator K-12 Fine Arts Director	Sept. 2024-June 2025
	3.3.d	Assess the impact of instructional technology to support K-12 MTSS across all student groups. Make changes in implementation and programs as needed.	Assistant Superintendent Director of ELA Director of Math Executive Director of Student Services Elementary and Secondary Special Education Administrators	Three times a year after formative assessment administration Fall 2025 Winter 2026 Spring 2026

Goal Four: Personalized Professional Learning: HPS will leverage technologies and digital learning strategies to expand access to high-quality professional learning opportunities for all staff.

		Objective	Person Responsible	Timeline
Year One	NOTE: See 3.1.a (above) for description of Gr. 6-12 Technology Integration Fellows PD			
	4.1.a	Further develop asynchronous modules (Tech Tools PD) to onboard new staff and expand skill set of veteran staff.	Assistant Superintendent K-12 Curriculum Directors Technology Innovation Fellows	Fall 2023
	4.1.b	Provide professional development for HHS staff to support integration of ViewSonic Boards.	Manager of Technology	Summer 2023-June 2024
	4.1.c	Provide training to the Leadership Team and administrative assistants on the student information system. Train special education staff on the new IEP format, specifically technology platform integration.	SIS and Data Coordinator Student Services Department	Quarterly September 2023 December 2023 February 2024 April 2024
	4.1.d	Develop offerings, including asynchronous modules, for caregivers to familiarize and access district technology.	Assistant Superintendent K-12 Curriculum Directors Technology Innovation Fellows	Sept. 2023-June 2024
Year Two	4.2.a	Further develop asynchronous modules (Tech Tools PD) to onboard new staff and expand skill set of veteran staff.	Assistant Superintendent Technology Committee Technology Innovation Fellows	Fall 2024
	4.2.b	Provide for professional development for South, PRS, Foster staff to integrate ViewSonic Boards.	Manager of Technology K-5 DLCS teachers	Summer 2024-June 2025
	4.2.c	Identify areas to automate processes and procedures via student information systems, human resources, and financial systems. Support implementation and training to support automation. Roll out of the new IEP format, specifically technology platform integration.	SIS and Data Coordinator Student Services Department	Quarterly September 2024 December 2024 February 2025 April 2025

Goal Four: Personalized Professional Learning: HPS will leverage technologies and digital learning strategies to expand access to high-quality professional learning opportunities for all staff.

	4.2.d	Develop offerings, including asynchronous modules, for caregivers to familiarize and access district technology.	Assistant Superintendent K-12 Curriculum Directors Technology Innovation Fellows	Sept. 2024-June 2025
Year Three	4.3.a	Provide for professional development for East staff to integrate ViewSonic Boards.	Manager of Technology K-5 DLCS teachers	Fall 2026
	4.3.b	Further develop asynchronous modules (Tech Tools PD) to onboard new staff and expand skill set of veteran staff.	Assistant Superintendent Technology Committee Technology Innovation Fellows	Summer 2024-June 2025
	4.3.c	Assess implementation of automated processes and refine/replace tools as needed.	SIS and Data Coordinator Student Services Department	Quarterly September 2025 December 2025 February 2026 April 2026
	4.3.d	Develop offerings, including asynchronous modules, for caregivers to familiarize and access district technology.	Assistant Superintendent K-12 Curriculum Directors Technology Innovation Fellows	Sept. 2024-June 2025

APPENDIX A – ASSET ANALYSIS

The following describes the current technology assets by school building by category.

Technology Items	HHS	HMS	EAS	FOS	PRS	SOU
Desktop PCs	142	168	91	79	73	85
Windows Laptops	166	138	83	68	65	77
Mac Computers	26	7	1	1	1	1
Chromebooks	52	1,100	325	325	325	325
iPads	166	115	230	190	170	210
Mitel (Shoretel) Telephones	147	125	64	53	50	63
LCD Projectors	72	74	33	31	33	37
Smartboards/IWB	37	73	32	30	32	36
Security Cameras	52	147	11	9	10	10
Wireless Access Points	99	43	66	23	36	49
Printers/Copiers	80	40	16	25	11	15

Firewalls/Routers	2					
Wireless Controllers	2					
Network Switches	11	7	3	2	2	3
Voice Switches	4	3	2	2	2	2
Server Nodes	12	2				

The chart above provides a point-in-time snapshot of a variety (though not the totality) of equipment that falls under the technology umbrella. Please note that while such a manifest can provide a useful at-a-glance summary, it does not incorporate details about the equipment’s age relative to its expected lifespan, information which would certainly be more instructional for formulating replacement plans. As an example, the interactive boards at the High School, Foster, Plymouth River, and South were largely funded via HEF grants and, as they are in many cases > 15 years old, rapidly approaching obsolescence, and failing with increasing regularity. East School Smart Boards were purchased as part of the new construction funds for the building opening in 2009. Middle School boards were also on-boarded as part of that facility’s opening in 2009. Replacements for HMS were not included in this plan as the replacement of those units is scheduled to occur after the three year scope of the plan. Similarly, with the imminent opening of the new Foster School, new technology components to be included as part of the new construction there are not addressed in this document either. Technology items being considered for the new Foster School will align to the overarching technology plan, as well as the District’s strategic plan, but the implementation process is proceeding via a separate workflow.

APPENDIX B

TECHNOLOGY MANAGEMENT & DLCS INSTRUCTIONAL STAFF

Technology Management Staff

HPS Manager of Technology Services

The Manager of Technology Services is charged with the oversight of all aspects of District technology, including hardware, software, and support personnel. Responsibilities include long-term planning, budgeting, and purchasing as well as interfacing with department directors and other leadership team members to ensure that technology rollouts are consistent with the aims of other District departments and the larger strategic plan. He also directly configures and monitors the District's network operations (routing, switching, firewall configuration, server and storage, data security). The Manager of Technology Services, being physically present at the High School, responds to technical support issues that arise at the High School and any escalated tech support inquiries from other facilities.

HMS Technology Systems Coordinator

The HMS Technology Systems Coordinator provides support for day-to-day technology operations at the Middle School, including management of our 1-to-1 Chromebook program; support services for classroom software applications, print, audio and video systems; user computer account management; building network; administrative technologies for building phone, intercom and security systems.

Elementary Technology Support Specialist

The Elementary Technology Specialist provides support for day-to-day technology operations at all of Hingham's elementary schools, including the management of all District iPads as well as management of all of the elementary schools' Chromebook carts. Additionally, the support specialist responds to all tech support requests for classroom and administrative technologies at the elementary level.

Student Information and Data Coordinator

The Student Information and Data Coordinator collaborates with district and school leadership to support the collection and extraction of student data, including management of the Follett Aspen Student Information System, all special education and demographic information, as well as state and local assessment data.

Digital Literacy and Computer Science Instructional Staffing

K-12 Curriculum Directors & Special Education Administrators

The HPS Curriculum Directors collaborate with the Assistant Superintendent for Teaching and Learning to identify best practices in technology integration across content areas in the general education setting and contribute to decision making around district technology purchases to support curriculum and instruction. Special Education administrators similarly identify best practices in technology integration in the special education setting and advise on district technology purchases.

K-5 Digital Literacy & Computer Science Teachers

K-5 Digital Literacy & Computer Science (DLCS) teachers provide one period of direct instruction per six day cycle for students in K-4 and one period per 12 day cycle for students in Grade 5. Digital Literacy teachers address the 2016 Massachusetts DLCS Frameworks and provide embedded supports for classroom teachers to strengthen technology integration.

HMS STEM Teachers

HMS STEM courses include computer science-infused units that introduce Java-based coding skills as well as provide an introduction to physical computing.

HHS Computer Science Teachers

HHS computer science courses, including *Introduction to Computer Programming* and *AP Computer Science A*, are taught by members of the HHS Math department. Additional technology-related course offerings include *Tech Squad* and *Tech Squad Help Desk*.

Library Media Specialists

The Library Media Specialists (LMS) support integration of digital literacy skills, with an emphasis on digital citizenship and responsible media use and consumption.

Staffing Considerations

Among the many pedagogical changes wrought by the pandemic, the acceleration of technology integration was among the most impactful. Hundreds of new devices (laptops, Chromebooks, iPads) flooded the District's network, and a wide array of new software services were incorporated into staff and students' daily routines. It remains the responsibility of the technology department to incorporate these new resources across all grade levels while maintaining our commitment to data security and student data privacy. Post-pandemic, we've found that this trajectory of increased technology dependence is not about to abate. Similarly, a plethora of non-instructional technology initiatives, including (though not limited to) security camera updates, data backup and archival processes, food service POS systems, HVAC facilities integrations, etc., have also required increased attention as the service themselves have escalated in scope and volume.

Additionally, the precipitous rise in cyber threats prevalent in the online landscape has also required a great deal more attention than in past years. To that end we've made great strides hardening the district's security posture without unduly inconveniencing network users. In just the past few years we've incorporated an array of measures to help protect the district against attack (automated security event monitoring, pre-emptive DDoS mitigation strategies, ingesting external threat feed data into our firewall, granularly tightening firewall policies to restrict online communication protocols based upon roles and groups, incorporating online endpoint protection software and policies, implementing multi-factor authentication for users with elevated privileges, implementing principles of a zero-trust security model, etc.). While these measures are a solid start, constant vigilance will remain necessary for the foreseeable future. Increasingly, this means promptly patching potentially vulnerable network assets (switches, firewall, wireless access controllers, printers) with updated firmware releases.

Despite this proliferation of technology systems and processes incorporated into the district's portfolio over the past several years, the number of dedicated technology support staff has remained static. While most support issues continue to be addressed in a timely fashion, the burden of an ever-increasing workload will undoubtedly lead to reduced operational efficiency without additional staffing down the line. This should be a consideration in the development of the next technology pla.

In the next iteration of the technology plan, the district might consider a dedicated technology integration specialist position that might support coaching and professional development to support continual alignment of the district to best practice in the integration. In the short term, as part of the goals identified above, the district has planned to initiate a technology fellows program, to build the capacity of teacher leaders to support technology integration across the district.

APPENDIX C

INSTRUCTIONAL TECHNOLOGY APPLICATIONS

The Hingham Public Schools district is an active member of The Education Cooperative (TEC), a consortium of school districts concerned with protecting students' personally identifiable information (PII), and only approves for District use software applications and services that conform to the student data privacy requirements set forth by state and [federal law](#). Staff are advised to visit our [curated list of applications](#) to check on vendor compliance relative to privacy policy compliance before integrating software or online services into the curriculum.

Following is a list of current district licenses held during the 2022-2023. Each year, K-12 curriculum directors review with the Technology Manager the list of technology applications that are funded by the district to evaluate usage. New applications are regularly piloted by departments and/or school-wide depending on the tool.

HPS Technology Applications: District Licenses 2022-2023

<u>Foundational Apps</u>	
<u>Google Enterprise</u> Google Classroom, Gmail, Google Docs, Sheets, Slides, etc.	<u>Smart Learning Suite</u> Smart Notebook software
<u>See Saw</u> K-2 Learning Platform (used in primary grades)	<u>Adobe Creative Cloud (HHS device license only)</u> Adobe Acrobat and graphics suite
<u>Microsoft M365</u> MS Windows, Office, and O365 licensing	<u>Zoom</u> Video conferencing
<u>Analytic Vue</u>	<u>iReady (K-6)</u>

<u>Technology Integration Tools: (Paid Version; District-Funded)</u>	
<u>Kami</u> Document/pdf annotation tool	<u>Pear Deck</u> Interactive/collaborative presentation tool
<u>Discovery Education</u> Streaming video service	<u>EdPuzzle</u> Interactive video lessons
<u>Padlet</u> Collaborative digital noticeboard	<u>Go Formative</u> Digital Assessment platform
<u>BrainPop (K-8)</u>	<u>EduLastic</u>

Streaming video service	Digital Assessment platform
Quizziz	

Technology Integration Tools: (Free Version)	
Loom	Gimkit/Blooket
Kahoot	PBS Learning Media

Other ed-tech apps

(not necessarily funded by district, but evaluated for individual use based upon SDPA compliance)

<https://sites.google.com/hinghamschools.org/technology/appcatalog>

HPS Technology Integration: Discipline Specific Apps 2021-2022

<u>K-5 ELA</u>	
K-2	<u>Lexia</u> Blended learning literacy program
K-3	<u>Acadience (Dibels)</u>

<u>K-12 SPED</u>	
K-12	<u>Let's Go Learn-assessment tool</u> Goalbook-IEP development tool Learning Ally

<u>K-12 Science</u>	
K-5	<u>Mystery Science</u> Digital science inquiry activities
Gr. 6-12	<u>Gizmos</u> Digital science inquiry activities

<u>K-12 Math</u>	
K-5	<u>REFLEX</u> Digital fact based practice
K-8	<u>IXL</u> Digital intervention program
Gr. 6-12	<u>Delta Math</u>
Gr. 6-12	<u>Teacher Desmos</u>
Gr. 9-12	<u>ALEKS</u> Digital intervention program

<u>K-12 Social Studies</u>	
K-2	<u>Scholastic Magazines</u> Digital access via magazine subscription
Gr. 6-12	<u>Sutori</u> Digital timeline/presentation tool

<u>K-12 World Language</u>	
6-8	<u>Scholastic Magazines</u> Digital access via magazine subscription
K-12	<u>Textivate</u> Text manipulation games and activities
9-12	<u>Arch Chinese</u> Chinese-specific worksheets and games
6-12	<u>Gimkit</u>

<u>K-12 Fine Arts</u>	
9-12	<u>Sound Trap</u> Annual subscription for music recording/editing (paid by district) <u>Tonal Harmony</u>

	<p>Online music textbook/workbook (paid by district)</p> <p><u>Adobe Creative Cloud</u></p> <p>Used in visual art classes (district license)</p>
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APPENDIX D

INTERVIEWS, VISIONING SESSIONS, FOCUS GROUPS

Interviews, Visioning Sessions & Focus Groups

Individual interviews and visioning sessions were conducted by consultant Leo Brehm of CreativeMindz Consulting, and included conversations with Central Office staff, principals, directors, and technology staff. Additional technology focus groups were conducted with community groups such as the All Town PTO and SEPAC. During the interviews, several key areas for growth were defined through which technology can enhance student learning, improve administrative functions, and streamline operations. For example, the district aims to update its website, maintain and upgrade SMARTBoards, provide new devices for teachers, and offer professional development on pedagogical strategies leveraging technology. The district also plans to improve its data practices, implement common digital assessments, centralize data elements, and automate accounts payable. The Student Services department is looking to move to a digital signature system and improve the IEP process. Additionally, the district must address security concerns and develop a disaster recovery plan.

Hardware and Devices:

The district recognizes the need for a hardware overhaul and better devices to support teaching and learning. The district will invest in new laptops, desktops, TopCats, Document Cams, and Chromebooks to replace aging and malfunctioning devices. The high school's strong faculty and BYOD programs will support integrating new devices.

Pedagogical Strategies:

The district recognizes the importance of pedagogical strategies that leverage technology for student learning. The district will provide professional development to teachers on the use of technology systems and pedagogical strategies. The district will also implement a digital portfolio system and leverage technology to make student thinking visible.

Data Practices:

The district will improve its data practices by implementing common assessments in digital format, centralizing data elements, and streamlining workflows across various departments within the school district. The district will also implement a parent portal to provide families with access to student progress reports.

SMARTBoards and Classroom Devices:

The district recognizes the importance of maintaining and upgrading its SMARTBoards and classroom devices. The district will provide regular upkeep for these devices to ensure they function effectively in the classroom. The district will also invest in STEAM initiatives, including a vinyl cutter, 3D printer, and TV production studio.

Student Services:

The Student Services department wants to move to a digital signature system to improve the IEP process. The district will investigate digital signature solutions that are secure and efficient. The district will also work to address any other technical issues related to the IEP process.

Administration:

The district will automate accounts payable and investigate Munis to improve administrative functions. The district will also address communication systems and security concerns and develop a disaster recovery plan.

Funding:

The district funds its technology budget through Capital Outlay and plans to move it to the operating budget.

APPENDIX E - SURVEYS

Elementary Educator Survey

An elementary educator survey was completed by 142 staff during the winter of 2023. Staff reported that the use of technology feels balanced with broad use of applications and tools. The currently available technology, specifically access to Chromebooks, is not sufficient to have all students access technology. Elementary educators indicated a desire for additional professional development to more effectively leverage technology for instruction and curriculum.

Secondary Educator Survey

A secondary educator survey was completed by 153 staff during the winter of 2023. Staff reported that technology is on the whole being effectively integrated to support instruction, but expressed interest in continued professional development, particularly content-specific PD, to support universally designed technology integration. HHS staff expressed concerns about inconsistent Wifi access and also expressed concerns about the inability to monitor student technology use due to the HHS BYOD program. Additionally, high school staff reported inequity with BYOD program and inconsistency of classroom tech infrastructure/equipment (e.g. AirTame, Smartboards).

Elementary Caregiver Survey

The elementary caregiver survey was completed by 222 parents/caregivers. A majority of parents report that students have ample access to technology and demonstrate proficient skills and familiarity with a device. Elementary parents expressed interest in website improvements and additional opportunities to learn more about how technology is being used, so they can best support technology skills and promote digital literacy and citizenships. Elementary parents did express a consciousness of screen-time, and expressed a desire for safe and equitable technology access. The loss of handwriting skills and manual dexterity is also a concern of parents.

Secondary Caregiver Survey

The secondary caregiver survey was completed by 206 parents/caregivers. A strong majority agree their students are proficient in technology to communicate and create. Secondary caregivers seem generally satisfied with HMS 1:1 program and HHS BYOD program; however caregivers are less supportive of HHS BYOD compared to HMS 1:1. Caregivers generally agree that students are responsible users of technology. Less than 50% of parents/caregivers find the website useful, even after the redesign. Families indicate that they are open to adult learning, especially regarding internet safety, Google Classroom, and other classroom technology apps.

Elementary Student Survey

The elementary student survey was completed by 472 students in Grades 4 and 5. The majority of students felt that technology is used effectively to support learning. Students report that the most common applications used in Grades 4-5 include iReady/myPath, Google Classroom, Google Docs and Reflex. Students also report creating independent presentations in Google slides.

Secondary Student Survey

The secondary student survey was completed by 1,638 students in Grades 6-12. The majority of HMS students report that the current 1-to-1 school-issued Chromebook program allows them to effectively use technology to support learning, with only 6% of students expressing dissatisfaction. At HHS, an overwhelming majority of students expressed satisfaction with the HHS BYOD program, with less than 2% of students expressing dissatisfaction. HHS students did however express concerns about inconsistent Wifi access. Grade 6-12 students report that in addition to Google Classroom and the Google Suite, the most common applications used include Quizlet, Formative, Quizziz, EdPuzzle and Peardeck.

APPENDIX F

ANALYSIS OF EMERGING TECHNOLOGIES

Emerging Technology

There are several emerging technologies that have the potential to revolutionize K-12 learning by providing more engaging, personalized, and interactive learning experiences for students. The district will continue to research and pilot emerging technologies including:

- **Artificial Intelligence (AI)** - AI is being used in K-12 learning to personalize learning experiences for students. AI-powered tools can analyze student data and provide personalized recommendations for learning activities and resources.
- **Gamification** - Gamification involves using game-like elements in the learning process to engage students and make learning more fun. Gamification can include things like badges, points, and leaderboards to incentivize learning and make it more enjoyable.
- **Adaptive Learning** - Adaptive learning involves using technology to personalize the learning experience for each student. Adaptive learning platforms can analyze student data to provide customized learning paths and activities based on each student's strengths and weaknesses.
- **Virtual and Augmented Reality (VR/AR)** - VR and AR technologies are being used to create immersive learning experiences for students. These technologies allow students to interact with digital content in a three-dimensional environment, providing a more engaging and interactive learning experience.
- **3D Printing** - 3D printing is being used in K-12 learning to teach design and engineering skills. Students can design and print their own objects, allowing them to explore concepts in a more hands-on way.

APPENDIX G

COMMUNICATIONS TECHNOLOGY

Hingham Public Schools staff have strived during the 2022-2023 to make effective use of technology to enhance communications for our stakeholders. The work of enhancing communications intersects with the district's technology plan in several ways.

Email Communications

As described in the survey results of the strategic plan in spring of 2022, many parents/caregivers expressed dissatisfaction with overall communications from all levels of the district including district communications, school communication, and teacher communications. In the beginning of 2022, the district began utilizing Smore newsletter software for all district communications. This newsletter software has allowed for a more visually pleasing way to share information, has the ability to collect analytics, and has the ability to embed the newsletter into the website.

To address the strategic plan comments, each school building implemented weekly newsletters to be sent on Friday afternoons. The selection of Smore software has ensured consistency across the district while also giving principals and district employees some creative control to design their newsletters. This effort began in the fall of 2022. The "open" rates of these building-based newsletters ranges from 700-5,000 views. Monthly newsletters have also been sent at the district level, with all newsletter updates regularly posted to the website.

In addition, the district also began embedding emails directly into the body of the email using our student information system Aspen. By using this method, open rates have been drastically higher rather than simply inserting a hyperlink. For example, PRS open rates in a May 2023 newsletter were 746 versus 283 in May 2022.

Weekly newsletters have also received much positive feedback from parents/caregivers. In a small district survey, 86% of parents stated their main source of HPS information is principal newsletters. The second highest option was the district newsletter with 66% of parents stating they receive information about HPS from the newsletter.

School Messenger (Mass Notification System)

School Messenger is the HPS mass notification system. In years prior, School Messenger was used inconsistently and often only to notify staff of school closures. This school year, we sent a mass notification via phone to notify parents and staff of a school delay. We found that the main issue with School Messenger notifications is that many recipients do not answer the phone thus increasing the likelihood of a missed notification. Only 42% of recipients answered the phone compared to 57% of recipients whose message went to voicemail.

In a FinalSite study performed in 2022, two thirds of Gen Z and millennials prefer texting as opposed to phone calls, however, only 1/3 of Gen X and baby boomers preferred texting.

In order to meet the needs of all demographics, both phone and text messaging should be utilized. There is a possibility in the future that each individual parent/caregiver will be able to share their preferences of communications.

Social Media

The district began using social media heavily for positive branding purposes but also for important messaging. This includes snow days, delays, and upcoming events. Instagram was established in 2022 to reach a younger demographic. In a FinalSite review of generation specific preferences to school communications, Facebook remains the most popular social media platform. Instagram came in second, and last was Twitter. The media and communications specialist will continue to utilize these platforms for key messaging.

Website

The district has received anecdotal reports of difficulties using the website since the new platform was introduced in the fall of 2020. These reports have come from multiple stakeholder groups including staff and caregivers. In January of 2023, a formal technology survey revealed mixed feelings about the website. Specific to caregiver feedback, similar percentages of caregivers agreed and disagreed with the statement “I find the HPS website user-friendly and well-organized.” There was also a section that asked, “If disagree or strongly disagree [with the above statement], please share feedback.” The common themes include a lack of intuitive navigation, difficulty finding information on the menus, finding dated information and links, and difficulty finding information when using the search function.

Since hiring the media and communications specialist in December 2021, many advancements have been made to the website. A search bar analysis plugin was introduced to monitor which items could not be found via the menu. There were many themes among the searches so a “students and families” tab was introduced on the main page of the district site that included all highly searched items. These items include lunch menus, bus routes, and school calendar. The search bar is consistently monitored and items are added to this tab as needed. In addition to this tab, each school site has been made to look similar to one another for the purpose of consistency. For example, all “resources” pages on the school sites include sections for students, families, and staff. Various pages have been added to the website since 2021 including pages for school hours, bus routes, school counseling, social-emotional wellness, communications, sports schedules, the Foster building project, chain of communications, operational override, school and district report cards, no school procedures, among others.

In January of 2023 (prior to the survey results), the media and communications specialist continued to find overuse of the search function and low engagement with the students and families and resources tabs. In response to this behavior, several advancements were made. A live feed section was introduced on the homepage to message updates in an easily found location. In addition, “buttons” were implemented on each home page for the schools and district. These buttons are highly searched for items such as breakfast and lunch menus despite there being links to these items in the navigation menu noted above.

The advancements that have been made in the past 1.5 years have yielded some positive remarks, but website satisfaction continues to be mixed. To combat this, the website will need to be redesigned.

Website Plan:

1. Research

The media and communications specialist will continue to evaluate the current website platform. The media and communications specialist will also demo different website products

and will share insights with the administration. Highly regarded platforms such as FinalSite will be reviewed first. Website products reviewed will be K-12 platforms only.

2. Design

The media and communications specialist will work collaboratively with the current website management team Stirling to identify new design elements. If a redesign on the current platform does not significantly improve the functionality, the district will look into alternative website management softwares. If the latter occurs, the communications specialist will work with the Manager of IT and/or a website committee to select the top three website platforms.

3. Implement

The implementation stage involves two routes. The first is with a redesign. This redesign will occur over the summer of 2023 and if successful, will be launched prior to the beginning of school in the fall of 2023. If the redesign does not satisfy the district's needs, a new product will be identified out of the top three identified in 2023-2024 school year. The selection of the new software will depend on cost and possible discounts available packaging multiple communications platforms. Website transition may occur over the summer of 2024.

4. Evaluate

Metrics of the possible redesign will be compared to the previous website metrics. Indicators will include higher overall traffic, less items searched, and different page engagement. Additionally, a communications survey is possible that would examine the user experience of either the redesigned website or new website platform introduced in 2024.

APPENDIX H

ALIGNING 2023-2025 TECHNOLOGY PLAN WITH STRATEGIC OBJECTIVES & INITIATIVES

The 2023-2026 technology plan goals align with the HPS strategic plan in support of the following objectives and initiatives.

Spoke #1: Culture of Collaboration and Community

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

Strategic Initiative

SI #1: Develop a district-wide communication & community engagement plan.

Spoke #2: Culturally Responsive Teaching and Learning

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

Strategic Initiative

SI #1: Develop innovative pathways to enhance student learning:

SI #2: Explore & implement research-based innovative instructional practices:

Spoke #4: Capital and Finance

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

Strategic Initiative

SI #3: Develop a technology plan to address technology infrastructure vision and needs:

**Communication Plan Update
2022-2023 School Year**

In the fall, the district provided a road map for the year to help further the goal of increased communication. The following is a report on the progress of the district in meeting these goals. In many cases, we are excited to report progress has been made. Communication efforts played a major role in the successful passage of the new elementary school and operational override. In some others, we made limited progress or have not yet been able to start. As with many goals, they change and emerge. Below is a summary of the progress made towards each goal and objective and some comments to support the status update. We look forward to presenting in the fall and update of these goals and specific action steps to continue our progress in improving communication with all of our stakeholders.

Strategic Direction: Create effective two-way communication between the district/schools and community stakeholders			
Goal: Develop clear, consistent messages that are delivered in line with the district's strategic plan.			
Objective	Action Steps	Status	Comments
Create and focus on the district's strategic initiatives theme.	Share the new mission statement/ strategic planning initiatives.	Complete	Three updates were provided to the school committee on the progress of the strategic plans. As a next step, continue to share the mission and vision of the district and make connections to the strategic plan for the community.
	Create Hashtag in line with the strategic planning process: #HinghamTogether	Complete	This year, the district increased on social media many of the events and programs offered in the Hingham Public Schools.

	Share hashtag widely via some of the following possible formats: School billboards T-shirts for staff School Doors Social Media Posts	On hold/Needs Review	Branding materials including swag will be contingent on the budget established in the fall.
	Create new branding materials ie. brochures.	Not Started	The district began some efforts to create documents and materials to support school and district information. Some promotion of the programs at the middle and high school occurred.
Provide regular school and district newsletters.	Employ Smore platform for school and district newsletters.	Complete	All school buildings are now sending weekly updates on Friday. The district has also sent a monthly newsletter to all families. Consistent formatting has supported communication. Families report that the newsletters from their principals are the major way they have gotten information. Newsletters are also shared on school-specific social media platforms.
	Send weekly updates to families.	Complete	
	Create messaging that is congruent with established themes.	Complete	
	Promote via district and school websites as well as social media.	Complete	
Create and define communication protocols within	Discuss communication strategies with the Leadership Team at quarterly meetings.	Needs Review	The Leadership Team will meet quarterly next year to help continue the momentum to support the communication plan and its goals.

buildings.			
Increase communication from the building level.	Employ weekly newsletters from school leaders - using Smore.	Complete	All schools have implemented weekly Friday newsletters. Views of the newsletters show a wide reach of the information in these newsletters.
	Have scheduled delivery times for newsletters.	Complete	
	Train principals and administrators on how to use the Smore platform.	Complete	Training on how to use the Smore platform was completed during the summer of 2022.
	Create a How to Guide for users of Smore.	Needs Review	The following objective was not necessary as principals and other administrators found the platform very user-friendly. Smore also has many templates and guides to support users.
	Create a template and style guide.	Needs Review	The following objective was not necessary as each principal has a different style and name, however because of Smore's interface they still look consistent.
	Establish at least one social media platform per school.	In Progress	Several schools have established social media platforms. While South and Foster do not have social media platform presences they have collaborated with their PTOs. Establishing support for HMS on social media would be the next step. Enlisting student voices in developing a presence on social media is also a potential next step.
Enhance the website to increase communication	Utilize search bar analytics to make searched for items more accessible on the website.	Ongoing	Communications Specialist reviews the search bar weekly. When a new item is identified, it is placed on the "students and families" tab.

with stakeholders.	Update the news section frequently.	Ongoing	Twenty news stories were published from Sept. '22 - April '23 in our news sections on the website.
	Make publications and newsletters available online in PDF format. Make them accessible in the superintendent section of the website.	Ongoing	Publications and newsletters are housed on the "district communications" page which is categorized under the superintendent page. There is also a link to "district communications" on both the superintendent page and the communications department page.
	Implement consistent training of administrative assistants on how to update the website.	Needs Review	Training occurred in 2021-2022 school. Continued training for staff on updating their website stalled. Provide training next year at least quarterly during early release days.
	Assist in building website overhauls where necessary by the Media & Communications Specialist.	Ongoing	Highly trafficked page buttons introduced on the landing page of the website. The principal newsletter was embedded. Resources page introduced with consistently updated resources. Duplicate department pages deleted as well as outdated information.
Collect feedback from stakeholders on their communications needs.	Distribute a survey to assess the impact of communication.	Not Started	The district will plan to implement a communication survey in June to help establish an action plan for next year.
	Analyze and evaluate survey results.	Not Started	
	Create an action plan to target needs	Not Started	

Create a chain of communication document.	Create a chain of communication document with the Leadership Team throughout the Summer of 2022.	Complete	The document was created in the summer of '22 and distributed via email to the community in the fall of '22.
	Share the chain of communication document on the website in the Fall of 2022.	Complete	Chain of communication was created and placed on the website. Information is shared in various newsletters.
Goal: Improve internal communication.			
Objective	Action Steps	Status	Comments
Expand chains of communication to district and school staff.	Introduce frequent, predictable staff communication with important information such as human resources, community news, staff shoutouts, and professional development.	Needs Review	Multiple staff communications were distributed throughout the year, however, there was not a
	Highlight the efforts of all staff in teaching and learning.	In Progress	Staff recognition on social media is ongoing. Regular emails targeted to staff are not complete, however, all staff-specific updates did not occur.
	Create a district weekly communication to send to the Leadership Team.	Ongoing	The superintendent shares a weekly update with the Leadership Team and school committee.
Expand resources that are available to staff via the website.	Collect curriculum and instructional resources in a central website location.	In progress	Currently on Google Drive. Asst. Supt. working with department directors/coordinators to create unit guides. Projected completion Spring 2024.

	Create internal drives for important forms and documents.	In progress	An internal drive was created. Posting all forms and documents that might be needed is the next step.
Goal: Engage community stakeholder groups through a variety of methods.			
Objective	Action Steps	Status	Comments
Increase engagement of stakeholders outside of parents/guardians/staff.	Create a district monthly newsletter.	Complete	District newsletters sent every month to help support wider community outreach.
	Share via social media and print.	Needs Review	Currently researching the viability of this. Possibilities include combining town mailings to include newsletters.
	Develop a contact list and subscribe button for distribution.	Ongoing	A subscription button on the website was added under “district communications” and “communications department.”
Create welcome packets for realtors and Chamber of Commerce	Research locations for the distribution of welcome packets for new families and community members.	Ongoing	The district is considering realtor packets. The district needs to develop materials. We did create one-page infographics to help highlight the middle and high schools.
	Design welcome packets for new families and community members.	Not started	The district will begin designing brochures and promotional materials. The projected completion date is fall 2023.

	Distribute periodically for new families and community members.	Not started	Materials for new families and community members are to be started this summer.
Increase community relations efforts to support communication.	Create a list of community organizations and contact information.	Not started	The district still needs to identify which community organizations and how they will use the resource list.
	Create opportunities to work jointly with those organizations to promote efforts.	Ongoing/Needs Review	Currently collaborating with PTOs, HAA, HEF, and others, to promote joint efforts in regards to the schools and events.
	Attend community events and share efforts from strategic plan, Foster building project, and all other projects within the schools.	Not started	The district needs to identify a list of community events for this purpose. The district has used videos throughout the school year to share information. Videos often get higher engagement. Supporting other school and district leaders in creating videos is the next step.
Employ social media and other forms of engagement to support recruitment and hiring.	Create sample templates to be used in the social media posts for advertisements of open positions.	Complete	The district has a common template and format for the posting of advertisements for open positions.
	Identify social media and other platforms for posting of open positions.	Complete	During the year, several open positions were posted using social media platforms including LinkedIn. As a next step, the district will need to monitor the effectiveness of social media in supporting the filling of open positions.

	Create promotional hiring materials that can be used at job fairs and other settings.	Not started	The communication specialist will work with Human Resources this summer to develop promotional materials for hiring that can support the recruitment and hiring process including district goals for diversity.
Goal: Improve Media Relations			
Objective	Action Steps	Status	Comments
Increase public awareness of Hingham Public Schools activities.	Meet with editors/reporters with local papers to establish/reestablish relationships.	Ongoing	The communication specialist is scheduling meetings with Hingham Anchor as well as Patriot Ledger.
	Create press release submissions to news sources	Ongoing	20 press releases submitted. 17 published to Hingham Anchor. 10 stories written by Patriot Ledger based on press releases.
	Provide for district and school leadership interviews with Media (television, paper, radio).	Needs Review	Quotes were supplied by leadership for press releases and news stories. Leadership has also supported the highlighting of our staff and events throughout the school year. This was most impactful during the two big communication lifts of the year, the Foster School Building Project and the FY24 budget process.

Next Steps:

- Support increased communication between transitions including elementary to middle school and middle school to high school. Increase the means by which families can learn about the many offerings at the middle and high school.
- Create a process for the review of new products for the website that will be more mobile-friendly and support a school app and better mobile access to information.

- Implement an end-of-year communication survey. Analyze the results to determine an action plan and steps for next year.
- Include more student voices to help support communication with our students.
- In the long term, consider how to create a network of alumni who can also serve as liaisons to the community and students.
- Develop new goals and action steps for next year to support ongoing district and school needs for communication.

Data:

Newsletter Open Rates Fall 2022 vs. Spring 2023

- 27% increase in principal newsletter open rate since fall 2022 89% increase in district newsletter open rate since fall 2022

Social Media 2021-2022 vs. 2022- 2023 (Sept.-May)

- 325% increase in Instagram users reached
 - 2021-2022: 4,349 users vs. 2022-2023: 18,504 users
- 12% increase in Facebook users reached
 - 2021-2022: 27,907 users vs. 2022-2023: 31,314 users

Website 2021-2022 vs. 2022-2023 (Sept.-May)

- 1% increase in website traffic
 - 2021-2022: 116,246 users vs. 2022-2023: 117,974 users

In a one question survey from our December newsletter, the following information was collected.

Where do you get information about the Hingham Public Schools? (Check all that apply)

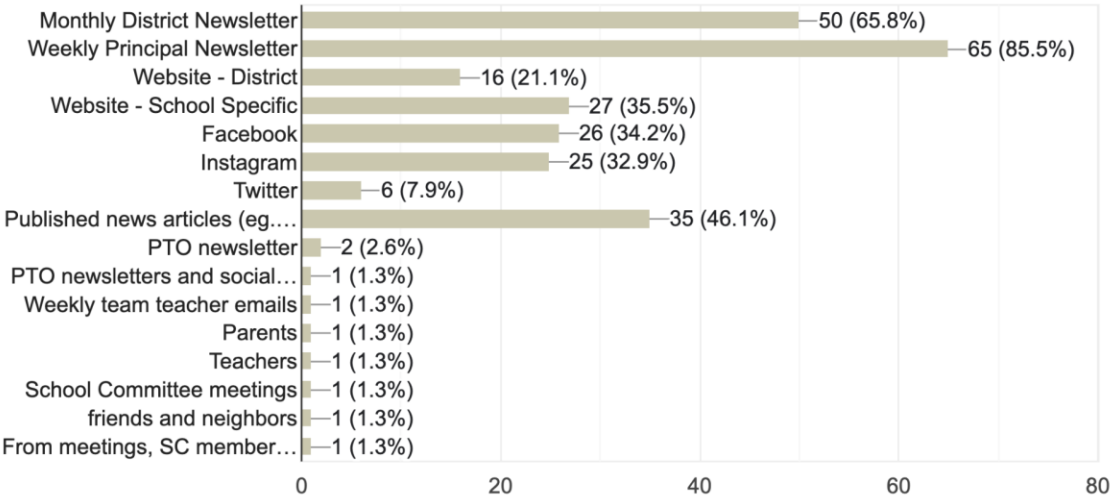
76 respondents:

1. Weekly principal newsletter - 85.5% of respondents
2. Monthly district newsletter - 65.8%

- 3. Published articles (Anchor) - 46%
- 4. School website - 36%
- 5. Facebook - 34%
- 6. Instagram - 32%
- 7. District website - 21%
- 8. Twitter - 8%,
- 9. Less than 2% of respondents: Pto Newsletter, teacher emails, other parents, school committee meetings

Where do you get information about the Hingham Public Schools? (Check all that apply)

76 responses



Hingham Public Schools

Communications Plan

Update

May 22, 2023



Presented at the 5/22/23
Hingham School Committee
Meeting

Goal One: Develop Clear, Consistent Messages That Are Delivered In Line With the District's Strategic Plan.

Completed Action Steps:

- Use Smore for school and district newsletters
 - Weekly updates to families from school buildings
 - Monthly updates from the district
- Utilize search bar analytics to make searched for items more accessible on the website
 - E.g. School Counseling
- Update the website news section frequently and share press releases with families
 - 20 press releases shared on the website and with media.
- Building website overhauls
 - Buttons, students and families tab, resources page (social-emotional wellness, student registration)
- The Chain of Communication document is complete. Shared with staff and families Fall 2022 placed on the website
- Consistent Social Media posts that highlight the district's overall mission and vision

The screenshot displays the Hingham Public Schools website. The top navigation bar is red with a white search icon and the text 'QUICKLINKS' and 'HINGHAM PUBLIC SCHOOLS'. Below the navigation bar, the main content area is titled 'SCHOOL COUNSELING' in large, bold, black letters. Underneath this title, there is a breadcrumb trail: 'HINGHAM PUBLIC SCHOOLS > STUDENTS & FAMILIES > SCHOOL COUNSELING'. The page is divided into two columns. The left column, under the heading 'Students & Families', lists various resources: 'School Counseling', 'Aspen Family Portal', 'Bullying Prevention / Intervention', 'Bus Routes', 'Care Solace - Mental Health Coordination Service', 'Chain of Communication', 'Drivers Education', 'New Student Registration', 'No School Procedures', and 'Payments'. The right column features three tabs: 'HIGH SCHOOL COUNSELING', 'MIDDLE SCHOOL COUNSELING', and 'ELEMENTARY SCHOOL COUNSELING'. The 'HIGH SCHOOL COUNSELING' tab is selected and highlighted in red. Below the tabs is a blue button labeled 'HHS Counseling Website'. The main content of the right column is titled 'The Role of the School Counselor' and contains two paragraphs of text explaining the role of a school counselor.

Goal One Analytics

Newsletter Open Rates **Fall 2022 vs. Spring 2023**

- 27% increase in principal newsletter open rate since Fall 2022
- 89% increase in district newsletter open rate since Fall 2022

Social Media **Q1 2022 vs. Q1 2023**

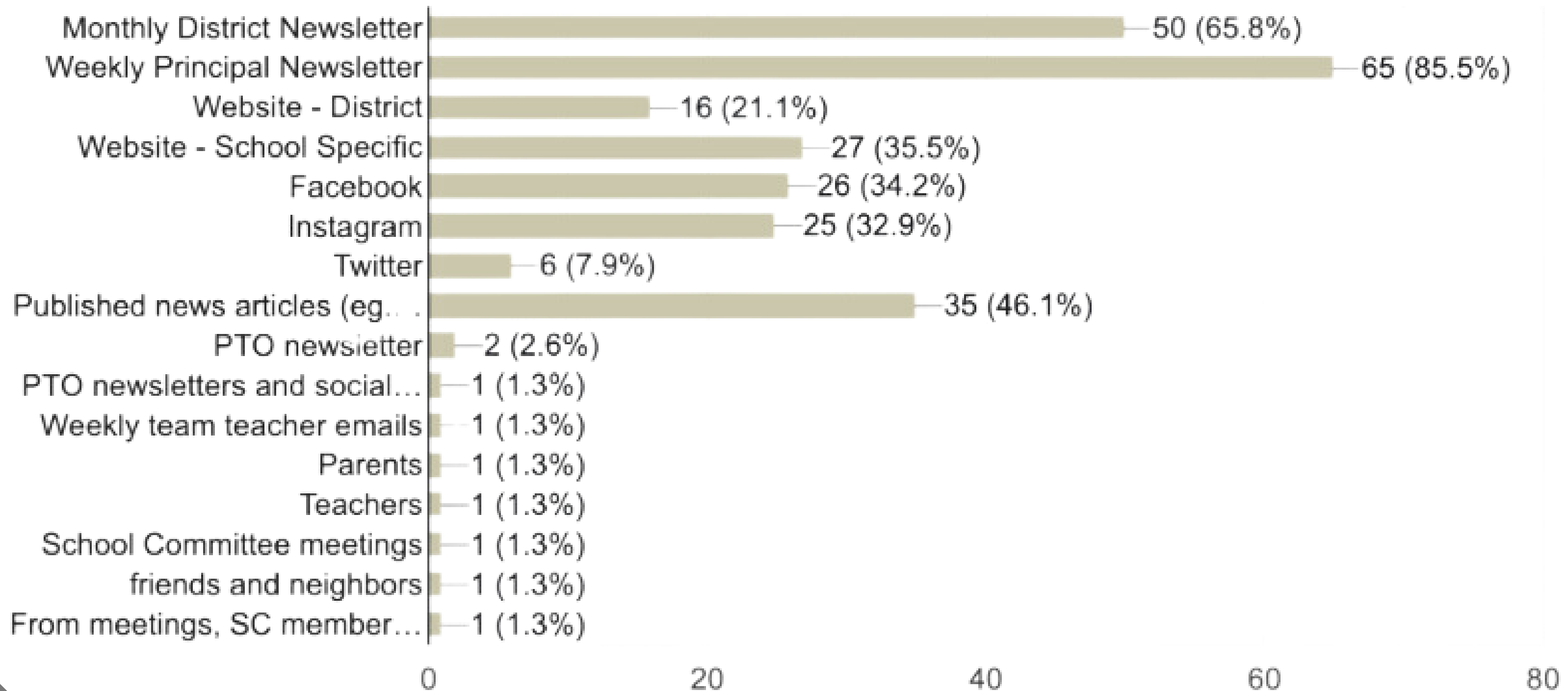
- 355% increase in Instagram users reached (Q1 2022 1,147 users vs. Q1 2023 5,216 users)
- 33% decrease in Facebook users reached (Q1 2022 16,543 users vs. Q1 2023 12,403)

Website **Q1 2022 vs. Q1 2023**

- 7% increase in website traffic (Q1 2022 39,820 visits vs. Q1 2023 42,675)
- 75% increase in page views of the students and families tab (Q1 2022 68 vs. Q1 2023 119)

Where do you get information about the Hingham Public Schools? (Check all that apply)

76 responses



Goal Two: Improve Internal Communication

Completed Action Steps:

- Highlight the efforts of all staff via appreciation days. All are posted to social media pages
 - 16 posts shared
- Weekly leadership update sent each Sunday by the superintendent
- All district and principal communications are sent to staff



Goal Three: Engage community stakeholder groups through a variety of methods.

Completed Action Steps:

- Monthly school community newsletter created
 - Capability for users to subscribe to newsletters
 - Embedded into new "district communications" page
- Continue to develop a contact list
- Templates created for open positions
 - Open positions posted on social media platforms
- Templates created for outreach efforts
Example: Foster Project, Override



Goal Four: Improve Media Relations

Completed Action Steps:

- Ongoing communication with reporters
- 20 press releases submitted to press contacts and the news section on the website
 - 17 published to anchor
 - 10 follow-up stories by Patriot Ledger

The Patriot Ledger

SPORTS | ENTERTAINMENT | LIFESTYLE | OPINION | ADVERTISE | OBITUARIES | ENEWSPAPER | LEGALS

NEWS

Hingham high, middle school students set to stage 'The Music Man' starting Thursday

Joel Barnes The Patriot Ledger
Published 5:04 a.m. ET Dec. 1, 2022

HINGHAM – More than 80 students from Hingham High and Hingham Middle School will join forces for a performance of “The Music Man” this weekend and tell the story of traveling salesman Professor Harold Hill, who poses as a boys band organizer to manipulate the people of River City into buying musical instruments and band uniforms for their children.

The Hingham Public Schools Fine Arts Department and the Hingham High School Drama Program will stage “The Music Man” for four shows starting Thursday, Dec. 1. Shows will run through Sunday, Dec. 4, in the Hingham Middle School auditorium. Tickets start at \$10.

QUICKLINKS HINGHAM PUBLIC SCHOOLS SEARCH

ABOUT | SCHOOLS | PROGRAMS | STUDENTS & FAMILIES | CALENDAR | NEWS | EMPLOYMENT

NEWS

FILTER BY CATEGORY

POSTED MAY 10, 2023
Dr. Barbara Cataldo
Appointed as

POSTED APRIL 7, 2023
K-12 Art Show, Coming April 27th
Hingham Public Schools All Grades Art Show, Coming April 27th Friday, April 7, 2023 – The

Congratulations
To 13 HHS juniors who were recognized at the Stoneham Regional History Day Contest

9 Students earned either gold, silver, or bronze in their categories. These students will move on to the state-level Massachusetts History Day Contest in April.

POSTED MARCH 15, 2023
13 HHS Students Recognized at Stoneham

Next Steps

- Increase communication in transition years including elementary to middle and middle to high school
- Increase and distribute offerings of middle and high schools with the community
- Create a process for the review of new communications products
- Implement an end-of-year communication survey and analyze the results to determine an action plan
- Include more student voices to help support communication with our students
- Consider how to create a network of alumni who can also serve as liaisons to the community and students.
- Develop new goals and action steps for next year to support ongoing district and school needs for communication.

Questions



HINGHAM PUBLIC SCHOOLS

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madams@hinghamschools.org

www.hinghamschools.com

Margaret Adams, Ed.D.
Superintendent of Schools

To: Hingham Public School Committee

From: Margaret Adams, Superintendent

Subject: Appointment of Assistant Superintendent of Curriculum and Instruction

Date: May 22, 2023

The following is to recommend to the School Committee the appointment of Kathryn Roberts as the Assistant Superintendent of Curriculum and Instruction to begin July 1, 2023 through June 30, 2026.

Ms. Roberts has served as the Interim Assistant Superintendent for Curriculum and Instruction for the 2022-2023 school year. In this role, she has supported the development of professional development plans, budget, and continued curriculum alignment. Previously, she worked as the Director of Science for 11 years in the Hingham Public Schools, where she led the K-12 science program and launched a series of STEM initiatives. In addition, she has teaching experiences that range the grade K-12 span at all levels in Hingham. She is currently a candidate for a doctoral program at Northeastern University, holds a Masters of Science from Northeastern, and Bachelor of Arts from Dartmouth College. She holds the appropriate licensure for superintendent/assistant superintendent as well.

The process of selection for the Assistant Superintendent included a screening committee of a variety of stakeholders including teachers, parents, and community members. Finalists participated in an on-site visit that included tours of our schools, meeting with the Leadership Team, Superintendent, and Central Office staff. In addition, staff and families/community members had the opportunity to meet with the candidates virtually.

KATHRYN M. ROBERTS

SUMMARY OF QUALIFICATIONS

Experienced district instructional leader with proven record of collaboration and innovation. 20+ years of classroom experience at all levels K-12; inclusive and student-centered pedagogy. Expert PD facilitator and grant writer; Regional leader in STEM and DLCS.

LEADERSHIP EXPERIENCE

HINGHAM PUBLIC SCHOOLS

Hingham, MA

Interim Assistant Superintendent for Curriculum and Instruction

August 2022-Present

- Advance the vision and objectives outlined in the HPS strategic plan; support the district's mission to cultivate an equitable, inclusive, and innovative learning environment in which all students thrive.
- Lead district efforts to develop academic Multi-Tiered System of Supports (MTSS), including implementation of diagnostic tools such as the iReady ELA/Math screener, integration of the myPath personalized learning tool, and facilitation of district-wide data meetings to inform instructional groupings and tailor evidence-based supports.
- Ensure horizontal/vertical articulation and alignment of K-12 curriculum standards through development of universally-designed unit guides, integrating instructional best practices to further equitable and culturally responsive instruction.
- Oversee the research, pilot and adoption of new curriculum programs, including the 2022-2023 pilot of new K-5 research-based reading programs, grounded in the science of reading and diversified literature.
- Build instructional leadership capacity through mentorship, supervision and evaluation of curriculum directors and coordinators. Guide the multi-year program review process for curriculum content areas, with an emphasis on a continuous cycle of improvement.
- Leverage professional development to advance curriculum initiatives and enhance instructional practices. Oversee the creation of a comprehensive PD catalog, including facilitation of annual trainings, implementation of the mentoring program, and coordination of early release and summer workshop offerings. Lead the district's Professional Development Committee and oversee staff surveys/focus groups to inform development of a multi-year PD plan.
- Collaborate with consultants from The Equity Project, CRPLA and the HPS Equity Task Force to conduct a district-wide equity audit, leading to development of a multi-year plan to advance equitable policies and inclusive curriculum.
- Collaborate with Student Services and counselling departments to develop SEL tiered supports and implement SEL curriculum.
- Lead the HPS Technology Task Force in visioning activities; administer and analyze student, staff and family technology surveys; develop a multi-year plan to support effective and innovative technology integration.
- Present regular updates at bimonthly School Committee meetings, including progress related to strategic initiatives and analysis of annual MCAS and MTSS data. Collaborate with school committee members of the Academic Programming Subcommittee to align district policies and procedures to current best practices.
- Maximize impact of available budgetary resources through prudent management and pursuit of grant funding to support curriculum innovation and professional development. Oversee use of district entitlement funds (Title II & IV), including disbursement to private schools. Collaborate with community partners such as HEF and PTO to secure resources for academic enrichment and SEL programming.
- Partner with union leadership to engage in collaborative problem-solving through HEA Joint committee discussions.
- Promote family engagement through distribution of curriculum newsletters, frequent social media posts, and visibility at community events such as the HEF Spelling Bee, METCO Ice Cream Social, and Kindergarten Information Night.

K-12 Science Director

September 2011-June 2022

- Lead K-12 science program, providing an engaging, inquiry-based science curriculum for 4,000+ K-12 students; supervise and evaluate twenty-seven K-12 science teachers including hiring, goal setting, and classroom observation; manage annual text and supply budget >\$100K; develop K-12 science scope and sequence and standards-based UBD unit guides to foster horizontal and vertical articulation; collaboratively select and develop curriculum materials, including pilot of Open Sci Ed program at HMS to support phenomenon-based learning; analyze MCAS and AP data and make relevant curriculum adjustments; facilitate K-5 science curriculum committee and Gr. 6-12 science department meetings; conduct program review on a four-year cycle and present to school committee; collaborate with content directors and coordinators to integrate interdisciplinary skills and connections; partner with special educators and classroom teachers to ensure full implementation of accommodations in science classrooms.
- Launch new STEM initiatives including award-winning biotechnology program (*MA Biotech Council Innovative School of the Year*), nationally recognized greenhouse and garden program (*EPA Green Ribbon School*), FIRST Robotics program, project-based middle school STEM program, and district-wide K-12 Computer Science Initiative.
- Support innovation through grant funding from organizations including HEF, NASA, MA Biotech, Serono, HHMI.

- Coordinate and facilitate district professional development in collaboration with academic partners such as Tufts University CEEO, Boston University Child Cognition Lab, Lesley STEAM Lab, and Museum of Science.
- Participate in regional equity and inclusion efforts including DESE STEDLN and METCO Annual Conference.
- Led district-wide K-12 Computer Science Initiative, integrating DLCS into K-5 curriculum and expanding DLCS/STEM offerings at HMS/HHS. Collaborated with Hingham Education Foundation and corporate partners to secure grants and funding. Hosted area districts for DLCS showcase.
- Contributed expertise to district building projects including Hingham Middle School (design of new science labs; FF&E); East School (FF&E); HHS Greenhouse (bid & construction).

Superintendent Intern

October 2018-June 2021

- Collaborated with superintendents Dr. Dorothy Galo and Dr. Paul Austin on leadership projects (500+ hours) encompassing all aspects of Central Office administration. Participated in MASS Aspiring Superintendent Academy.

CLASSROOM TEACHING EXPERIENCE

HINGHAM HIGH SCHOOL

September 2015-2022

Developed and taught new senior-level botany elective in our campus greenhouse; supervised student independent study research projects; facilitated gardening program and work-study opportunities for students in RISE and ESY programs.

HINGHAM K-5 SCIENCE SPECIALIST

September 2005-June 2011

Facilitated model lessons in K-5 classrooms district-wide to promote inquiry-based science. Led professional development and facilitated elementary science committee meetings to coordinate K-5 science curriculum.

HINGHAM MIDDLE SCHOOL

September 1997- June 2004

Grade 7 science/math teacher; Science Explorers Club advisor; Adventure Club chaperone; Grand Canyon expedition.

EDUCATION

NORTHEASTERN UNIVERSITY

Boston, MA

Doctoral Candidate (EdD)

2021-present

Currently pursuing a doctorate in Innovative Curriculum and Instruction. Action research focused on culturally responsive science instruction, integrating indigenous ways of knowing in environmental science curriculum.

Master of Science

June 2002

Graduate student and research assistant; awarded a full tuition scholarship and merit-based stipend.

DARTMOUTH COLLEGE

Hanover, NH

Bachelor of Arts

June 1993

Double major in Biology and Government; Environmental Policy teaching assistant; Undergraduate Advisor.

FELLOWSHIPS/INTERNSHIPS

MUSEUM OF SCIENCE HOWARD HUGHES EDUCATION FELLOW

September 2004-June 2005

Grant-funded fellowship in educational leadership at Museum of Science. Led professional development for educators across New England. Co-facilitated annual Biotech Symposium and Dynamic Life Science Summer Institute.

NOAA TEACHER AT SEA FELLOWSHIP

Summer 2004/2005

Participated in research voyages to Gulf of Alaska and Hawaii; authored curriculum on marine population dynamics.

PRESENTATIONS (partial list)

MASS/MASC FALL CONFERENCE (Hyannis, MA)

Fall 2019

Integrating Computer Science and Digital Literacy across the K-12 Curriculum

WGBH NEWS—ALL THING CONSIDERED (Boston, MA)

Fall 2018

Radio Segment: *The New First Grade--Reading, Writing and Robots*

LICENSURE & PROFESSIONAL AFFILIATIONS

MA License #34579: Superintendent; Supervisor/Director Science; SEI Admin; Biology 5-9/6-12

Professional Affiliations: MASS; Asst. Supt. Lighthouse Group; NSTA; MSELA; STEDLN; ASDHEM

VOLUNTEER WORK

Girl Scout & Eagle Scout project advisor; Hingham GALS youth volleyball coach; Dartmouth College Alumni Interviewer



HINGHAM PUBLIC SCHOOLS

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www.hinghamschools.com

Margaret Adams, Ed.D.
Superintendent of Schools

**Addendum to Contract of Employment
Director of Business and Support Services
Aisha Oppong**

The following agreement for compensation is made on this 8th day of May, 2023 by and between Hingham Public Schools, acting by its Superintendent of Schools and the Director of Finance and Support Services, Aisha Oppong.

During the period of July 1, 2023 to June 30, 2024, you shall be paid as Director of Business and Support Services at an annual base salary of \$159,650.

During the period of July 1, 2024 to June 30, 2025, you shall be paid as Director of Business and Support Services at an annual base salary of \$164,440.

By: _____
Margaret Adams
Superintendent

By: _____
Aisha Oppong
Director of Finance and Operations

HINGHAM PUBLIC SCHOOLS

INTERIM EXECUTIVE DIRECTOR OF STUDENT SERVICES

Barbara Cataldo

CONTRACT OF EMPLOYMENT

AGREEMENT made this ___ day of _____ 2023, by and between the Hingham Public Schools' Superintendent of Schools, on behalf of the Hingham School Committee as the employer, and hereinafter referred to as the "Superintendent" and Barbara Cataldo, hereinafter referred to as "Interim Executive Director of Student Services," that in consideration of the promises herein contained, the parties agree as follows:

1. **EMPLOYMENT:** The Hingham Public Schools hereby employs Barbara Cataldo as the Interim Executive Director of Student Services and Barbara Cataldo hereby accepts such employment.
2. **TERM:** This contract shall be for a term of 1 year, commencing July 1, 2023 and expiring June 30, 2024, unless it is sooner terminated in accordance with paragraphs 4 or 10 of this contract. Contract is dependent upon receiving a critical shortage waiver from the Massachusetts Department of Elementary and Secondary Education.
3. **COMPENSATION:** During the period July 1, 2023 through June 30, 2024, the Interim Executive Director of Student Services shall be paid a base annual salary at the rate of \$160,000.

The Interim Executive Director of Students Services may qualify for a noncumulative "performance incentive" of \$1,000, which will be subject to all deductions, including taxes and retirement contributions. The determination of this award is at the sole discretion of the Superintendent. Attainment of goals based on benchmarks derived from the district's Strategic Plan will be one criterion used to determine awarding of this incentive. Goals will be established between the Interim Executive Director of Student Services and will contain measurable results. Each goal will be measured individually. The value of each goal will be established by the Superintendent and the Interim Executive Director of Student Services. The incentive will be paid per goal, no less than four goals. Performance incentive payments earned during a work year will be paid by a payroll check at the end of each school year in June.

4. **TERMINATION:** The Interim Executive Director of Student Services may terminate this contract before the term of service has expired, by giving at least ninety (90) calendar days advance written notice of their intention to terminate to the Superintendent. All or part of said notice period may be waived by the Superintendent upon agreement of the Interim Executive Director of Student Services and the Superintendent.

The Interim Executive Director of Student Services shall be subject to discharge, with no further obligation of the Hingham Public Schools, if the Superintendent reasonably determines that there is good cause for discharge. For purposes of this agreement, “*good cause*” shall mean, without limitation, any ground that is put forth by the Superintendent in good faith that is not arbitrary or irrelevant to the task of maintaining an efficient school system and may include, but is not limited to: (i) incompetence, (ii) the Interim Executive Director of Student Services’ failure to satisfy the performance standards established pursuant to this agreement, (iii) inefficiency, (iv) incapacity, (v) conduct unbecoming an Interim Executive Director of Student Services, or (vi) insubordination.

The Superintendent may also discharge the Interim Executive Director of Student Services without good cause, upon 15 days’ advance notice. In the event the Superintendent discharges the Interim Executive Director of Student Services without good cause under this provision, the Interim Executive Director of Student Services shall receive continued payment of their base salary until the end of the current contract term, provided that the Interim Executive Director of Student Services shall be entitled to such payments only if they have, within 30 days, signed a general release of claims to be provided by the Superintendent at the time of discharge releasing the Schools, the Superintendent and all those associated with either of, and from, any liability of any sort.

5. DUTIES: The Interim Executive Director of Student Services shall perform faithfully, to the best of their ability, the duties of their position in conformance with the job specifications attached hereto, as they may be changed from time to time, all duties that are inherent in the position or required by law, and the responsibilities-which may be assigned to them by the Superintendent. If the Superintendent is intending to make a significant change in either the scope or nature of the duties of the Interim Executive Director of Student Services (e.g., the addition of the duties of another position), the parties will discuss such change in duties and what, if any, changes in compensation should be made.
6. CERTIFICATE: In accordance with Massachusetts Department of Elementary and Secondary Education guidelines, the Interim Executive Director of Student Services shall maintain a valid and appropriate license qualifying them to act as an Executive Director of Student Services of public schools in the Commonwealth of Massachusetts.
7. OTHER ACTIVITIES: The Interim Executive Director of Student Services may accept engagements of a professional nature. If the Interim Executive Director of Student Services is to receive remuneration for any such activity, they shall advise the Superintendent in advance and receive their approval, which shall not unreasonably be denied. No such activity, whether or not for remuneration, shall derogate from, or interfere with, the performance of the Interim Executive Director of Student Services’ duties or create a conflict of interest.
8. GENERAL EXPENSES: The Hingham Public Schools agree to reimburse the Interim Executive Director of Student Services for expenses (excluding commuting) and dues reasonably incurred by the Interim Executive Director of Student Services in the normal performance of duties and responsibilities under this contract. Such expenses may

include, but shall not be limited to, costs of transportation and attendance at appropriate state and national meetings and conferences, and shall be subject to such annual limits as the Hingham Public Schools may establish; provided, however, that any item of expense addressed in some other Section of this agreement (such as mileage, technology, and physical examination) shall not also be subject to reimbursement under this Section. All out-of-state expenses and dues must be approved in advance by the Superintendent. The Hingham Public Schools shall reimburse the Interim Executive Director of Student Services for membership fees in regional, state, or national organizations relevant to his position, subject to an annual cap as the Hingham Public Schools may place on such expenses, and provided that participation in such organizations does not interfere or conflict in any manner with the Interim Executive Director of Student Services's performance of their duties and responsibilities.

9. SPECIFIC EXPENSES: The Interim Executive Director of Student Services will be entitled to annual allowances of: (i) \$1,500 to cover expenses related to use of their car for business purposes and (ii) \$1,500 for business-related technology expenses.
10. TUITION REIMBURSEMENT: The Interim Executive Director of Student Services may seek reimbursement for coursework or professional development opportunities, up to \$1600 per fiscal year, taken to improve their job skills. Any coursework, for which potential reimbursement may be sought, must be approved in advance, in writing, with a submitted course description, to the Superintendent for approval prior to the start of the coursework or professional development.
11. PHYSICAL EXAMINATION: The Interim Executive Director of Student Services may be asked to furnish evidence of an annual physical examination to the Superintendent of Schools. Such examination may be administered by a registered physician of the Interim Executive Director of Student Services' choice and at their expense or, at their option, by a town-appointed physician at no cost to the Interim Executive Director of Student Services.

If, due to illness or injury, the Interim Executive Director of Student Services is unable to perform substantially all of their duties for 90 days out of any period of 365 days, the Hingham Public Schools shall have good cause to dismiss the Interim Executive Director of Student Services. In determining whether the Interim Executive Director of Student Services is unable to perform substantially all of their duties, the Superintendent may rely on the determination, which shall be conclusive, of a qualified physician having no ongoing business relationship with the Schools, to whom the Interim Executive Director of Student Services has no reasonable objection. If the Interim Executive Director of Student Services refuses to be so-examined, then the Superintendent's determination shall be binding.

12. RETIREMENT: The Interim Executive Director of Student Services shall be a member of the applicable retirement system as required by the General Laws if applicable.

13. PROFESSIONAL AFFILIATIONS: The Hingham Public Schools shall annually provide funds for payment of your membership in one appropriate regional, state, and national organizations.
13. INSURANCE BENEFITS: The Interim Executive Director of Student Services shall be eligible to participate in the same health, life, and other insurance benefits, as are generally provided from time to time to employees of the Town of Hingham, subject to the terms and conditions of the laws, regulations, plan documents, or contracts applicable to those benefits and at the same rates of contributions as generally apply to said employees. The Interim Executive Director of Student Services may purchase tax-sheltered annuities, with payments to be made by payroll deduction, to the extent and on the same terms as generally apply from time to time to other employees of the Schools.
14. FRINGE BENEFITS: The Interim Executive Director of Student Services shall be entitled to all other fringe benefits available to Administrators Association members in the Agreement for 2020-2023, such benefits not to reduce benefits expressly provided for in this contract or to be agreed upon in the future, including longevity pay.
15. ANNUAL VACATION: The Interim Executive Director of Student Services shall be entitled to twenty-five (25) working days exclusive of paid holidays as paid vacation each year. Up to five (5) vacation days may be carried forward from one year to the next. Any vacation days in excess of five (5) may not be carried forward and shall be lost. Except with the approval of the Superintendent of Schools, vacation shall not be taken when school is in session.
16. SICK LEAVE: Five (5) paid sick days will be granted at the time of hire, representing the first four (4) months of employment; thereafter, the Interim Executive Director of Student Services will accrue an additional ten (10) paid days at the rate of one and one-quarter ($1\frac{1}{4}$) days per month of active employment for a total of fifteen (15) paid sick days for the year. Unused accumulated sick leave, up to a maximum of two hundred and twenty days, shall be paid to a designated beneficiary if you die while in the full employment of the Hingham Public Schools but may not otherwise be "cashed out." In lieu of a living designated beneficiary, payment shall be made to your estate. For purposes of this payment, a day shall be computed on the basis of one $\frac{1}{220}$ of your annual salary at the time of death. If the Interim Executive Director of Student Services is absent due to illness or injury for five or more consecutive days, they must present a note from a physician, nurse practitioner, or physician's assistant certifying that they are fit for duty, prior to returning to work. The Interim Executive Director of Student Services shall be allowed to retain any and all of her current sick leave bank.
17. PERSONAL DAYS: The Interim Executive Director of Student Services shall be entitled, subject to the terms and conditions provided herein, to a maximum of three (3) days per year of this agreement for personal reasons. The Superintendent shall be notified of all personal leave days in advance.

18. LIABILITY INSURANCE: The Interim Executive Director of Student Services will be covered by the Town's Errors and Omissions Liability insurance policy.
19. EVALUATION: The Interim Executive Director of Student Services shall be subject to the annual evaluation in accordance with state law governing the evaluation process.
20. RELATIONSHIP OF THE INTERIM EXECUTIVE DIRECTOR FOR STUDENT SERVICES WITH THE SUPERINTENDENT AND THE COMMITTEE: The Superintendent and the Interim Executive Director of Student Services shall meet during the monthly meetings of the Administrative Council and Leadership Team. The Superintendent and the Interim Executive Director of Student Services shall also meet periodically for the purpose of discussing the Interim Executive Director of Student Services' job responsibilities and performance and their working relationship with the Superintendent and the Committee.
21. INVALIDITY: Should any paragraph or part of this contract be invalid, the balance of the contract shall be binding and effective on all parties, but the parties will meet to discuss whether a substitute provision to give effect to their intent can be agreed upon.

IN WITNESS WHEREOF, the parties have hereunto signed and sealed this contract and a duplicate hereof on the date first above written.

BY, AND ON BEHALF OF, HINGHAM PUBLIC SCHOOLS:

Margaret Adams, Superintendent of Schools

Date

BY, THE INTERIM EXECUTIVE DIRECTOR OF STUDENT SERVICES:

Barbara Cataldo, Interim Executive Director of Student Services

Date

East Elementary School



Town of Hingham ADA Transition Plan

September 2022



Institute for Human Centered Design

200 Portland Street, Boston, MA 02114
www.IHCDesign.org • info@IHCDesign.org
617-695-1225 voice/ tty

Background

Year Built: 2008

East Elementary School is located at 2 Collins Road. The building has three (3) floors and serves children in pre-kindergarten through the fifth grade.

The main entrance is located on the southwest side of the school. Additionally, there is an entrance for pre-kindergarten students on the east side, and if there is an assembly, the public enters through the cafeteria on the south side. Vertical access is provided by an elevator, six (6) stairwells and there is an interior ramp to the cafeteria stage.

Parking for the public is available on the south side and east side of the school. There are passenger loading zones on the northwest, northeast and south side of the school. Outdoor amenities include picnic tables, a soccer field, chess tables, two (2) playgrounds, garden beds, and benches.

The first floor contains the main entrance and pre-kindergarten entrance, classrooms for students in pre-kindergarten through the second grade, the main office, the principal and vice-principal's offices, a counselor's office, the nurse's office, single-user public toilet rooms, a classroom for the RISE program, a conference room for meeting with parents, the director of special education's office, a reading specialist's office for kindergarten and prekindergarten, an occupational therapy/physical therapy room, a special education room, an observation room, multi-user girls' and boys' toilet rooms and a gym. The lower level contains the entrance to the cafeteria. It is also the location of the kitchen and multi-user toilet rooms. The second floor contains the library, classrooms for students from the third through the fifth grade, a special education English office, a special education math classroom, a special education science, technology, engineering, and math (STEM) classroom, a computer lab, a music room, an art classroom, and multi-user boys' and girls' toilet rooms.

Key Accessibility Issues

Exterior Access Routes

Accessibility issues with walkways around the school include lack of an accessible route to and around the garden, lack of an accessible route to the bench at the playground located to the south of the school, and running and cross slopes that are greater than allowed. Additionally, the detectable warning is deteriorated on the curb ramp to the crosswalk on the northwest side of the school.

Parking Lots

Accessibility issues on the south side of the school by the gym include lack an International Symbol of Accessibility (ISA) identification sign at both existing accessible parking spaces, lack of signage with the designation "Van Accessible" at the van accessible parking space and a running or cross slope at the access aisle that is greater than allowed. In addition, based on the parking count, an additional standard accessible parking space should be provided in this area. Accessibility issues at the lot on the northeast side of the school include lack of signage with the International Symbol of Accessibility (ISA) at two (2) accessible parking spaces and lack of signage with the designation "Van Accessible" at the van accessible parking space.

Passenger Loading Zones

Accessibility issues at three (3) passenger loading zones (by the gym, and to the northeast and northwest sides of the school lack marking at the access aisle and lack signage with the International Symbol of Accessibility (ISA).

Signage

Accessibility issues with signage include lack of tactile signs at exit doors, lack of directional signs at inaccessible exit doors directing people to the nearest accessible exit and lack of an illuminated sign with the International Symbol of Accessibility (ISA) at accessible exit doors. Additionally, some designation signs are located higher than allowed or not located on the latch side of the door.

East Elementary School

Dining and Work Surfaces

Accessibility issues include lack of two (2) accessible work surfaces in the reading special education for pre-kindergarten and kindergarten office and in the director of pre-kindergarten and special education office. Outside of the school there is lack of an accessible picnic table in two (2) locations (by the northwest exit door near Rooms 113 and 114 and by the main entrance). Additionally, there is no accessible route to any of the picnic tables located by the northwest exit door near Rooms 113 and 114.

Toilet Rooms

Accessibility issues with the single-user toilet rooms include lack of protection on lavatory pipes to prevent against contact, one (1) faucet that is not compliant, mirrors located higher than allowed, and paper towel dispensers mounted above grab bars that additionally act as protruding objects.

Accessibility issues at girls' and boys' multi-user toilet rooms include toilet seats located lower than allowed, toilets with their centerline located an improper distance from the side wall, objects mounted over grab bars, lack of accessible door pulls on each side of accessible compartment doors, urinal flush controls located higher than allowed, paper towel dispensers that act as protruding objects, accessible compartment doors that each have a malfunctioning self-closing hinge, sanitary napkin disposal bins mounted over grab bars, lavatory rims or counters located higher than allowed, mirrors located higher than allowed and lack of protection on lavatory pipes to prevent against contact.

Areas of Sport Activity

Accessibility issues include lack of an accessible route to the soccer field on the south side of the school.

Playground

Accessibility issues include lack of an accessible route to the playground on the south side of the school and a lack of an accessible route around this playground.

Drinking Fountains

Accessibility issues include lack of a drinking fountain for standing users in three (3) locations, lack of a drinking fountain for seated users in one (1) location, malfunctioning operable parts in one (1) location and lack of a cane-detectable barrier skirt on one drinking fountain for standing users.

Additional Accessibility Issues

- Furniture and other items obstruct maneuvering clearance at doors in several locations.
- Several doors require a greater amount of opening force than is allowed.
- The accessible route narrows to less than 36" in some locations.
- Protruding objects are present in several locations.
- Ensure that five (5) percent of lockers are accessible.
- Hoistway signage is not provided on both sides of the elevator door jambs on the lower level and second floor.
- Handrails are not provided on each side of the two (2) stairs to the stage in the cafeteria.
- The ramp to the stage in the cafeteria lacks handrails that extend horizontally above the landing for 12" min. beyond the top and bottom of the ramp run.
- Pamphlets by the main office are located higher than allowed.
- Knee and toe clearance is obstructed at some sinks including in the nurse's office due to the location of bins and stored items.
- The exterior ramp on the northeast side has an excessive running slope at the landing.

Best Practice and Inclusive Design

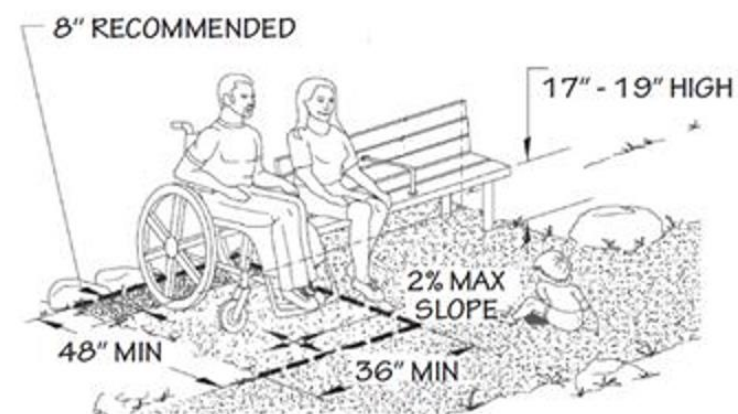
Best practice and inclusive design recommendations include elements that are not required in the standards but may create enhanced experiences for all users.

- Recommend repairing contrast strips on the treads of Staircase 3 as they are beginning to peel off.
- In one (1) kindergarten classroom, IHCD recommends providing storage at an accessible height for kindergarten-

aged children based on the ADA 2010 Standards, between 20" and 36" above the finished floor.

- Recommend rotating the accessible picnic table on the south side of the school so that it is easier to get around all sides. Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench by the main entrance in a manner that is substantially similar to what is shown in Figure 1.

Figure 1 shows a stable, firm and slip-resistant surface adjacent to a bench positioned to allow a person in a wheeled mobility device and a person sitting on the bench to have their shoulders aligned:



Hingham High School



Town of Hingham ADA Transition Plan

October 2022



Institute for Human Centered Design

200 Portland Street, Boston, MA 02114
www.IHCDesign.org • info@IHCDesign.org
617-695-1225 voice/ tty

Background

Year Built: 1952 Years Renovated: 1964 and 1998

Hingham High School, located at 17 Union Street, serves students in the ninth through twelfth grades. The building was originally built in 1952 with a later expansion and renovation in 1964 and 1998. The building has two (2) floors and there are three (3) accessible entrances of which two (2) entrances (doors 1 and 9) are located on the first floor and one (1) secondary entrance (door 27) on the second floor. Door 1 is used as the main accessible entrance to the school and door 9 is used as the gymnasium entrance. The school is used by the public for Town elections, activities and sports groups. The public can also rent the gymnasium, auditorium and cafeteria.

Outdoor amenities include two (2) softball fields, one (1) multi-purpose field (including a press box with a lift to the press box), a track and field, a shot put, tennis courts, two (2) baseball fields, hockey field, two (2) open fields, two (2) lacrosse fields, and five (5) soccer fields. Other amenities include picnic tables, men's and women's single-user toilet rooms, a portable toilet by field M, and a bike rack. There are two (2) parking lots open to the public: one (1) is on the south near soccer field G and one (1) is on the north near the main entrance to the school. The sports complex was built and expanded in 2013 which included a turf field, a new track, press box, and concession stand.

The first floor of the school has an auditorium, cafeteria, science laboratories, special education classrooms, foreign language (Spanish, French, Latin) classrooms, a language lab, an English classroom, a math classroom, a main office, guidance offices, a chorus, a music and drama room, art classrooms, an auto shop, a multi-purpose hall, a wood shop, a photography and graphic classroom, gym, a health room, a wrestling room, a weight room, boys' and girls' locker rooms, and boys', girls' and all gender toilet rooms. Similarly, the second floor has science laboratories, special education classrooms, foreign languages (Spanish, Chinese, Latin) classrooms, an English classroom, a math classroom, a social studies classroom, a media center, a testing

center, a business classroom, a child lab, a food lab, administration offices, a nurse's office, girls' and boys' locker rooms, and boys', girls' and all gender toilet rooms. Vertical access is provided by three (3) elevators and nine (9) sets of stairs, including stairs to the team rooms.

Note: The accessible shower in the girls' lacrosse team room on the second floor was blocked and unable to be surveyed.

Key Accessibility Issues

Exterior Access Route

Accessibility issues include lack of adequate clear width at a walkway in the north parking lot, surface openings in the ground that are larger than allowed, excessive level changes, excessive cross and running slopes, lack of an accessible route to many elements at different locations such as fields, benches, picnic tables, a greenhouse, and garden beds.

Curb Ramps

Accessibility issues include three (3) curb ramps that lack a flush transition to the street, lack of one (1) curb ramp (near egress doors 19 and 20), lack of a landing at the curb ramps near egress doors 33 and 2, and lack of a firm, stable, and slip-resistant surface at the base of the curb ramp from soccer field G to baseball field E.

Parking Lots

Accessibility issues with the north parking lot by the main entrance include International Symbol of Accessibility (ISA) signs that are located lower than allowed and lack of a van designation sign at the van accessible parking space. Accessibility issues with the south parking lot by soccer field G include lack of one (1) van accessible parking space, along with a marked access aisle, a van designation sign, and a sign with the International Symbol of Accessibility (ISA).

Exterior Ramps

Accessibility issues with the exterior ramp by egress doors 21, 22, 23, 24 include lack of handrail extensions in two (2) locations.

Additionally, the base of the ramp by egress door 26, lacks a firm, stable, and slip-resistant surface.

Exterior Stairs

Accessibility issues with the exterior stairs include the following issues: stairs by egress doors 5 and 6 lack one (1) handrail extension at the bottom of the stair, and stairs by egress doors 24 and 25 have a surface that does not prevent water accumulation and lack a vertical clearance of 80" above the finished ground (due to low hanging tree branches).

Signage

Accessibility issues with signage include lack of tactile signs at egress doors, lack of directional signs at five (5) inaccessible egress door directing people to the nearest accessible egress, and lack of an illuminated sign with the International Symbol of Accessibility (ISA) at accessible exit doors. Additionally, in several locations, designation signs lack raised characters and/or braille, lack clear floor space in front of the sign, are not located on the latch side of the door close to the door, or have paper taped over the raised characters and braille.

Interior Access Route

Accessibility issues at interior access routes include routes that are narrower than allowed, routes obstructed by protruding objects, and lack of vertical clearance due to shelves and televisions

Doors and Doorways

Accessibility issues with doors and doorways include doors that lack maneuvering clearance and interior and exterior doors that require a greater amount of opening force than allowed.

Dining and Work Surfaces

Accessibility issues include lack of one (1) dining surface with knee and toe clearance in the cafeteria, and lack of at least one (1) accessible picnic table with knee and toe clearance in several locations. Multiple interior locations lack accessible work surfaces with knee and toe clearance. Additionally, in the art painting room, greenhouse and science classroom 128, the top of the work surface is located higher than allowed.

Assembly Area

Accessibility issues include lack of an assistive listening system in the auditorium, lack of designated aisle seats and lack of an adequate number of wheelchair spaces. It should be ensured that wheelchair spaces are not located in circulation paths.

Note: In each assembly area where audible communication is integral to the use of the space, an assistive listening system shall be provided, and the assistive listening system shall be identified by a sign with the International Symbol of Access for Hearing Loss.

Toilet Rooms

Accessibility issues with toilet rooms include lack of insulation on lavatory pipes to prevent against contact, mirrors located higher than allowed, lavatories with noncompliant faucets, dispensers located above the grab bars, doors to accessible compartments that have malfunctioning self-closing hinges, coat hooks located higher than maximum allowed, accessible compartment doors lacking pull handles on each side, urinals that lack the required clear width, a urinal located higher than allowed at the boys' locker room, a low urinal not maintained in operable working condition at the men's toilet room near 103 and dispensers that act as protruding objects in the circulation path in the boy's toilet room by the cafeteria.

Drinking Fountains

Accessibility issues include lack of drinking fountains for standing and seated users, lack of a cane detectable barrier skirt under drinking fountains for standing users and lack of knee and toe clearance at the low drinking fountain by the girls' lacrosse team room.

Sinks

Accessibility issues include sinks lacking knee and toe clearance, sinks with exposed pipes underneath, and sinks with counters or rims that are located higher than allowed.

Note: If no classrooms in a given grade or a given type of classroom have a sink, an accessible sink is not required to be provided. It is the presence of a sink in a classroom that triggers

the requirement of at least one (1) accessible sink in the same classroom or same type of classroom.

Areas of Sport Activity

Accessibility issues include lack of an accessible route to sports fields and areas (such as baseball, softball, hockey, lacrosse, soccer, open fields and shot put) and lack an accessible route between all areas of sport activity, including team seating areas. Additionally, softball field A lacks a 36" x 48" clear floor space alongside team seating areas, baseball field L lacks wheelchair spaces alongside each side of the bleacher and an accessible route to the sideline seating, and baseball field E lacks wheelchair spaces alongside the bleacher.

Additional Accessibility Issues

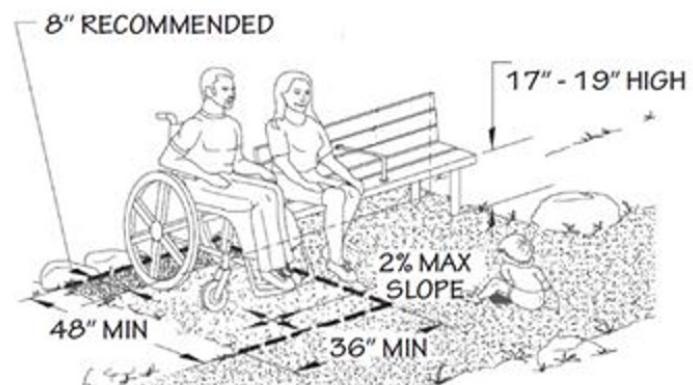
- Service counters higher than maximum allowed in the guidance office and the media center.
- Coat hooks located higher than allowed in classrooms.
- Lack of clear floor space at the book drop off in the media center.
- Lack of compliant spigots in the courtyard near the garden bed and lack of an accessible route to the spigot.
- Lack of a handwashing sink with compliant hardware by field M and lack of an accessible route to the handwashing sink.
- Lack of an accessible work surface, sink and fume hood in one (1) science lab.
- Lack of wall oven control within reach range in the food lab.
- Lack of five (5) percent of accessible lockers in the corridors.
- Lack of an accessible bench in the girls' and boys' locker rooms on the first and second floor.
- Lack of a padded folding seat in the transfer shower in the boys' locker room on the first floor.
- Lack of a compliant portable toilet on an accessible route by field M.
- Lack of an accessible changing room in the girls' locker room.
- A paper towel dispenser located higher than allowed by the sink in the auto shop.
- Emergency showers located in classrooms 129,128,127 and 222 lack 27" knee clearance under the sink.

Best Practice and Inclusive Design





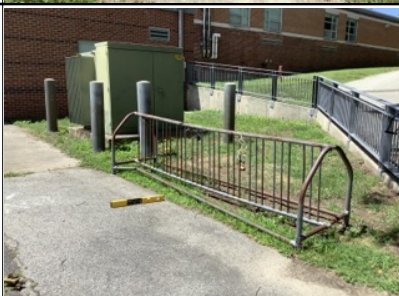
Best practice and inclusive design recommendations include elements that are not required in the standards but may create enhanced experiences for all users.

- At all permanent rooms and spaces, (such as the boys' and girls' toilet rooms in the dressing rooms), recommend providing signage with raised characters and braille alongside the door on the latch side.
- In the auditorium, recommend providing an International Symbol of Accessibility (ISA) sign that is not cut off (on the accessible seat)
- Recommend providing an adjustable podium with knee and toe clearance in the auditorium.
- Recommend providing a visual contrasting strip at the edge of each stair tread at all stairs.
- Within the media center TV studio, IHCD recommends positioning the monitor to the center of the accessible seat.
- Recommend removing a chair to provide a 36" by 48" clear floor space for a wheelchair space in the administration office.
- Towards softball field A, IHCD recommends providing a sidewalk and a curb ramp at the street crossing.
- Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench by the courtyard in a manner that is substantially similar to what is shown in Figure 1.



Figure 1 shows a stable, firm and slip-resistant surface adjacent to a bench positioned to allow a person in a wheeled mobility device and a person sitting on the bench to have their shoulders aligned:




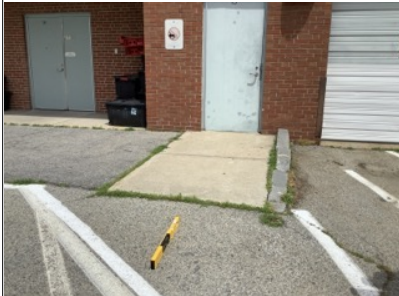



**Town of Hingham
Hingham High School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Approach and Entrance											
Exterior Access Route											
1	North Lot Parking Near Multi-Purpose Field B	Ext.		Exterior Access Route	Walkway		Exterior route < 36" wide	33"	Ensure that a clear width of 36" min. is maintained at the accessible route by trimming the bushes.	1	
2	Ramp to Egress Door 21, 22, 23, 24	Ext.		Exterior Access Route	Exterior		Surface openings > 1/2"	2"	Repair the surface between concrete and asphalt.	1	
3	To Egress Door 21 and 22	Ext.		Exterior Access Route	Walkway		Surface openings > 1/2" Level changes > 1/4"	2" 0.5"	Repair surface between concrete and asphalt. Alter change in level to be 1/4" high max.	1	
4	Courtyard Near Cafeteria - Greenhouse	Ext.		Exterior Access Route	Exterior		Surface openings > 1/2" Accessible route not provided	1.5" -	Ensure an accessible route is provided to the greenhouse. Replace or reposition so that openings are 1/2" max. and the long opening dimension is perpendicular to the dominant direction of travel.	1	
5	By Egress Door 28 and 29	Ext.		Exterior Access Route	Exterior		Cross slope > 1:50 (2.00%)	4%	Reduce cross slope to be no steeper than 1:50 (2.00%).	1	






**Town of Hingham
Hingham High School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
6	To Egress Door 24 and 25	Ext.		Exterior Access Route	Walkway		Cross slope > 1:50 (2.00%) Route not maintained in operable working condition	3% -	Reduce cross slope to be no steeper than 1:50 (2.00%). Ensure the accessible route is maintained in operable working condition by repairing the cracks in the asphalt.	1	
7	To Fields L, M, N, O, P, Q	Ext.		Exterior Access Route	Exterior		Running slope > 1:20 (5.00%)	7%	Reduce running slope to be no steeper than 1:20 (5.00%).	1	
8	To Fields L, M, N, O, P, Q	Ext.		Exterior Access Route	Walkway		Running slope > 1:20 (5.00%)	10%	Reduce running slope to be no steeper than 1:20 (5.00%).	1	
9	Baseball Field L, 3rd Base Seating	Ext.		Exterior Access Route	Exterior		Running slope > 1:20 (5.00%)	9.5%	Reduce running slope to be no steeper than 1:20 (5.00%).	1	
10	To Tennis Court	Ext.		Exterior Access Route	Exterior		Running slope > 1:20 (5.00%)	8%	Reduce running slope to be no steeper than 1:20 (5.00%).	1	






**Town of Hingham
Hingham High School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
11	Baseball Field E to Soccer Field G	Ext.		Exterior Access Route	Exterior		Running slope > 1:20 (5.00%) Surface is not stable, firm, and slip-resistant Accessible route not provided	11.6% - -	Ensure an accessible route is provided to Baseball Field E and Soccer Field G. Reduce running slope to be no steeper than 1:20 (5.00%). Ensure that the surface is stable, firm and slip-resistant.	1	
12	Egress Door 13	Ext.		Exterior Access Route	Exterior		Running slope > 1:20 (5.00%) Route not maintained in operable working condition	7% -	Reduce running slope to be no steeper than 1:20 (5.00%). Ensure the accessible route is maintained in operable working condition.	1	
13	To Lacrosse Field I and H	Ext.		Exterior Access Route	Exterior		Running slope > 1:20 (5.00%) Accessible route not provided	11.2% -	Reduce running slope to be no steeper than 1:20 (5.00%). Ensure an accessible route is provided.	1	
14	To Soccer Field G	Ext.		Exterior Access Route	Exterior		Running slope > 1:20 (5.00%) Accessible route not provided	7.5% -	Reduce running slope to be no steeper than 1:20 (5.00%). Ensure an accessible route is provided.	1	
15	Courtyard Near Gym	Ext.		Exterior Access Route	Exterior		Level changes > 1/4" Accessible route not provided	2.5" -	Alter change in level to be 1/4" high max. Ensure an accessible route is provided.	2	






**Town of Hingham
Hingham High School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
16	Soccer Field G to Baseball Field E	Ext.		Exterior Access Route	Exterior		Does not prevent accumulation of water	-	Repair surface to prevent accumulation of water in the path of travel.	1	
17	By Egress Door 2	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by repairing the crack in the walkway.	1	
18	Towards Softball Field A	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by removing the grass to ensure a flush transition in the path of travel between the concrete and asphalt.	1	
19	Route by Egress Door 7, Egress Door 4	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition. Repair the route at the transition between materials.	2	
20	Egress Door 8	Ext.		Exterior Access Route	Exterior		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by patching the transition in the path between the concrete and asphalt.	1	






**Town of Hingham
Hingham High School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
21	Egress Door 9	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by patching the transition in the path between the concrete and asphalt.	1	
22	Egress Door 14	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by patching the transition in the path between the concrete and asphalt.	1	
23	Egress Door 14	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Repair the cracks in the asphalt.	1	
24	To Egress Door 18	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by patching the transition.	1	
25	To Egress Door 24 and 25	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by repairing the cracks in the walkway.	1	




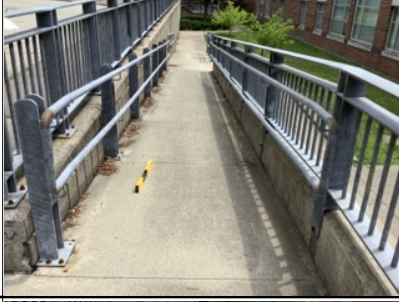

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
26	Top of Stairs to Egress Door 24 and 25	Ext.		Exterior Access Route	Walkway		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by repairing the asphalt.	1	
27	Tennis Court to Shot Put	Ext.		Exterior Access Route	Exterior		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition by removing the grass in the accessible walkway.	1	
28	By Playground	Ext.		Exterior Access Route	Exterior		Accessible route not provided	-	Ensure an accessible route is provided to the garden beds.	1	
Curb Ramp											
29	To Egress Door 19 and 20	Ext.		Curb Ramp	N/A		Curb ramp not provided	4"	Provide a curb ramp.	1	
30	North Lot Parking Near Egress Door 2	Ext.		Curb Ramp	N/A		Transition from curb ramp to street not flush	-	Ensure transition from curb ramp to street is flush or free of changes in level.	1	


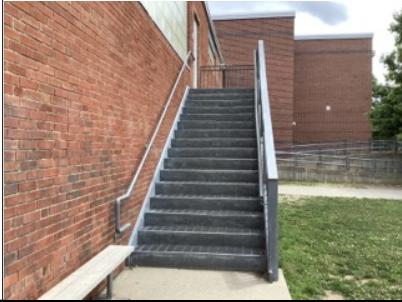



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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
31	To Egress Door 33	Ext.		Curb Ramp	N/A		Transition from curb ramp to street not flush	-	Ensure transition from curb ramp to street is flush or free of changes in level.	1	
32	By Egress Door 33	Ext.		Curb Ramp	Parallel		Transition from curb ramp to street not flush Landing not provided at top of curb ramp	- -	Ensure transition from curb ramp to street is flush or free of changes in level. Provide landing at top of curb ramp or reconfigure ramp.	1	
33	North Lot Parking Near Egress Door 2	Ext.		Curb Ramp	Blended Transition		Landing not provided at top of curb ramp	-	Provide landing at top of curb ramp or reconfigure ramp.	1	
34	Soccer Field G to Baseball Field E	Ext.		Curb Ramp	N/A		Surface not stable, firm and slip-resistant	-	Repair surface at the base of the curb ramp.	1	
Off-Street Parking Lot or Garage											
35	North Lot Parking by Main Entrance, Egress Door 1	Ext.		Off-Street Parking Lot or Garage	Visitor		Total # of parking Total # of designated accessible parking spaces Total # of designated van accessible spaces Sign bottom < 60" above finished grade	189 9 3 38"	Ensure signs at both the accessible spaces are located with the sign bottom 60" above the ground min.	2	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
36	South Lot Accessible Parking by Soccer Field G	Ext.		Off-Street Parking Lot or Garage	Visitor		Total # of parking Total # of designated accessible parking spaces Total # of designated van accessible spaces	289 6 1	Provide one (1) additional van accessible space. Ensure that the access aisle and van accessible parking space are each 96" min. wide. Add the designation "Van Accessible" to the sign located at the van accessible space. Locate signs with the bottom of the sign 60" above the ground min.	1	
37	North Lot Parking Near Egress Door 2	Ext.		Off-Street Parking Lot or Garage	Visitor		Sign does not have the designation "Van Accessible" Sign bottom < 60" above finished grade	- 41"	Add the designation "Van Accessible" to the sign located at the van accessible space. Ensure signs at both the car and van accessible spaces are located with the sign bottom 60" above the ground min.	2	
38	North Lot Parking by Egress Door 33	Ext.		Off-Street Parking Lot or Garage	Visitor		Sign bottom < 60" above finished grade	36"	Ensure signs at both the car and van accessible spaces are located with the sign bottom 60" above the ground min.	2	
Exterior Ramp											
39	Ramp To Egress Door 21, 22, 23, 24	Ext.		Exterior Ramp	N/A		Handrails do not extend 12" past top & bottom	-	Alter handrails to extend horizontally above the landing for 12" min. beyond the top and bottom of ramp runs.	1	
40	Ramp To Egress Door 21, 22, 23, 24	Ext.		Exterior Ramp	N/A		Handrails do not extend 12" past top & bottom	-	Alter handrails to extend horizontally above the landing for 12" min. beyond the top and bottom of ramp runs.	1	

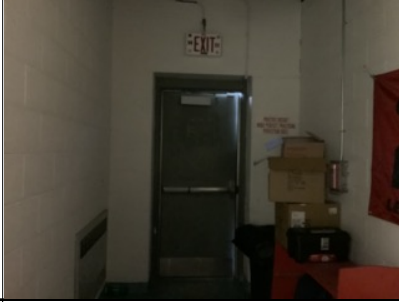




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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
41	Playground to Egress Door 26	Ext.		Exterior Ramp	N/A		Surface is not stable, firm, and slip-resistant	-	Repair the damaged surface at the base of the ramp.	1	
Exterior Stair											
42	Stairs by Egress Doors 5 and 6	Ext.		Exterior Stair	N/A		Handrails do not extend 12" from stair	- -	Bottom: Ensure that the sloped bottom extension extends one tread depth min. beyond last riser nosing in same direction as stair flight on the right side.	1	
43	Stairs From Egress Doors 24 and 25	Ext.		Exterior Stair	N/A		Does not prevent accumulation of water	-	Repair stairs to prevent accumulation of water.	1	
44	Stairs From Egress Doors 24 and 25	Ext.		Exterior Stair	N/A		Vertical clearance < 80" above ground	58"	Trim low hanging tree branches to provide vertical clearance in the circulation route.	1	
Emergency Exit											
45	Egress Door 26	Ext.		Emergency Exit	N/A		Maneuvering clearance(s) not provided	-	Remove the trash can to provide 18" min. maneuvering clearance on the latch side of the door (24" min. would be preferable).	1	





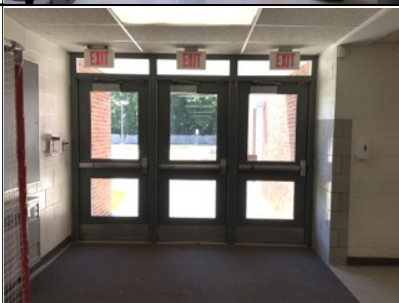
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
46	Egress 23	1		Emergency Exit	N/A		Door requires > 15 lbs. of force to open	23 lbs.	Adjust closers of exterior doors so doors do not require more than 15 pounds of force. Recommendation applies to all exterior doors.	1	
Access to Goods and Services											
Means of Egress											
47	Egress Door 3	1		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	1	
48	Autoshop - Workshop - Exit 13	1	159	Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	1	
49	Egress Doors 23 and 25	1	159	Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	2	
50	Girls' Lacrosse Team Room - Egress 6	2		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
51	Boys' Team Room - Egress 5	2		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	1	
52	Stair Near 288, Stair Near 285, Stair Near 282	2		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	3	
53	Main Entrance/ Egress 1	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
54	Egress Doors 24 and 22	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	2	
55	Egress Door 32	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	2	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
56	Egress Doors 31, 8 and 2	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	3	
57	Music Room 2 - Egress Door 33	1	193	Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
58	Music Room 1 - Egress Door 34	1	197	Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
59	Cafeteria - Egress Doors 19 and 18	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	2	
60	Secondary Entrance/ Egress Door 9	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	






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61	Secondary Student/ Staff Entrance and Egress Door 27	2		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
62	Press Box, East	Ext.		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
63	Egress Door 21	1	163	Means of Egress	N/A		Tactile exit sign not provided Directional sign to accessible emergency exit not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit.	1	
64	Weight Room - Egress Door 4	1		Means of Egress	N/A		Tactile exit sign not provided Directional sign to accessible emergency exit not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit.	1	
65	Health Classroom - Egress Door 7	1	146	Means of Egress	N/A		Tactile exit sign not provided Directional sign to accessible emergency exit not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
66	Art - Pottery - Egress Door 20	1	165	Means of Egress	N/A		Tactile exit sign not provided Directional sign to accessible emergency exit not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit.	1	
67	Child Lab - Egress Door 26	2	298	Means of Egress	N/A		Tactile exit sign not provided Directional sign to accessible emergency exit not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit.	1	
68	Stair and Egress Door 25	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
69	Stair and Egress Door 23	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
70	To Egress Door 3 and Stair 3	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	





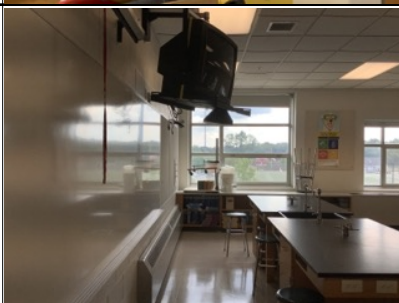
**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Interior Access Route											
71	Main Office - Conference Room	1	113	Interior Access Route	N/A		Route < 36" wide	-	Ensure that a clear width of 36" min. is maintained at the accessible route.	1	
72	Walkway From Elevator Between Boys' and Girls' Team Room	2		Interior Access Route	N/A		Route < 36" wide	-	Ensure that a clear width of 36" min. is maintained at the accessible route. Relocate the equipment.	1	
73	Media Center	2		Interior Access Route	N/A		Route < 36" wide	27"	Ensure that a clear width of 36" min. is maintained at the accessible route.	1	
74	Science Classroom	2	222	Interior Access Route	N/A		Route < 36" wide	-	Ensure that a clear width of 36" min. is maintained at the accessible route to the fume hood.	1	
75	Special Education	1	174	Interior Access Route	N/A		Obstructed by protruding objects	7"	Relocate shelf out of the circulation path.	1	


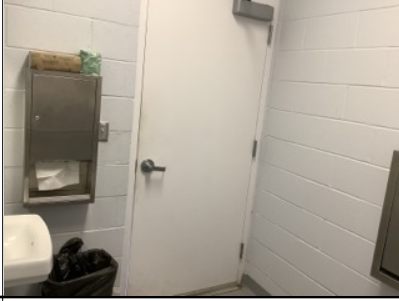

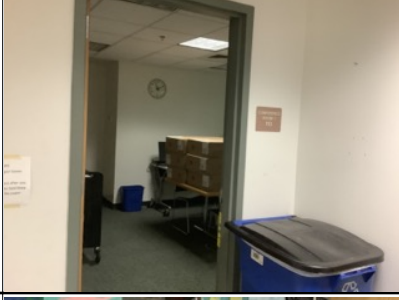
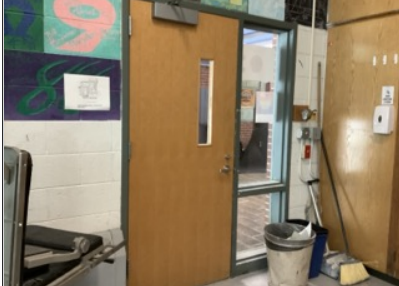
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
76	Language Lab	1	178	Interior Access Route	N/A		Obstructed by protruding objects	9.3"	Relocate pencil dispenser out of the circulation path.	1	
77	Cafeteria - Kitchen	1		Interior Access Route	N/A		Obstructed by protruding objects	-	Provide a cane-detectable barrier on either ends of the counter.	2	
78	Cafeteria - Kitchen	1		Interior Access Route	N/A		Obstructed by protruding objects	9"	Relocate paper towel dispenser out of the circulation path.	1	
79	Graphic Arts Technology	1	151	Interior Access Route	N/A		Obstructed by protruding objects	7"	Relocate shelf out of the circulation path.	1	
80	Near Nurse, Near Room 288, Media Center, Near Tech Lab 153, Near Exit 9	1, 2	295, 210	Interior Access Route	N/A		Obstructed by protruding objects	-	Relocate defibrillator out of the circulation path.	5	

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
81	Administration	2	297	Interior Access Route	N/A		Obstructed by protruding objects	8"	Relocate bleeding kit out of the circulation path.	1	
82	Near Wrestling	1	145	Interior Access Route	N/A		Obstructed by protruding objects Vertical clearance < 80" above finished floor	6" 46"	Provide a cane-detectable barrier underneath the case.	1	
83	Science Classroom	1	128	Interior Access Route	N/A		Vertical clearance < 80" above finished floor	70"	Provide a cane-detectable barrier underneath the television.	1	
84	Tech Lab	1	153	Interior Access Route	N/A		Vertical clearance < 80" above finished floor	70.6"	Provide a cane-detectable barrier underneath the television.	1	
85	Science Classroom	2	222	Interior Access Route	N/A		Vertical clearance < 80" above finished floor	71"	Provide a cane-detectable barrier underneath the television.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Doors, Doorways, & Gates											
86	Guidance Office - Transition Room	1		Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate table to provide maneuvering clearance that is 12" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the push side of the door.	1	
87	Men's & Women's Single-User Toilet Room	1		Doors, Doorways, & Gates	Toilet Room		Maneuvering clearance(s) not provided	11"	Relocate paper towel dispenser and trash can to provide maneuvering clearance that is 18" min. on the latch side of the door that is 60" min. deep.	2	
88	Main Office - School Counselor	1	102	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate chair to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	
89	Main Office - Conference Room	1	113	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate trash can to provide maneuvering clearance that is 12" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the push side of the door.	1	
90	Art - Painting	1	163	Doors, Doorways, & Gates	Other		Maneuvering clearance(s) not provided	-	Relocate trash can to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	

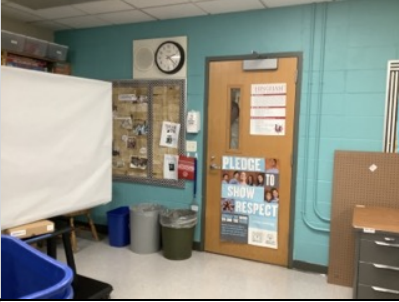



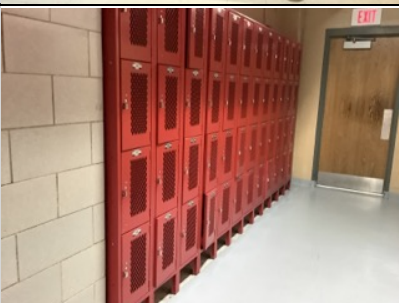
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
91	Girls' Dressing Room	1	192	Doors, Doorways, & Gates	Other		Maneuvering clearance(s) not provided	13.8"	Remove a locker to provide 18" min. clear on the latch side of the door. If unable to do that, provide an automatic door opener.	1	
92	Girls' Dressing Room - Toilet Room	1	192	Doors, Doorways, & Gates	Other		Maneuvering clearance(s) not provided	-	Relocate furniture to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	
93	Tech Lab	1	153	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate the shelf to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	
94	Autoshop - Workshop	1	159	Doors, Doorways, & Gates	Other		Maneuvering clearance(s) not provided	-	Remove the table to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	
95	Girls' Lacrosse Team Room	2		Doors, Doorways, & Gates	Other		Maneuvering clearance(s) not provided	-	Relocate boxes to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	





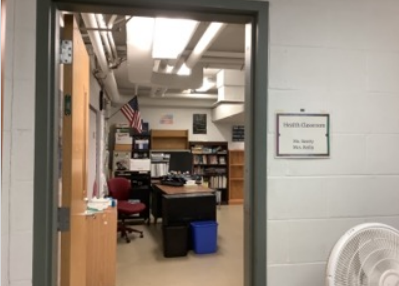
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
96	Boys' Team Room	2		Doors, Doorways, & Gates	N/A		Maneuvering clearance(s) not provided	-	Relocate furniture to provide maneuvering clearance that is 12" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the push side of the door.	1	
97	Math Classroom	2	225	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate trash cans to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	
98	Chinese, Spanish Classrooms	2	277, 275	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate trash can to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	2	
99	Special Education Classroom	2	279	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate trash can and file cabinet to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	
100	Administration	2	297	Doors, Doorways, & Gates			Maneuvering clearance(s) not provided	11"	Relocate cabinet to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door.	1	




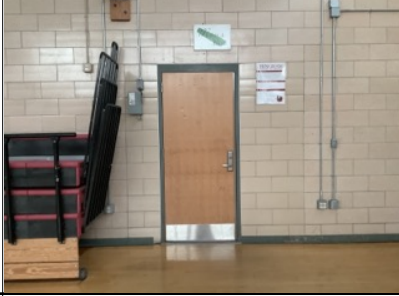

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
101	Special Education Classroom	2	269 A	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided Door requires > 5 lbs. of force to open	- 20 lbs.	Relocate trash cans to provide maneuvering clearance that is 18" min. parallel to the door on the latch side and 60" min. perpendicular to the door on the pull side of the door. Adjust closers so doors do not require more than 5 pounds of force to open.	1	
102	Child Lab	2	298	Doors, Doorways, & Gates	N/A		Maneuvering clearance not provided at recess > 6"	8"	Install an automatic door opener or ensure that the door is not recessed greater than 6" deep on both sides.	1	
103	All Gender Toilet Room Near Room 108	1		Doors, Doorways, & Gates	Toilet Room		Door requires > 5 lbs. of force to open	10 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
104	Drama	1	191	Doors, Doorways, & Gates	Classroom		Door requires > 5 lbs. of force to open	13 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
105	Girls' Locker Room - Lockers	1	149 D	Doors, Doorways, & Gates	Circulation		Door requires > 5 lbs. of force to open	13 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Signage											
106	Special Education Classroom	1	164	Signage	Designation		Raised characters not provided on sign Raised characters < 48" or > 60" above ground Braille not provided on sign	- 39" -	Provide text with raised characters duplicated in braille on sign. Mount signs so that the baseline of the lowest tactile character is 48" min. above finished floor and the baseline of the highest tactile character is 60" max. above the finished floor.	1	
107	Guidance Office - Transition Room, Post-Secondary Planning Office	1		Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Provide text with raised characters duplicated in braille on sign. Locate the sign on the wall next to the latch side of the door.	2	
108	Main Office - School Counselor	1	102	Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Remove paper placed on the tactile sign. Ensure tactile signs are not covered with paper signs.	1	
109	Physics and Electronics Classroom	1	127	Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Provide text with raised characters duplicated in braille on sign. Locate the sign on the wall next to the latch side of the door.	1	
110	Health Classroom	1	146	Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Provide text with raised characters duplicated in braille on sign. Locate the sign on the wall next to the latch side of the door. Best Practice: Recommend updating the tactile sign provided below the paper sign with "Health". Ensure tactile signs are not covered with paper signs.	1	



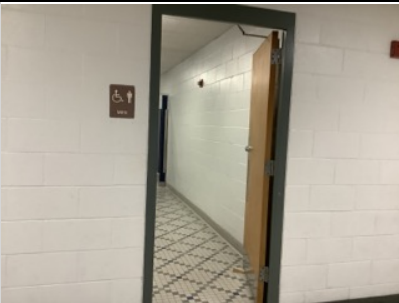


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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
111	Tech Lab	1	153	Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Sign is damaged. Provide text with raised characters duplicated in braille on sign.	1	
112	Autoshop - Classroom	1	159	Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Provide text with raised characters duplicated in braille on sign. Where a tactile sign is provided at double doors with one active leaf, the sign shall be located on the inactive leaf.	1	
113	English Classroom	1	180	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
114	Boys' Locker Room - Gymnasium	1		Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
115	Rise Student Toilet Room	2		Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door Signage lacks 18" by 18" clear floor space	- - - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side. Relocate furniture to provide a clear floor space of 18" min. by 18" min. Best Practice: Recommend updating sign with "Rise Student Toilet Room".	1	





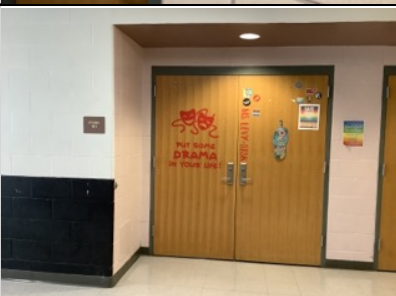
**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
116	Special Education Classroom	2	279	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
117	Nurses Office - Toilet Room, Gender Neutral Restroom Sign	2	295	Signage	Designation		Raised characters < 48" or > 60" above ground	64"	Mount signs so that the baseline of the lowest tactile character is 48" min. above finished floor and the baseline of the highest tactile character is 60" max. above the finished floor.	1	
118	Auditorium	1		Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	1	
119	English, Language Lab, Spanish, Special Education, French, Latin Classrooms	1	180, 178, 177, 174, 175, 172	Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	6	
120	Boys' Dressing Room	1	194	Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	1	


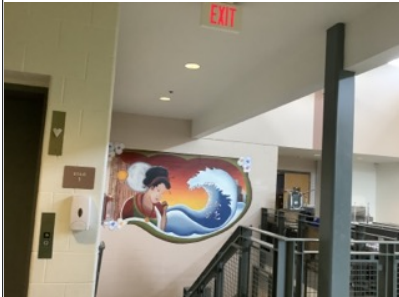


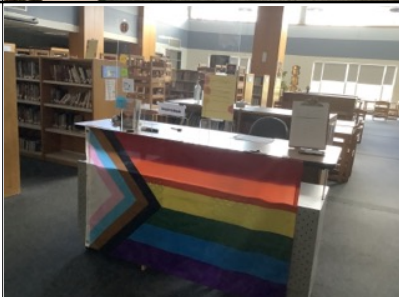
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
121	Music Room 1, Music Room 2	1	197, 193	Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	4	
122	Girls' & Boys' Locker Room - Gymnasium	1		Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	2	
123	Men's Toilet Room Near Room 103	1		Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	1	
124	Wrestling	1	145	Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	1	
125	Boys' Toilet Room Near Room 225	2		Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	1	




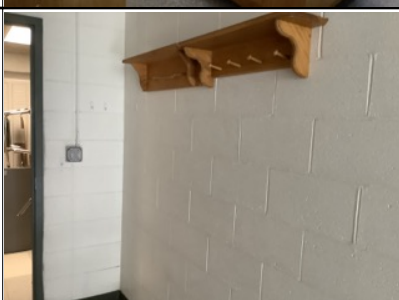
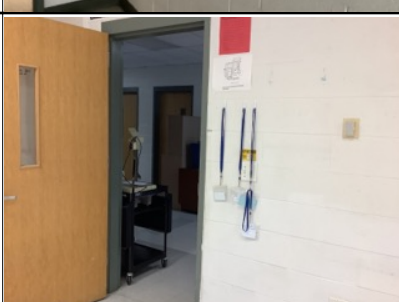
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
126	Stair 2	2		Signage	Egress		Braille not provided on sign	-	Provide braille on the sign.	1	
127	Media Center - TV Studio, Editing Room, Media Center - Seminar	2	213, 211, 214	Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	3	
128	Science, Math, English, Business, Chinese, Spanish, Latin Classrooms	2	222, 225, 280, 278, 277, 275, 271	Signage	Designation		Braille not provided on sign	-	Provide braille on the sign.	7	
129	Special Education 5 Classroom	2	269 A	Signage	Designation		Braille not provided on sign	-	Provide braille on the sign. Best Practice: Recommend updating sign with "Special Education".	1	
130	Drama	1	191	Signage	Designation		Braille not provided on sign Sign not located on the latch side of the door	- -	Provide braille on the sign. For double-leaf doors with one active leaf, locate sign on the inactive leaf. If each door has an active leaf, locate sign to the right of the right hand door.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
131	Health Classroom - Exit 7	1	146	Signage	Egress		Signage lacks 18" by 18" clear floor space	-	Relocate sanitizer to provide a clear floor space of 18" min. by 18" min. on the tactile egress sign.	1	
132	Stair 1	2		Signage	Designation		Signage lacks 18" by 18" clear floor space	-	Relocate sanitizer to provide a clear floor space of 18" min. by 18" min. on the tactile designation sign.	1	
133	Administration - Assistant Principal	2	297 A	Signage	Designation		Signage lacks 18" by 18" clear floor space	-	Relocate cabinet to provide a clear floor space of 18" min. by 18" min. on the tactile designation sign.	1	
Service Counter											
134	Guidance Office	1		Service Counter	N/A		Counter > 36" high	42"	Provide a counter that is 36" max. above the finished floor.	1	
135	Media Center	2	210	Service Counter	N/A		Counter > 36" high	39"	Provide a counter that is 36" max. above the finished floor.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Operable Parts											
136	By Field M	Ext.		Operable Parts	Spigot		Element not on an accessible route	- -	If the rented handwashing sink is used by the public as part of a Town program, ensure that it is located on an accessible route and that the operable parts do not require tight grasping, pinching, or twisting of the wrist and can be operable with one hand.	1	
137	Courtyard Near Gym	Ext.		Operable Parts	Spigot		Element not on an accessible route Not operable with a closed fist	- -	Ensure spigot is located on an accessible route. Provide hardware that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist.	1	
138	Media Center	2		Operable Parts	Other		Clear floor space is not provided	-	Provide a 30" min. by 48" min. clear floor space at book drop off. Relocate furniture.	1	
139	Special Education Classroom	1	174	Operable Parts	Clothes Rod/Hooks		Reach < 15" or > 48"(forward/side approach)	69.1"	Provide a coat hook 48" above the finished floor.	1	
140	Special Education Classroom, Math Classroom	1	120, 125	Operable Parts	Clothes Rod/Hooks		Reach < 15" or > 48"(forward/side approach)	63"	Provide a coat hook 48" above the finished floor.	3	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
141	Graphic Arts Technology Classroom	1	151	Operable Parts	Clothes Rod/Hooks		Reach < 15" or > 48"(forward/side approach)	62"	Provide a coat hook 48" above the finished floor.	1	
142	Art - Pottery Classroom	1	165	Operable Parts	Clothes Rod/Hooks		Reach < 15" or > 48"(forward/side approach)	64.5"	Provide a coat hook 48" above the finished floor.	1	
143	Art - Pottery Classroom	1	165	Operable Parts	Other		Reach < 15" or > 48"(forward/side approach)	56.2"	Relocate paper towel dispenser 48" above the finished floor.	1	
144	Business, Spanish, Latin Classrooms	2	278, 275, 271	Operable Parts	Clothes Rod/Hooks		Reach < 15" or > 48"(forward/side approach)	61"	Provide a coat hook 48" above the finished floor.	3	
Dining or Work Surfaces											
145	Cafeteria	1		Dining or Work Surfaces	Dining Surface		At least one or 5% accessible tables not provided Knee or toe clearance not provided	- -	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	1	



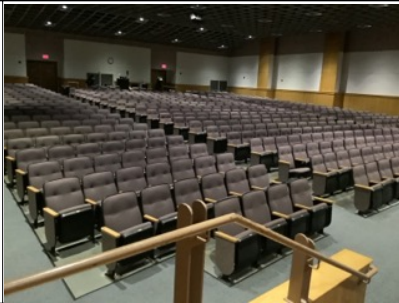


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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
146	Wood Shop, Autoshop - Classroom	1	155, 159	Dining or Work Surfaces	Work Surface		At least one or 5% accessible tables not provided Knee or toe clearance not provided	- 15"	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	2	
147	School Counselor Near Guidance Office Entrance	1		Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	-	Provide at least one work surface with 27" min. knee and toe clearance. Ensure toe clearance of 30" clear width and 9" clear is provided above the finished floor.	1	
148	Main Office - Principal Office	1		Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	-	Provide at least one work surface with 27" min. knee and toe clearance. Ensure toe clearance of 30" clear width and 9" clear is provided above the finished floor.	1	
149	Main Office	1	100	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	-	Provide at least one work surface with 27" min. knee and toe clearance. Ensure toe clearance of 30" clear width and 9" clear is provided above the finished floor.	1	
150	Media Center	2	210	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	26"	Provide at least one work surface with tops between 28"- 34" above the floor and 27" clear height underneath.	1	


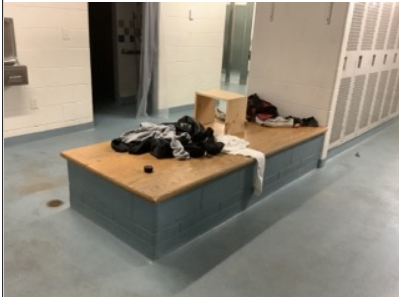



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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
151	Special Education Classroom	2	269 A	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	24"	Provide at least one work surface with tops between 28"- 34" above the floor and 27" clear height underneath.	1	
152	Administration	2	297	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	-	Provide at least one dining or work surface with 27" min. knee and toe clearance. Ensure toe clearance of 30" clear width and 9" clear is provided above the finished floor.	1	
153	Art - Painting	1	163	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided Top of dining/work surface < 28" or > 34"	- 37.8"	Provide at least one work surface with tops between 28"- 34" above the floor and 27" clear height underneath. Ensure toe clearance of 30" clear width and 9" clear is provided above the finished floor. If the work surface shown is used for a unique purpose, a comparable accessible work surface should be provided.	1	
154	Science Classroom	1	128	Dining or Work Surfaces	Work Surface		Top of dining/work surface < 28" or > 34"	37"	Provide at least one work surface with tops between 28"- 34" above the floor and 27" clear height underneath.	1	
155	Courtyard Near Cafeteria - Greenhouse	Ext.		Dining or Work Surfaces	Work Surface		Top of dining/work surface < 28" or > 34"	35"	Provide at least one work surface with tops between 28"- 34" above the floor and 27" clear height underneath.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Assembly Area											
156	Auditorium	1		Assembly Area	N/A		Number of seats Number of designated wheelchair spaces Minimum # wheelchair spaces not provided	588 3 -	Provide three (3) additional wheelchair spaces. Remove chairs to provide additional wheelchair spaces.	3	
157	Auditorium	1		Assembly Area	N/A		Wheelchair spaces overlap circulation paths	-	Relocate seating area so that wheelchair spaces do not overlap circulation paths.	1	
158	Auditorium	1		Assembly Area	N/A		Designated aisle seats < 5% Assistive listening devices not provided	- -	At least 5% of the total number of aisle seats provided must be identified by a sign or marker and have folding or retractable armrests. If audible communication is integral to the use of the space, provide an assistive listening system.	1	
Locker Room											
159	Lockers Near Drama	1		Locker Room	N/A		5% of lockers are not accessible Storage > 48" high	- 68.4"	Provide at least one accessible locker (or ensure 5% of all lockers are accessible) . Ensure that at least 5% of lockers are accessible, and no higher than 48 inches above the floor.	1	
160	Girls' & Boys' Locker Room - Team Room	1		Locker Room	N/A		Back support not provided at bench Bench < 24" deep Bench lacks 12" clear underneath	- 13.5" -	Provide at least one bench with back support or that is affixed to a wall with room on the side to transfer. Provide a bench that is 24" deep. Provide a bench that has 12" clear underneath.	2	





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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
161	Girls' Lacrosse Team Room	2		Locker Room	Girls		Back support not provided at bench Bench < 24" deep Bench lacks 12" clear underneath	- 13" -	Provide at least one bench with back support or that is affixed to a wall with room on the side to transfer. Provide a bench that is 24" deep. Provide a bench that has 12" clear underneath.	1	
162	Boys' Team Room	2		Locker Room	Boys		Back support not provided at bench Bench lacks 12" clear underneath	- -	Provide at least one bench with back support or that is affixed to a wall with room on the side to transfer. Provide a bench that has 12" clear underneath.	1	
Laboratory											
163	Science Classroom	2	222	Laboratory	Other		At least one (or 5%) accessible sink not provided At least one (or 5%) acc. work surface not provided	- -	Provide at least one sink with the rim no higher than 34" above the finished floor with knee and toe clearance positioned for a forward approach. Alter so that 5% of work surfaces (at least one) are 28"- 34" above the finished floor with knee and toe clearance positioned for a forward approach.	1	
164	Science Classroom	2	222	Laboratory	Other		At least one (or 5%) acc. fume hood not provided	38"	Provide one (1) accessible fume hood with a work surface located no higher than 34" above the finished floor and 27" high knee and toe clearance.	1	
Picnic Tables											
165	South of Main Entrance, Egress Door 1	Ext.		Picnic Tables	N/A		Number of seating spaces at picnic tables At least 5% accessible spaces not provided	6 -	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	1	



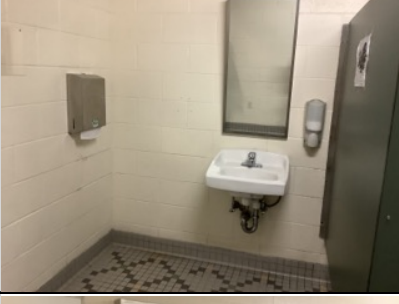


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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
166	By Egress Door 8	Ext.		Picnic Tables	N/A		Number of seating spaces at picnic tables At least 5% accessible spaces not provided	6 -	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	1	
167	By Toilet Rooms by Football Field	Ext.		Picnic Tables	N/A		Number of seating spaces at picnic tables At least 5% accessible spaces not provided	2 -	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	1	
168	By Egress Doors 18 and 19	Ext.		Picnic Tables	N/A		Number of seating spaces at picnic tables At least 5% accessible spaces not provided Picnic table not on an accessible route	8 - -	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep. Ensure that the accessible picnic table is located on an accessible route.	1	
169	By Egress Doors 24 and 25	Ext.		Picnic Tables	N/A		Number of seating spaces at picnic tables 30" clear width not provided	4 13"	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	1	
170	Courtyard Near Cafeteria	Ext.		Picnic Tables	N/A		Top of dining/work surfaces < 28" or > 34" Toe or knee clearance at tables not provided Picnic table not on an accessible route	37" - -	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep. Ensure that the picnic table is connected to an accessible route.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Exterior Benches											
171	Courtyard Near Cafeteria	Ext.		Exterior Benches	N/A		No accessible route to one bench in area	-	Provide an accessible route to one bench in this area.	1	
172	Courtyard Near Gym	Ext.		Exterior Benches	N/A		No accessible route to one bench in area	-	Provide an accessible route to one bench in this area.	1	
Kitchens and Kitchenettes											
173	Food Lab	2	299	Kitchens and Kitchenettes	Classrooms		Wall oven controls > 48"	55"	Relocate wall oven so that controls are between 15"-48" above the finished floor. If a wall oven is provided, it must be accessible with controls within reach range.	1	
Toilet & Bathing Rooms											
Lavatory											
174	Men's Single-User Toilet Room, Exterior	1		Lavatory	N/A		Faucet is not operable with a closed fist Plumbing underneath is exposed	- -	Provide a faucet that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist for at least one lavatory. Insulate or otherwise configure pipes to prevent contact at the lavatory.	1	



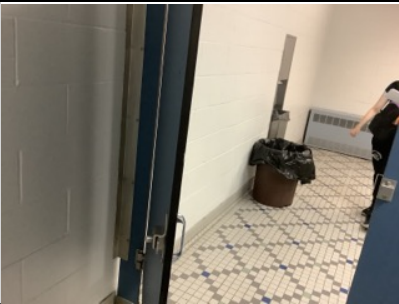


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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
175	Women's Single-User Toilet Room, Exterior	1		Lavatory	N/A		Faucet is not operable with a closed fist Plumbing underneath is exposed	- -	Provide a faucet that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist for at least one lavatory. Insulate or otherwise configure pipes to prevent contact at the lavatory.	1	
176	Cafeteria - Girls' Toilet Room	1		Lavatory	N/A		Plumbing underneath is exposed	-	Insulate or otherwise configure pipes to prevent contact for at least one lavatory.	1	
177	Girls' Locker Room - Toilet Room, Women's Toilet Room Near Room 103	1		Lavatory	N/A		Plumbing underneath is exposed	-	Insulate or otherwise configure pipes to prevent contact at the lavatory.	2	
178	Boys' Toilet Room Near Exit 2	1		Lavatory	N/A		Plumbing underneath is exposed	-	Insulate or otherwise configure pipes to prevent contact for at least one lavatory.	1	
179	Boys' Toilet Room Near Room 286	2		Lavatory	N/A		Plumbing underneath is exposed	-	Insulate or otherwise configure pipes to prevent contact for at least one lavatory.	1	


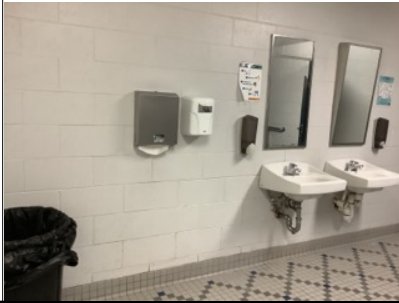


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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Single-User Toilet											
180	Boys' and Girls' Dressing Room - Toilet Room	1	194, 192	Single-User Toilet	N/A		Dispensers located above grab bar	-	Ensure dispensers are not mounted above the grab bar. Relocate dispensers within 48" above the finished floor.	2	
181	All Gender Toilet Room Near Main Office, Near Room 288	1		Single-User Toilet	N/A		Hook located > 48" high (2010 ADA)	69"	Provide a coat hook 48" above the finished floor.	2	
Toilet Compartment											
182	Cafeteria - Girls' Toilet Room, Girls' Toilet Room Near Room 125, Boys' Toilet Room Near Exit 2	1		Toilet Compartment	Accessible Compartment		Door has malfunctioning self-closing hinge Door pull not provided	- -	Repair hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	3	
183	Cafeteria - Boys' Toilet Room, Women's & Men's Toilet Room Near Room 103	1		Toilet Compartment	Accessible Compartment		Door has malfunctioning self-closing hinge Door pull not provided	- -	Repair hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	2	
184	Girls' Locker Room - Toilet Room, Boys' Locker Room - Toilet Room	1		Toilet Compartment	Accessible Compartment		Door has malfunctioning self-closing hinge Door pull not provided	- -	Repair hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	2	



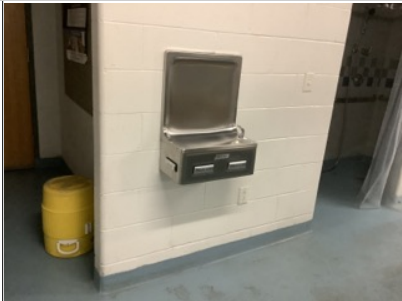

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
185	Girls' Lacrosse Team Room - Toilet Room, Boys' Team Room - Toilet Room	2		Toilet Compartment	Accessible Compartment		Door has malfunctioning self-closing hinge Door pull not provided	- -	Repair hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	2	
186	Girls' Toilet Room Near Stair 2, Boys' Toilet Room Near Room 286	2		Toilet Compartment	Accessible Compartment		Door has malfunctioning self-closing hinge Door pull not provided	- -	Repair hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	2	
187	Boys' Toilet Room Near Room 225, Boys' Toilet Room Near Room 286	2		Toilet Compartment	Accessible Compartment		Door has malfunctioning self-closing hinge Door pull not provided	- -	Repair hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	2	
Urinal											
188	Boys' Locker Room - Toilet Room	1		Urinal	N/A		Rim > 17" high Urinal recessed > 24" has > 36" clear width	18.5" 32"	Provide at least one urinal with the rim no higher than 17" max. above the finished floor. If urinal is recessed greater than 24" ensure there is a clear width of 36" min.	1	
189	Boys' Toilet Room Near Room 225, Men's Toilet Room Near Room 103	2		Urinal	N/A		Clear floor space not provided at urinal	27"	Remove partition to provide a 30" min. by 48" min. clear floor space positioned for a forward approach.	2	


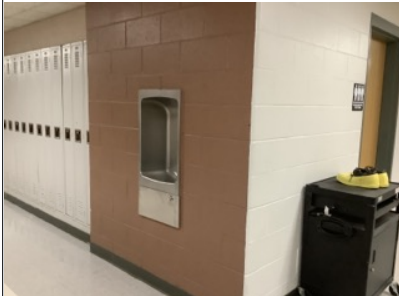



**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
190	Men's Toilet Room Near Room 103	1		Urinal	N/A		Not maintained in operable working condition	-	Ensure that low urinal is maintained in operable working condition.	1	
Dispensers											
191	Cafeteria - Boys' Toilet Room	1		Dispensers	Paper Towel Dispenser		Dispenser acts as a protruding object	7"	Relocate the paper towel dispenser out of the circulation path.	1	
Shower Compartment											
192	Boys' Locker Room - Showers	1		Shower Compartment	Transfer Type		Seat not provided (transfer compartment)	-	Provide a padded folding seat. Ensure that the side grab bar does not overlap the seat.	1	
Portable Toilet											
193	By Field M	Ext.		Portable Toilet	N/A		Not located on an accessible route Accessible portable toilets not provided	- -	When portable toilets are provided, ensure that at least 5% of portable toilets is accessible. Locate portable toilet on an accessible route.	1	





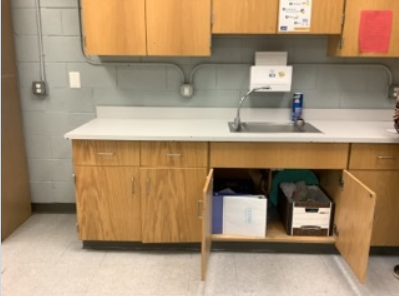
**Town of Hingham
Hingham High School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Changing Rooms											
194	Girls' Locker Room - Showers	1		Changing Rooms	Girls		5% of changing rooms are not accessible	-	Recommend providing a curtain for an accessible changing area next to the transfer shower. Changing areas are provided alongside all showers, except for the accessible shower.	1	
Toilet Rooms for Children											
Lavatory (Children)											
195	Child Lab - Toilet Room	2	298	Lavatory (Children)	N/A		Mirror above lavatory w/reflective surface > 31"	35"	Relocate and lower mirror so that the bottom of the reflecting surface is at 31" above the finished floor max. Optionally, a full length mirror could be added to the room with the bottom of the reflecting surface no higher than 31" above the finished floor max.	1	
Additional Access											
Drinking Fountains											
196	Boys' Team Room	2		Drinking Fountains	Low		No drinking fountain provided for standing users	-	Provide an additional drinking fountain for standing users.	1	
197	Drinking Fountain - Near Elevator at Stair 1	2		Drinking Fountains	Low		No drinking fountain provided for standing users Standing height fountain does not have cane protection	- -	Install a Hi-Lo drinking fountain. Provide a cane-detectable barrier skirt under the high unit.	1	



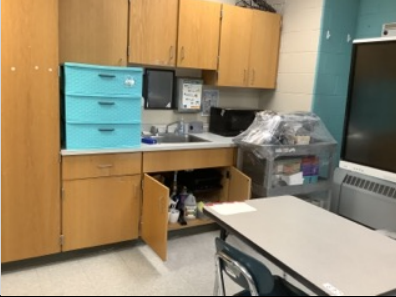


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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
198	Girls' Lacrosse Team Room	2		Drinking Fountains	Low		No drinking fountain provided for standing users Knee or toe clearance not provided	- 25"	Install a Hi-Lo drinking fountain. Provide knee and toe clearance, 27" min. high at drinking fountain for seated users.	1	
199	Near Rooms 180, 184	1		Drinking Fountains	N/A		No drinking fountain provided for seated users	-	Provide an additional drinking fountain for seated users.	2	
200	Cafeteria, Near Exit 2	1		Drinking Fountains	High		No drinking fountain provided for seated users	-	Provide an additional drinking fountain for seated users by the cafeteria and near Exit 2. Where drinking fountains are provided, 50 percent of the total number must be provided for seated users and 50 percent must be provided for standing users. Where a single drinking Hi-Lo drinking fountain complies for both seating and standing users, it can be substituted for two (2) drinking fountains.	2	
201	Near Room 225	2		Drinking Fountains	High		No drinking fountain provided for seated users	-	Provide an additional drinking fountain for seated users.	1	
202	Drinking Fountain - Near Media Center, Near Girls' Lacrosse	2		Drinking Fountains	Hi-Lo		Standing height fountain does not have cane protection		Provide a cane-detectable barrier skirt under the high unit.	2	

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Sink											
203	Art - Painting, Pottery	1	163, 165	Sink	N/A		Clear floor space not provided at sink Toe and knee clearances not provided Rim or counter > 34" Exposed plumbing underneath sink	- - 36.5" -	Provide a 30" by 48" clear floor space positioned for a forward approach. Relocate the table. Ensure there is a 27" min. knee clearance positioned for a forward approach. Relocate sink with the front of the rim or counter no higher than 34" above the finished floor. Insulate or otherwise configure pipes at sink.	2	
204	Science, Physics and Electronics Classrooms	1, 2	129, 128, 127, 222	Sink	Lab		Toe and knee clearances not provided	25"	Ensure there is a 27" min. knee clearance positioned for a forward approach under the emergency eye wash sink.	4	
205	Graphic Arts Technology	1	151	Sink	Other		Toe and knee clearances not provided Rim or counter > 34" Exposed plumbing underneath sink	19" 36" -	Ensure there is a 27" min. knee clearance positioned for a forward approach. Relocate sink with the front of the rim or counter no higher than 34" above the finished floor. Insulate or otherwise configure pipes at sink.	1	
206	Drama, Science Classroom	1	191, 129	Sink	Classroom		Toe and knee clearances not provided Exposed plumbing underneath sink	25.5" -	Ensure there is a 27" min. knee clearance positioned for a forward approach. Insulate or otherwise configure pipes at sink.	2	
207	Special Education Classroom, Science Classroom	1	164, 128	Sink	Classroom		Toe and knee clearances not provided Exposed plumbing underneath sink	26" -	Ensure there is a 27" min. knee clearance positioned for a forward approach. Insulate or otherwise configure pipes at sink.	2	

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
208	Nurses Office	2	295	Sink	N/A		Toe and knee clearances not provided Exposed plumbing underneath sink	- -	Ensure there is a 27" min. knee clearance positioned for a forward approach. Insulate or otherwise configure pipes at sink.	1	
209	Child Lab	2	298	Sink	Classroom		Toe and knee clearances not provided Exposed plumbing underneath sink	- -	Ensure there is a 27" min. knee clearance positioned for a forward approach. Insulate or otherwise configure pipes at sink.	1	
210	Special Education Classroom	2	269 A	Sink	Classroom		Toe and knee clearances not provided Exposed plumbing underneath sink	- -	Ensure there is a 27" min. knee clearance positioned for a forward approach. Insulate or otherwise configure pipes at sink.	1	
211	Autoshop - Workshop	1	159	Sink	Other		Toe and knee clearances not provided Exposed plumbing underneath sink Dispenser not within reach range	25" - 59"	Ensure there is a 27" min. knee clearance positioned for a forward approach. Insulate or otherwise configure pipes at sink. Relocate paper towel dispenser 48" max. above the finished floor or ground.	1	
212	Food Lab	2	299	Sink	Classroom		Rim or counter > 34"	37"	Relocate sink with the front of the rim or counter no higher than 34" above the finished floor.	1	

Play and Sport Areas





**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Field											
213	Softball Field A, Team Seating Areas	Ext.		Field	Softball		Accessible spaces not provided at team seating	-	Provide a 36" x 48" clear floor space alongside team seating areas.	2	
214	Baseball Field E, Third Base Bleachers	Ext.		Field	Baseball		Accessible spaces not provided at sidelines seating	28"x40"	Provide a 36" by 60" clear stable, firm and slip-resistant floor space on each side of the bleacher.	1	
215	Baseball Field L	Ext.		Field	Baseball		Accessible spaces not provided at sidelines seating Sideline seating not connected to an accessible route	- -	Provide a 36" x 60" clear floor space along each side of the bleacher. Provide an accessible route to the sideline seating.	1	
216	Baseball Field L	Ext.		Field	Baseball		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to the field. Install an accessible route between all areas of sport activity, including the team seating areas.	1	
217	Softball Field O	Ext.		Field	Softball		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to the field. Install an accessible route between all areas of sport activity, including team seating areas.	1	






**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
218	Soccer Fields N, M, P and Q	Ext.		Field	Soccer		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to the field. Install an accessible route between all areas of sport activity, including team seating.	3	
219	Lacrosse Fields I, H and G, and Open Fields J and K	Ext.		Field	Lacrosse		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to each field. Install an accessible route between all areas of sport activity, including team seating.	5	
220	Shot Put	Ext.		Field	Shot Put		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to the field. Install an accessible route between all areas of sport activity including the shot put.	1	
221	Softball Field A	Ext.		Field	Softball		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to the field. Install an accessible route between all areas of sport activity, including team seating areas.	1	
222	Hockey Field F	Ext.		Field	Field Hockey		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to the field. Install an accessible route between all areas of sport activity.	1	


**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
223	Baseball Field E	Ext.		Field	Baseball		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to the field. Install an accessible route between all areas of sport activity, including team seating areas.	1	
Overall Review											
224	Girls' Lacrosse Team Room - Showers	2							Transfer shower was unable to be surveyed.	1	
Best Practice											
225	Auditorium	1							Recommend providing an International Symbol of Accessibility (ISA) sign that is not cut off.	1	
226	Auditorium	1							Recommend providing an adjustable podium with knee and toe clearance.	1	

**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
227	Near Exit 24	1							Recommend providing a visual contrasting strip at the edge of each stair tread. Recommendation applies to all stairs.	1	
228	Boys' & Girls' Dressing Room - Toilet Room	1	194, 192						At all permanent rooms and spaces, (such as the boys' and girls' toilet rooms in the dressing rooms), recommend providing signage with raised characters and braille alongside the door on the latch side.	2	
229	Media Center - TV Studio, Editing Room	2	213						Recommend positioning monitor to the center of accessible seat.	1	
230	Administration Office	2	297						Recommend removing a chair to provide a 36" by 48" clear floor space for a wheelchair space.	1	
231	Towards Softball Field A	Ext.						-	Recommend providing a sidewalk and a curb ramp at the street crossing.	1	

**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
232	Courtyard Near Gym	Ext.						-	Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench by the courtyard in a manner that is substantially similar to what is shown in Figure 1 in the narrative report.	1	

Hingham Middle School



Town of Hingham ADA Transition Plan

September 2022



Institute for Human Centered Design

200 Portland Street, Boston, MA 02114
www.IHCDesign.org • info@IHCDesign.org
617-695-1225 voice/ tty

Background

Year Built: 2014

Hingham Middle School, located at 1103 Main Street, serves students in the sixth through eighth grades. The building has three (3) floors and two (2) doors to the main accessible entrance by the main office, two (2) doors to the accessible secondary entrance on the northwest side and one (1) accessible entrance from the bus drop-off area on the east side. Outdoor amenities include a soccer field, a baseball field, tennis courts, picnic tables, a portable toilet, benches, and a bike rack. There is a parking lot by the main entrance and one (1) by the soccer field.

The first floor has classrooms for sixth grade students, an auditorium, gym, wellness center, music classroom, student dining areas, main office, student services center, guidance offices, an educational support center, a technology service center, an occupational therapy and physical therapy room, conference rooms, a nurse's office, a team learning center, a wood shop, a technology application lab, science laboratories, boys' and girls' locker rooms, and boys', girls' and all gender toilet rooms. The second floor has classrooms for seventh grade students, science laboratories, special education classrooms, a library, a computer lab, a language lab, a speech and language office, a reading room, a geography classroom, a math classroom, a French classroom, a Spanish classroom, the upper auditorium, a distance learning theater, a conference room, guidance offices, a mindfulness room, a ceramics classroom, and boys' and girls' toilet rooms. The third floor contains classrooms for the eighth grade, special education classrooms, history classrooms, an English classroom, a French classroom, science laboratories, a computer room, math classrooms, and boys' and girls' toilet rooms. Vertical access is provided by an elevator and three (3) sets of stairs.

Note: the accessible shower in both the boys' and girls' locker rooms were blocked and unable to be surveyed.

Key Accessibility Issues

Curb Ramps

Accessibility issues include four (4) curb ramps that lack a flush transition to the street.

Parking Lots

Accessibility issues with the parking lot by the main entrance include signs that are not in operable working condition at three (3) car and one (1) van accessible parking space. Accessibility issues with the parking lot by the soccer field include a sign with the International Symbol of Accessibility (ISA) that is not in operable working condition at one (1) car accessible parking space. Additionally, one (1) additional car accessible parking space, along with a marked access aisle, must be provided in the lot by the soccer field.

Passenger Loading Zone

Accessibility issues with the passenger loading zone include lack of marking at the 60" wide access aisle, and lack of a sign with the International Symbol of Accessibility (ISA).

Signage

Accessibility issues with signage include lack of tactile signs at egress doors, lack of directional signs at one (1) inaccessible egress door directing people to the nearest accessible egress and lack of an illuminated sign with the International Symbol of Accessibility (ISA) at accessible exit doors. Additionally, in several locations, designation signs lack raised characters and/or braille, lack clear floor space in front of the sign, are not located on the latch side of the door close to the door, or have paper taped over the raised characters and braille.

Doors and Doorways

Accessibility issues with doors and doorways include doors that lack maneuvering clearance, one door that has a clear width that is less than allowed, a door with an automatic door opener that was not functioning on the day of survey, and doors that require a greater amount of opening force than allowed.

Dining and Work Surfaces

Accessibility issues include lack of one (1) dining surface with knee and toe clearance in the courtyard, and lack of accessible work surfaces with knee and toe clearance in several interior locations. Additionally, in the sixth grad STEM lab, the top of the work surface is located lower than allowed, and there is a lack of an accessible picnic table on an accessible route by door 13.

Assistive Listening System (ALS)

Accessibility issues include lack of an assistive listening system in the auditorium, three (3) conference rooms, and the distance learning theater.

Note: In each assembly area where audible communication is integral to the use of the space, an assistive listening system shall be provided, and the assistive listening system shall be identified by a sign with the International Symbol of Access for Hearing Loss.

Toilet Rooms

Accessibility issues with toilet rooms include lack of insulation on lavatory pipes to prevent against contact, mirrors located higher than allowed, single-user toilet rooms that lack clear floor space at the toilet due to the location of trash bins, doors to accessible compartments that have malfunctioning self-closing hinges, one (1) urinal that lacks the required clear width, and dispensers that act as protruding objects in the circulation path.

Additional Accessibility Issues

- Lack of an accessible route to at least one (1) bench by the tennis courts.
- Lack of an accessible portable toilet that is on an accessible route by the soccer field.
- Lack of five (5) percent of accessible lockers in the boys' and girls' locker rooms, locker room 1359 near room 125, and the boys' locker room changing area.
- Lack of an accessible bench in the girls' locker room changing room by the shower and in the boys' locker room.
- Clear floor space is not provided alongside at least one of each type of fitness equipment in the wellness center.

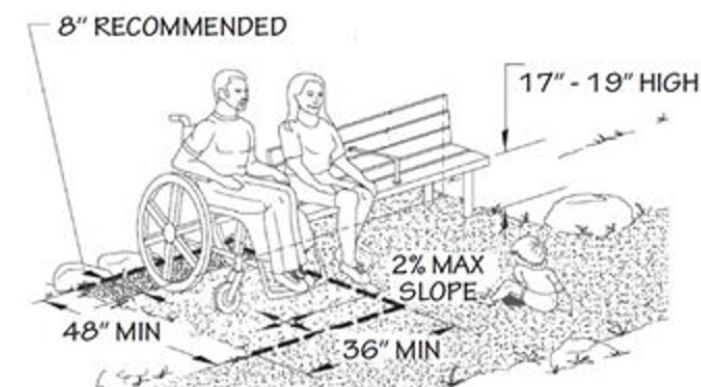
- A defibrillator in the corridor by the gym is located higher than allowed.
- There is a lack of a drinking fountain for standing users in the corridor by the gymnasium.
- The sink in the occupational therapy/physical therapy room and the sink in the technology application lab lacks clear floor space because of equipment located underneath. The sink in the technology application lab also lacks pipes that are insulated or otherwise configured to prevent against contact.

Best Practice and Inclusive Design






Best practice and inclusive design recommendations include elements that are not required in the standards but may create enhanced experiences for all users.

- Recommend removing a chair in the waiting area of the main office and in the health services center to provide a 36" min. x 48" min. clear floor space for wheelchair users.
- The current tactile sign at the wood shop designates the space incorrectly. Recommend updating the sign with 'Wood Shop'.
- Recommend updating sign to match the current room function of "Special Education" (instead of "Staff Workroom").
- Recommend providing an adjustable podium with knee and toe clearance in the auditorium.
- Recommend providing visually contrasting strips on all staircase treads.
- Recommend providing signage with raised characters and braille on the latch side of the door at all permanent rooms that lack designation signage.
- Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench by the tennis courts in a manner that is substantially similar to what is shown in Figure 1.





Figure 1 shows a stable, firm and slip-resistant surface adjacent to a bench positioned to allow a person in a wheeled mobility device and a person sitting on the bench to have their shoulders aligned:








**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Approach and Entrance											
Exterior Access Route											
1	To Baseball Field			Exterior Access Route	Walkway		Running slope > 1:20 (5.00%)	6.5%	Reducing running slope to 1:20 (5.0%) max. may not be technically feasible.	1	
Curb Ramp											
2	From Parking Lot Towards Roundabout			Curb Ramp	N/A		Transition from curb ramp to street not flush	-	Ensure transition from curb ramp to street is flush or free of changes in level.	1	
3	Passenger Loading Zone			Curb Ramp	N/A		Transition from curb ramp to street not flush	-	Ensure transition from curb ramp to street is flush or free of changes in level.	1	
4	Route to Tennis Courts			Curb Ramp	N/A		Transition from curb ramp to street not flush	-	Ensure transition from curb ramp to street is flush or free of changes in level.	1	
5	Route to Tennis Courts			Curb Ramp	N/A		Transition from curb ramp to street not flush	-	Ensure transition from curb ramp to street is flush or free of changes in level.	1	




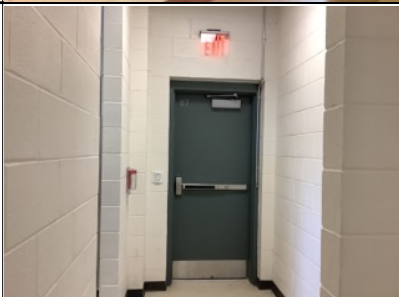
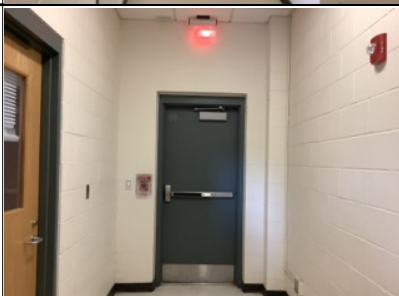
**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Off-Street Parking Lot or Garage											
6	North Parking by Main Entrance			Off-Street Parking Lot or Garage	N/A		Total # of parking Total # of designated accessible parking spaces Total # of designated van accessible spaces Sign not provided	110 3 1 -	Signs at 3 car and one van accessible parking space are bleached white by the sun. Replace all signs. (Provide four new identification signs with the International Symbol of Accessibility (ISA) and a sign with the designation "Van Accessible" at the van accessible space. Mount all signs 60" min. above the ground measured to the bottom of each sign and 96" max. above the ground measure to the top.	4	
7	Parking by the Soccer Field			Off-Street Parking Lot or Garage	Visitor		Total # of parking Total # of designated accessible parking spaces Total # of designated van accessible spaces Sign not provided	117 3 1 -	Provide one additional compliant car accessible parking space in this parking lot with a marked access aisle and a sign with the International Symbol of Accessibility (ISA). Replace the sun-faded International Symbol of Accessibility (ISA) sign at the car accessible parking space in this lot that has a faded sign. Ensure all signs are mounted 60" min. and 96" max. above the ground.	1	
Passenger Loading Zones											
8	Passenger Loading Zone			Passenger Loading Zones	N/A		Marking not provided at access aisle Sign with ISA not provided (MAAB)	- -	Ensure that the 60" wide access aisle is marked so as to discourage parking in them. Provide a sign that includes the International Symbol of Accessibility (ISA) at the head of the space. Locate the sign so that the bottom is 60" min. above the ground and the top is 96" max. above the ground.	1	
Entrance											
9	Main Entrance/ Exit 1 & 2	1		Entrance	Main Entrance		Automatic door opener not operable	-	Repair or replace the door opener. Note: Automatic door opener was not working on the day of the survey.	1	






**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Emergency Exit											
10	Courtyard	1		Emergency Exit	N/A		Door requires > 15 lbs. of force to open	17 lbs.	Adjust closers of exterior doors so doors do not require more than 15 pounds of force. Note: Fire doors shall have a minimum opening force allowable by the appropriate administrative authority.	2	
Access to Goods and Services											
Means of Egress											
11	Stair 2, Egress to Vestibule	1		Means of Egress	N/A		Tactile exit sign not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	1	
12	Egress Door 18	1		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where there is no wall space at the latch side of a single door or at the right side of double doors, signs shall be located on the nearest adjacent wall.	1	
13	Egress Door 19	1		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where there is no wall space at the latch side of a single door or at the right side of double doors, signs shall be located on the nearest adjacent wall.	1	
14	Egress Door 21	1		Means of Egress	N/A		Tactile exit sign not provided		Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door.	1	






**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
15	Egress Door 20	1		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door.	1	
16	Exit 03 & 04, Secondary Entrance/ Exit 20 & 21, Main Entrance / Exit 01 & 02	1		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door.	4	
17	Secondary Entrance/ Exit 20 & 21	1		Means of Egress	N/A		Tactile exit sign not provided	-	At each door, ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	2	
18	Exit 07, Exit 06 - Girls' and Boys' Locker Room	1	193, 192	Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	2	
19	Exit 08, Exit 09	1	C108B, 191	Means of Egress	N/A		Tactile exit sign not provided		Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door.	2	



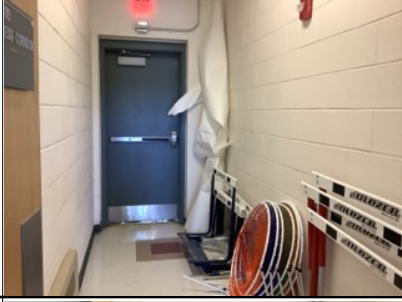


**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
20	Main Entrance / Exit 01 & 02	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA) over the doors.	2	
21	To Exit 03 & Exit 04	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA) over the door.	2	
22	Gymnasium- Exit 05	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA) over the door.	1	
23	Exit 12	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor. Where there is no wall space at the latch side of a single door or at the right side of double doors, signs shall be located on the nearest adjacent wall. Provide an illuminated sign with the International Symbol of Accessibility (ISA) over the door.	1	
24	Exit 18	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)		Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door on the nearest adjacent wall. Provide an illuminated sign with the International Symbol of Accessibility (ISA) over the door.	1	




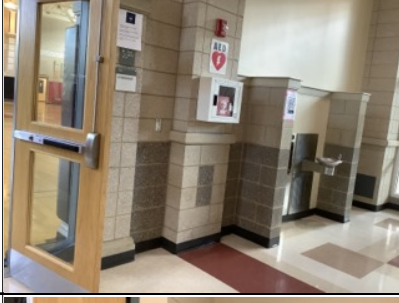

**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
25	Exit 14 & Exit 13 - Cafeteria	1	123	Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)		Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA) over the door.	2	
26	Secondary Entrance / Exit 17	1	120	Means of Egress	N/A		Tactile exit sign not provided Directional sign to accessible emergency exit not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit.	1	
27	Stair 4 and Stair 3	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA).	2	
28	Stair 1	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA).	2	
29	Secondary Entrance/ Exit 20 & 21	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA) over the door.	3	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
30	To Stair 3 & Exit 18	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA) over the door.	1	
Interior Access Route											
31	6th Grade Spanish Classroom	1	106	Interior Access Route	N/A		Route < 36" wide	18"	Ensure that a clear width of 36" min. is maintained at the accessible route.	1	
32	Exit 08	1	C108B	Interior Access Route	N/A		Route < 36" wide	-	Ensure that a clear width of 36" min. is maintained at the accessible route. Relocate equipment.	1	
33	Ceramics/Kiln Room	2	222B	Interior Access Route	N/A		Route < 36" wide	30"	Ensure that a clear width of 36" min. is maintained at the accessible route. Relocate furniture.	1	
34	Library Media Center	2	240	Interior Access Route	N/A		Route < 36" wide	19"	Ensure that a clear width of 36" min. is maintained at the accessible route. Relocate furniture.	1	




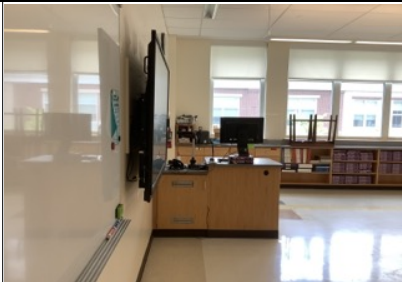
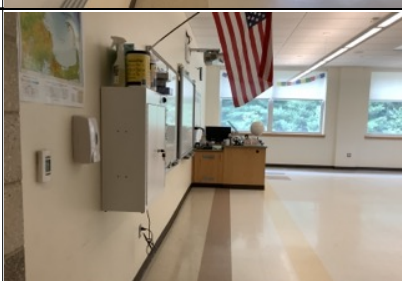
**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
35	Library Media Center	2	240	Interior Access Route	N/A		Route < 36" wide	28"	Ensure that a clear width of 36" min. is maintained at the accessible route. Relocate furniture.	1	
36	Library Media Center	2	240	Interior Access Route	N/A		Route < 36" wide	28"	Ensure that a clear width of 36" min. is maintained at the accessible route. Relocate black book case.	1	
37	Media Application Lab	2	241	Interior Access Route	N/A		Route < 36" wide	27"	Ensure that a clear width of 36" min. is maintained at the accessible route. Relocate equipment and cables.	1	
38	Corridor Near Gymnasium, Corridor Near Main Office	1		Interior Access Route			Obstructed by protruding objects	-	Relocate the defibrillator out of the circulation path.	2	
39	Technology Application Lab	1	121	Interior Access Route	N/A		Obstructed by protruding objects	7"	Relocate objects / tools out of the circulation path.	1	




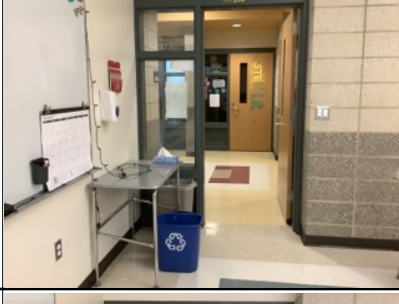

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
40	Cafeteria	1	123	Interior Access Route	N/A		Obstructed by protruding objects	9"	Relocate the paper towel dispenser out of the circulation path.	1	
41	Cafeteria	1	123	Interior Access Route	N/A		Obstructed by protruding objects	12"	Provide a cane-detectable barrier on either ends of the counter.	2	
42	Special Education	1	127	Interior Access Route	N/A		Obstructed by protruding objects	9"	Relocate the paper towel dispenser out of the circulation path.	1	
43	Near Exam Room	1	160	Interior Access Route	N/A		Obstructed by protruding objects	9"	Relocate the paper towel dispenser out of the circulation path.	1	
44	Wellness Center	1	190	Interior Access Route	N/A		Obstructed by protruding objects	9"	Relocate paper towel dispenser out of the circulation path.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
45	Occupational Therapy / Physical Therapy Room	1	194	Interior Access Route	N/A		Obstructed by protruding objects	6"	Relocate the paper towel dispenser out of the circulation path.	1	
46	Special Education	1	119	Interior Access Route	N/A		Obstructed by protruding objects Vertical clearance < 80" above finished floor	7.5" 33"	Provide a cane-detectable barrier underneath the television.	1	
47	7th Grade Science Lab	2	205	Interior Access Route	N/A		Obstructed by protruding objects Vertical clearance < 80" above finished floor	9" 36"	Provide a cane-detectable barrier under white boxes.	1	
48	7th Grade Math Classroom	2	206	Interior Access Route	N/A		Obstructed by protruding objects Vertical clearance < 80" above finished floor	7" 34"	Provide a cane-detectable barrier under the television	1	
49	STEM Classroom	2	212	Interior Access Route	N/A		Obstructed by protruding objects Vertical clearance < 80" above finished floor	10" 34"	Provide a cane-detectable barrier under the gray cabinet.	1	

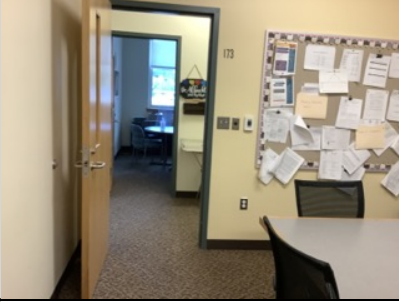


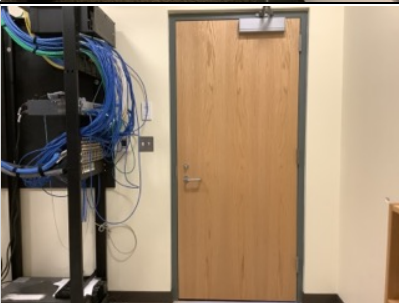

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
50	Special Education	3	213, 219, 313, 317	Interior Access Route	N/A		Obstructed by protruding objects Vertical clearance < 80" above finished floor	13" 52"	Provide a cane-detectable barrier under the cabinets.	1	
Doors, Doorways, & Gates											
51	Library Study Room	2	243	Doors, Doorways, & Gates	Other		Clear width at door < 32" Door requires > 5 lbs. of force to open	30" 8 lbs	Install offset hinges to ensure that the door has a clear width of 32 inches. Adjust closers so doors do not require more than 5 pounds of force to open.	1	
52	6th Grade Spanish Classroom	1	100	Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	2"	Relocate the furniture so that there is 12" min. clear on the latch side of the door.	1	
53	Special Education	1	111	Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	3"	Remove the desk.	1	
54	6th Grade Math Classroom	1	114	Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	3"	Relocate the desk so that there is 12" on the latch side of the door.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
55	Family & Consumer Science Lab	1	122	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate tables to provide maneuvering clearance that is 12" min. parallel to the door and 60" min. perpendicular to the door on the push side of the door.	1	
56	Guidance Office	1	141	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	41"	Relocate cabinet and table to provide maneuvering clearance that is 18" min. parallel to the door and 60" min. perpendicular to the door on the pull side of the door.	1	
57	Inclusion Facilitator	1	146	Doors, Doorways, & Gates	N/A		Maneuvering clearance(s) not provided	-	Relocate furniture to provide maneuvering clearance that is 18" min. parallel to the door and 60" min. perpendicular to the door on the pull side of the door.	1	
58	Toilet Room - Health Services	1	161	Doors, Doorways, & Gates	Toilet Room		Maneuvering clearance(s) not provided	-	Relocate stand to provide maneuvering clearance that is 12" min. parallel to the door and 60" min. perpendicular to the door on the push side of the door.	1	
59	Educational Support Center - School Psychologist	1	172	Doors, Doorways, & Gates			Maneuvering clearance(s) not provided		Relocate the trash cans to provide maneuvering clearance that is 18" min. parallel to the door and 60" min. perpendicular to the door on the pull side of the door.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
60	Conference Room	1	173	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	46"	Relocate table to provide maneuvering clearance that is 18" min. parallel to the door and 60" min. perpendicular to the door on the pull side of the door.	1	
61	Conference Room	2	235	Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	6"	Relocate the trash bins so that there is 12" clear on the latch side of the door.	1	
62	Mindfulness Room	2	236	Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	-	Relocate the chair so that there is 12" clear min. on the latch side of the door.	1	
63	Media Control Room	2	241	Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	7"	Relocate equipment so that there is 18" clear min. on the latch side of the door.	1	
64	Library Study Room	2	243	Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	10"	Relocate storage boxes so that there is 12" clear on the latch side of the door.	1	



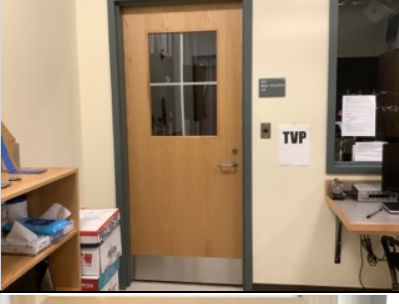
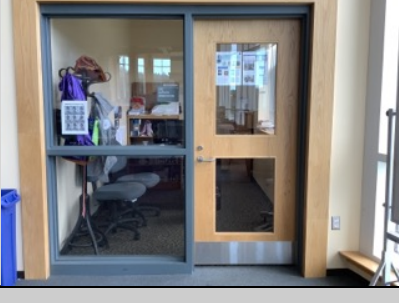

**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
65	Health Services Center	1	160	Doors, Doorways, & Gates	Other		Maneuvering clearance not provided at recess > 6"	9"	Install an automatic door opener. Relocate chairs to ensure that there is 30" by 48" clear at the automatic door opener.	1	
66	Wellness Center From Gymnasium	1	190	Doors, Doorways, & Gates	Other		Maneuvering clearance not provided at recess > 6"	13"	Install an automatic door opener.	1	
67	Toilet Room - Gymnasium	1	T191A, T191B	Doors, Doorways, & Gates	Toilet Room		Maneuvering clearance not provided at recess > 6"	13"	Install an automatic door opener.	2	
68	Main Office	1		Doors, Doorways, & Gates	N/A		Door requires > 5 lbs. of force to open	15 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
69	Chorus Music Room, Instrumental Music, Guidance, Educational Support Center	1	125, 126, 140, 170	Doors, Doorways, & Gates	Classroom		Door requires > 5 lbs. of force to open	22 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	4	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
70	Band Room	1	129	Doors, Doorways, & Gates	Classroom		Door requires > 5 lbs. of force to open	32 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	2	
71	Stage - Auditorium	1	130A	Doors, Doorways, & Gates	Other		Door requires > 5 lbs. of force to open	27 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	2	
72	Toilet Room - Health Services	1	160, 161	Doors, Doorways, & Gates	Toilet Room		Door requires > 5 lbs. of force to open	11 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	2	
73	Toilet Room - Gymnasium	1	T191A, T191B	Doors, Doorways, & Gates	Toilet Room		Door requires > 5 lbs. of force to open	14 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	2	
74	Ceramics/Kiln Room	2	222B	Doors, Doorways, & Gates	Other		Door requires > 5 lbs. of force to open	16 lbs	Adjust closers so doors do not require more than 5 pounds of force to open.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
75	Conference Room	2	235	Doors, Doorways, & Gates	Office		Door requires > 5 lbs. of force to open	9 lbs	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
76	Media Control Room	2	241	Doors, Doorways, & Gates	Classroom		Door requires > 5 lbs. of force to open	8 lbs	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
77	Media Application Lab	2	241	Doors, Doorways, & Gates	Classroom		Door requires > 5 lbs. of force to open	8 lbs	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
78	Library Media Center, Librarian Office	2	242	Doors, Doorways, & Gates	Office		Door requires > 5 lbs. of force to open	8 lbs	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
Signage											
79	Tutoring Room	2	228	Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Provide text with raised characters duplicated in braille on sign.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
80	Hingham Public Schools District Board Certified Behavioral Analyst	2	235	Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Provide text with raised characters duplicated in braille on sign.	1	
81	6th Grade History Classroom	1	102	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
82	6th Grade Science Lab	1	105	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
83	6th Grade Spanish Classroom	1	106	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
84	6th Grade Stem Lab	1	110	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
85	Special Education	1	111	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
86	Special Education	1	113	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
87	6th Grade Math Classroom	1	114	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
88	Special Education	1	119	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
89	Main Entrance/ Exit 1 & 2	1		Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door. Ensure all entrances that have designation numbers and/or text have tactile signage.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
90	Chorus Music Room	1	125	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. For double-leaf doors with one active leaf, locate sign on the inactive leaf. If each door has an active leaf, locate sign to the right of the right hand door.	1	
91	7th Grade English Classroom	2	203	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side on the glass close to the door.	1	
92	6th Grade Spanish Classroom, Family & Consumer Science Lab	1	100, 122	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the glass close to the door.	2	
93	Special Education	1	101	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the wall.	1	
94	Wood Shop	1	120	Signage	Designation		Sign not located on the latch side of the door	-	For double-leaf doors with one active leaf, locate sign on the inactive leaf. If each door has an active leaf, locate sign to the right of the right hand door. Ensure at the sign to provide a clear floor space of 18" min. by 18" min.	1	



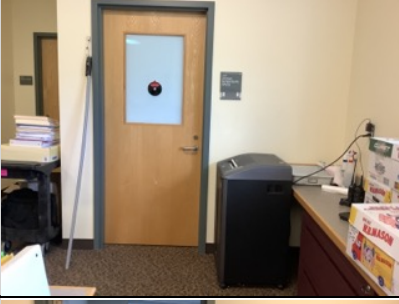
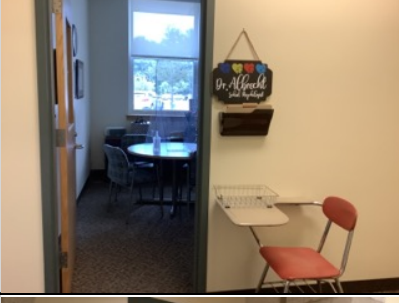

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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
95	Cafeteria	1	123	Signage	Designation		Sign not located on the latch side of the door	-	For double-leaf doors with one active leaf, locate sign on the inactive leaf. If each door has an active leaf, locate sign to the right of the right hand door.	1	
96	Instrumental Music. Special Education	1	126, 127	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the glass close to the door.	2	
97	Auditorium	1	130	Signage	Designation		Sign not located on the latch side of the door	-	For double-leaf doors with one active leaf, locate sign on the inactive leaf. If each door has an active leaf, locate sign to the right of the right hand door.	1	
98	Boys' Locker Room - Shower - Gymnasium	1	192 B	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the wall.	1	
99	7th Grade Spanish Classroom, Language Lab, Distance Learning Theater	2	221, 225, 229	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the glass close to the door.	3	






**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
100	Art Classroom (2 Doors), 7th Grade French Classroom, Reading Room	2	224, 226, 220	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the glass close to the door.	4	
101	Staff Planning	2	231	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the frosted glass close to the door.	1	
102	Special Education	3	213, 219, 313, 317	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the glass close to the door.	4	
103	8th Grade English Classrooms and 8th Grade Science Labs	3, 2	309, 311, 315, 316, 217	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side on the glass close to the door.	5	
104	Principal Office, Educational Support Center - Office, Guidance Office	1	152, 171, 141	Signage	Designation		Signage lacks 18" by 18" clear floor space	-	Relocate file holder to provide a clear floor space of 18" min. by 18" min.	3	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
105	Vice Principal	1	153	Signage	Designation		Signage lacks 18" by 18" clear floor space	-	Relocate chair to provide a clear floor space of 18" min. by 18" min.	1	
106	Administrator Office	1	155	Signage	Designation		Signage lacks 18" by 18" clear floor space	-	Relocate cabinet to provide a clear floor space of 18" min. by 18" min.	1	
107	Visiting Supervisory Office	1	157	Signage	Designation		Signage lacks 18" by 18" clear floor space	-	Relocate the printer to provide a clear floor space of 18" min. by 18" min.	1	
108	Educational Support Center - School Psychologist	1	172	Signage	Designation		Signage lacks 18" by 18" clear floor space	-	Remove decorative sign, file holder and the chair to provide a clear floor space of 18" min. by 18" min. at the tactile sign.	1	
109	Mindfulness Room	2	236	Signage	Designation		Signage lacks 18" by 18" clear floor space	-	Relocate file folder to provide a clear floor space of 18" min. by 18" min. at the tactile designation sign.	1	






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Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
110	Inclusion Facilitator	1	146	Signage	Designation		Sign not maintained	-	Remove paper sign to ensure that the raised characters and braille is not covered.	1	
Operable Parts											
111	Wellness Center	1	190	Operable Parts	Equipment		Clear floor space is not provided	-	Provide a 30" min. by 48" min. clear floor space at one of each type of fitness equipment.	1	
112	Corridor Near Gymnasium, Corridor Near Main Office	1		Operable Parts	Equipment		Reach < 15" or > 48"(forward/side approach)	58"	Relocate defibrillator so that controls are between 15"- 48" above the finished floor.	2	
Dining or Work Surfaces											
113	Library Media Center, Classroom	2	244	Dining or Work Surfaces	Work Surface		Not on a accessible route Knee or toe clearance not provided	- 26"	Ensure that the accessible work surfaces is located on an accessible route. Provide at least one work surface with 27" min. knee and toe clearance.	1	
114	Courtyard	1		Dining or Work Surfaces	Dining Surface		At least one or 5% accessible tables not provided Knee or toe clearance not provided	- 12"	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	1	


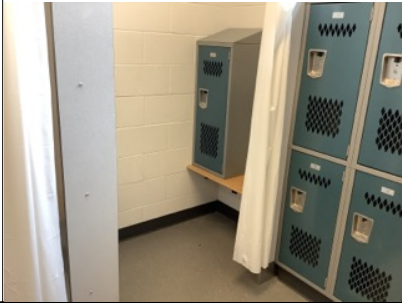

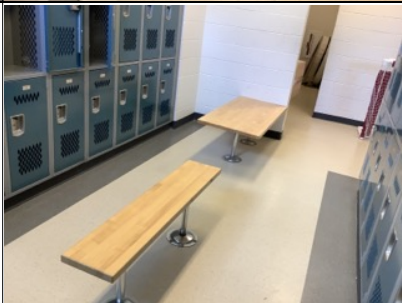

**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
115	Wood Shop , Technology Application Lab	1	120, 121	Dining or Work Surfaces	Work Surface		At least one or 5% accessible tables not provided Knee or toe clearance not provided	- 14"	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	2	
116	Family & Consumer Science Lab	1	122	Dining or Work Surfaces	Work Surface		At least one or 5% accessible tables not provided Knee or toe clearance not provided	- 24"	Ensure that at least 5% of the tables have knee clearance of at least 27-inches high, 30-inches wide, and 19-inches deep.	1	
117	Principal Office, Vice Principal's Offices, Guidance Office	1	152, 153, 154, 141, 142, 143, 144	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	-	Provide at least one work surface with 27" min. knee and toe clearance. Ensure toe clearance of 30" clear width and 9" clear is provided above the finished floor.	7	
118	Administrator Office, Educational Support Center - Office	1	155, 171	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	-	Provide at least one work surface with 27" min. knee and toe clearance. Ensure toe clearance of 30" clear width and 9" clear is provided above the finished floor.	2	
119	Educational Support Center - School Psychologist	1	172	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	-	Provide at least one work surface with 27" min. knee and toe clearance. Ensure toe clearance of 30" clear width and 9" clear is provided above the finished floor.	1	





**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
120	Library Media Center	2	240	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	26"	Provide at least one (1) work surface with 27" min. knee and toe clearance.	1	
121	6th Grade Stem Lab	1	110	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided Top of dining/work surface < 28" or > 34"	26" 27"	Provide at least one work surface with tops between 28"- 34" above the floor and 27" clear height underneath.	1	
122	Inclusion Facilitator	1	146	Dining or Work Surfaces	Work Surface		Top of dining/work surface < 28" or > 34"	36"	Provide at least one work surface with tops between 28"- 34" above the floor, 27" clear underneath and 30" wide clear underneath.	1	
Assembly Area											
123	Auditorium, Conference Rooms, Distance Learning Theater	1, 2	230, 145, 156, 173, 229	Assembly Area	N/A		Number of seats Assistive listening devices not provided	688 -	If audible communication is integral to the use of the space, provide an assistive listening system.	1	
Locker Room											
124	Boys' & Girls' Locker Room - Gymnasium	1		Locker Room	N/A		5% of lockers are not accessible	-	Provide at least one accessible locker (or ensure 5% of all lockers are accessible) . Ensure lower locker shelf is at least 15" min. above the finished floor.	2	





**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
125	Locker 1359 Near Room 125	1		Locker Room	N/A		5% of lockers are not accessible	-	Provide at least one accessible locker (or ensure 5% of all lockers are accessible) .	1	
126	Boys' Locker Room - Gymnasium	1		Locker Room	N/A		5% of changing rooms are not accessible	-	Ensure that 5% of changing rooms (at least one) are accessible.	1	
127	Girls' Locker Room - Shower - Gymnasium	1	193	Locker Room	N/A		Room is < 78" x 72"	62" x 72"	Provide an accessible changing room that is 78" by 72" min.	1	
128	Boys' Locker Room - Gymnasium	1		Locker Room	N/A		Back support not provided at bench	-	Provide at least one bench with back support or that is affixed to a wall with room on the side to transfer.	1	
Picnic Tables											
129	Picnic Tables By Door 13			Picnic Tables	N/A		Toe or knee clearance at tables not provided Picnic table not on an accessible route	- -	Provide at least 1 picnic table (or ensure that 5% of picnic tables) have toe and knee clearance. Ensure that the picnic table is connected to an accessible route.	1	






**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Exterior Benches											
130	By Tennis Courts			Exterior Benches	N/A		No accessible route to one bench in area		Provide an accessible route to one bench in this area.	1	
Toilet & Bathing Rooms											
Lavatory											
131	All Gender Toilet Room Near Stair 1, Girls' & Boys' Toilet Room, Toilet Rooms in the Gymnasium	1	T101, G110, B110, T191A, T191B	Lavatory	N/A		Plumbing underneath is exposed	-	Insulate or otherwise configure pipes to prevent contact at lavatory.	5	
132	Boys' Locker Room - Gymnasium	1		Lavatory	N/A		Plumbing underneath is exposed Mirror above lavatory w/reflective surface > 40"	- 43"	Insulate or otherwise configure pipes to prevent contact for at least one lavatory. Lower mirror so that the bottom surface is at 40" max. above the finished floor.	1	
133	Girls' Locker Room - Gymnasium	1	193	Lavatory	N/A		Mirror above lavatory w/reflective surface > 40"	42"	Lower mirror so that the bottom surface is at 40" max. above the finished floor.	1	



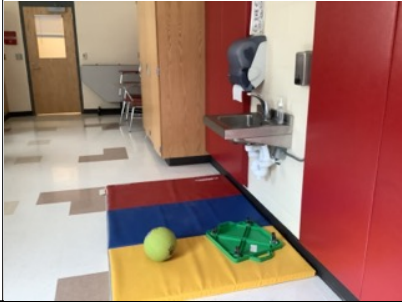

**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Single-User Toilet											
134	Toilet Room - Health Services, Toilet Room - Gymnasium	1	160, 161, T191A, T191B	Single-User Toilet	N/A		Clearance at toilet < 60" clear width	-	Relocate trash can to ensure that there is 60" wide min. clear floor space at the toilet.	4	
Toilet Compartment											
135	Boys' Locker Room - Gymnasium and Boys' and Girls' Toilet Rooms on the Third Floor	1, 3		Toilet Compartment	Accessible Compartment		Door has malfunctioning self-closing hinge	-	Repair hinge.	3	
Urinal											
136	Boys' Toilet Room	1	B110	Urinal	N/A		Urinal recessed > 24" has > 36" clear width	34.8"	If urinal is recessed greater than 24" ensure there is a clear width of 36". Relocate the existing partition to provide 36" clear at the accessible urinal or provide a new partition that is less than 24" deep.	1	
Dispensers											
137	Boys' & Girls' Locker Rooms - Gymnasium	1		Dispensers	Hand Dryer		Dispenser acts as a protruding object	7"	Relocate the hand dryer out of the circulation path.	2	






**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
138	Toilet Rooms - Health Services	1	160, 161	Dispensers	Other		Dispenser acts as a protruding object	9"	Relocate paper towel dispenser out of the circulation path.	2	
139	Girls' and Boys' Toilet Rooms	1	G110, B110	Dispensers	Hand Dryer		Dispenser acts as a protruding object	6"	Relocate the hand dryer out of the circulation path.	2	
140	All Gender Toilet Room Near Stair 1, Toilet Room - Gymnasium	1	T101, T191A, T191B	Dispensers	Paper Towel Dispenser		Dispenser acts as a protruding object	9"	Relocate dispenser out of the circulation path.	3	
141	Boys' and Girls' Toilet Rooms	3		Dispensers	Hand Dryer		Dispenser acts as a protruding object	6.5"	Relocate the hand dryer out of the circulation path.	2	
142	Single-User Toilet Room	3	T301	Dispensers	Paper Towel Dispenser		Dispenser acts as a protruding object	8"	Relocate paper towel dispenser out of the circulation path.	1	





**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Portable Toilet											
143	By Soccer Field			Portable Toilet	N/A		Not located on an accessible route Accessible portable toilets not provided	- -	Locate portable toilet on an accessible route. Ensure that at least 5% of portable toilets is accessible.	1	
Additional Access											
Drinking Fountains											
144	Corridor Near Gymnasium	1		Drinking Fountains	Low		No drinking fountain provided for standing users	-	Install a Hi-Lo drinking fountain.	1	
Sink											
145	Occupational Therapy / Physical Therapy Room	1	194	Sink	Other		Clear floor space not provided at sink	-	Provide a 30" by 48" clear floor space positioned for a forward approach. Relocate items from underneath the sink.	1	
146	Technology Application Lab	1	121	Sink	Classroom		Clear floor space not provided at sink Exposed plumbing underneath sink	- -	Provide a 30" by 48" clear floor space positioned for a forward approach. Relocate items from underneath the sink. Insulate or otherwise configure pipes at sink.	1	
Overall Review											

**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
147	Boys' Locker Room - Shower - Gymnasium	1	192 B						The shower and door were blocked and not able to be surveyed.	1	
148	Girls' Locker Room - Shower - Gymnasium	1	193						The shower and door were blocked and not able to be surveyed.	1	
Best Practice											
149	By Tennis Courts								Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench by the tennis courts in a manner that is substantially similar to what is shown in Figure 1 of the narrative report.	1	
150	Special Education	1	101					-	Recommend updating sign to match the current room function of "Special Education" (instead of "Staff Workroom").	1	
151	Wood Shop	1	120						The current sign designates the space incorrectly. Recommend updating the sign with 'Wood Shop'.	1	

**Town of Hingham
Hingham Middle School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
152	Auditorium	1	130						Recommend providing an adjustable podium with knee and toe clearance.	1	
153	Main Office and Health Services Center	1	160					-	Recommend removing a chair to provide a 36" min. x 48" min. clear floor space for wheelchair users in the waiting area.	1	
154	Library Media Center, Classroom	2	244					-	Recommend providing signage with raised characters and braille on the latch side of the door at all permanent rooms that lack designation signage.	1	
155	Stairways Throughout the School	3							Recommend providing visually contrasting strips on all staircase treads.	1	

Plymouth River Elementary School



Town of Hingham ADA Transition Plan

September 2022



Institute for Human Centered Design

200 Portland Street, Boston, MA 02114
www.IHCDesign.org • info@IHCDesign.org
617-695-1225 voice/ tty

Background

Year Built: 1968

Plymouth River Elementary School is located at 200 High Street. It is a one-story building that serves 373 students in kindergarten through the fifth grade.

The main entrance is located on the southwest side of the school. An intercom is available at the main entrance. Vertical access is provided at the main entrance and to the stage in the auditorium by two (2) lifts and stairs.

The facility contains the school offices (including the principal's office, a conference room, and the nurse's office), a cafeteria, an auditorium, a music room/auditorium stage, a computer lab, special education classrooms, classrooms for students from kindergarten through the fifth grade, a literacy classroom, an occupational therapy/physical therapy room, a library, a Spanish classroom, a gym and multi-user women's, men's, boys' and girls' toilet rooms.

Parking is available southwest and north of the school. Outdoor amenities include bike racks, a picnic table, a softball field, a covered basketball court, a soccer field, two (2) playgrounds, raised garden beds, a gaga ball court, and an outdoor gathering area.

Key Accessibility Issues

Exterior Access Routes

Accessibility issues with walkways around the school include changes in level that are greater than allowed, running slopes that are greater than allowed, and routes that are not maintained in operable working condition. An accessible route is not provided to the garden beds, bike racks, a bench by the main entrance, or outdoor gathering area. Additionally, the vertical clearance at Exit Door 21 is lower than allowed (lower than 80" min.).

Parking Lots

Accessibility issues at the lower lot on the southwest side include an International Symbol of Accessibility (ISA) identification sign that is located improperly and lack of signage with the designation "Van Accessible" at the van accessible parking space. Accessibility issues at the lot on the north side include lack of one additional standard accessible parking space. Additionally, in the north lot, the van accessible parking space is missing signage with the designation "Van Accessible".

Exterior Ramps

Accessibility issues at the two (2) exterior ramps include the lack of edge protection. Additionally, the ramp between the basketball court and the main entrance is not maintained in operable working condition.

Doors

Accessibility issues with doors include lack of the minimum required maneuvering clearance at several locations, thresholds that are higher than allowed and/or not beveled, doors that require an excessive opening force, and door hardware that requires tight grasping, pinching, or twisting of the wrist.

Signage

Accessibility issues with signage include lack of tactile signs at exit doors, lack of directional signs at inaccessible exit doors directing people to the nearest accessible exit and lack of an illuminated sign with the International Symbol of Accessibility (ISA) at accessible exit doors. At the Special Education Classroom 13 and in the auditorium, there is a lack of an informational sign informing patrons of the availability of the assistive listening system. The sign should include the International Symbol of Access for Hearing Loss. Additionally, all designation signs are not located on the latch side of the door (including at the main office, the nurse's office and Kindergarten Classroom 10).

Dining and Work Surfaces

Accessibility issues include lack of one (1) accessible dining surface in the cafeteria with the minimum required knee and toe

clearance, and lack of an accessible work surfaces in the conference room with the minimum required knee and toe clearance. Outside of the school there is lack of an accessible picnic table in four (4) locations (by the garden, by Door 24, near the southwest parking lot and in the playground by the soccer field). Additionally, there are five (5) picnic tables that are not located on an accessible route (by the back playground, by the garden, by Door 24, near the southwest parking lot and in the playground by the soccer field).

Assembly Area

Accessibility issues include lack of a wheelchair accessible space alongside a companion seat in the outdoor gathering area.

Toilet Rooms

Accessibility issues with the men's and women's multi-user toilet rooms include lack of accessible toilet compartments, lack of protection on lavatory pipes to prevent against contact, non-compliant faucets, mirrors located higher than allowed, and lack of knee and toe clearance at one lavatory in the men's toilet room. Additionally, the rim and flush control of at least one urinal in the men's room are located higher than allowed and the paper towel dispenser in the women's toilet room is located higher than allowed and acts as a protruding object in the circulation route.

Accessibility issues in toilet room T11 include lack of knee and toe clearance at the lavatory, a mirror located higher than allowed, a table located in the clearance required at the toilet, a coat hook that is located higher than allowed and a toilet with a flush control that is not located on the open (transfer) side.

Accessibility issues at toilet rooms for children include non-compliant grab bars, lack of door pulls on each side of the accessible toilet compartment door, toilet flush controls that are not located on the open (transfer) side of the toilet, dispensers mounted over grab bars, lack of adequate knee and toe clearance at lavatories, mirrors located higher than allowed, exposed pipes underneath lavatories, dispensers that require tight grasping, pinching or twisting of the wrist, dispensers that

act as protruding objects, and lack of audible fire alarms in each toilet room.

Areas of Sport Activity

Accessibility issues include lack of an accessible route to the gaga ball court, soccer field, and softball field. Additionally, there is a lack of an accessible route to team seating areas by the softball field and lack of a stable, firm and slip-resistant space alongside the team seating bench for wheelchair users.

Playgrounds

Accessibility issues include lack of an accessible route to the playground by the soccer field and southwest parking, lack of an accessible route around this playground, and lack of an impact-attenuating accessible route to the play components. Additionally, the surface is not stable firm and slip-resistant at play elements.

Drinking Fountains

Accessibility issues include lack of a drinking fountain for standing users in the corridor by Room 10.

Additional Accessibility Issues

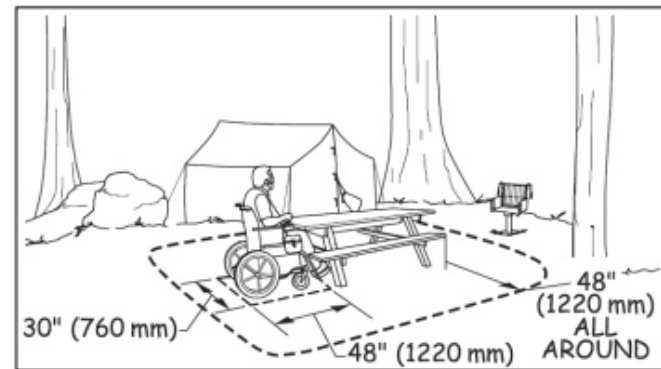
- The lift to the stage in the auditorium was not functional on the day of survey. Ensure that the controls are functional and can be independently operated.
- The interior ramp by the cafeteria and main entrance has an excessive running slope.
- Protruding objects are present in several locations.
- The lock to the door by toilet room T11 is not operable.
- A paper towel dispenser in the first grade classroom (room 27) has controls that require tight grasping, pinching, or twisting of the wrist.
- At the main entrance, the phone is located higher than allowed and access to the emergency control box is lacking clear floor space as it is blocked by a table.
- A piece of wood is located in the required toe clearance of the sink in Special Education Classroom 13.

Best Practice and Inclusive Design

Best practice and inclusive design recommendations include elements that are not required in the standards but may create enhanced experiences for all users.

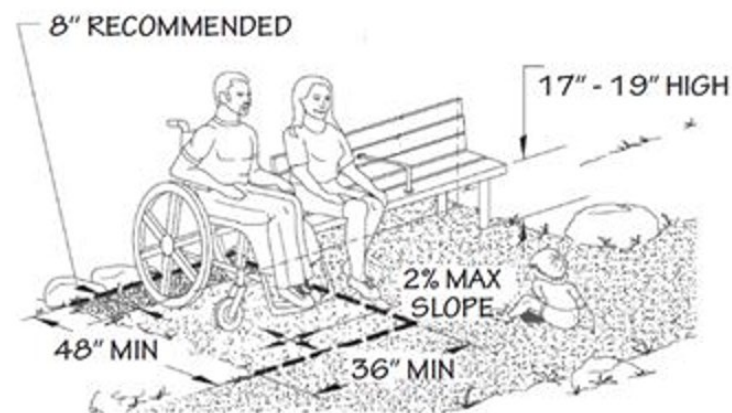
- Recommend providing visual contrasting color strips on the treads of the stair by the main entrance.
- Recommend providing an accessible route from the library exit to the nearest right-of-way.
- Recommend locating all classroom designation signs on the glass directly next to the door.
- Recommend providing an automatic door opener at the main entrance.
- The nurse's office has the wrong sign at the door, and we recommend updating this sign.
- Recommend building an accessible route from the concrete pad at the corridor exit across from Room 23 to the path around the school.
- Recommend extending the guardrail outside of first grade classroom 29 to prevent falls.
- The flooring in some areas has glare and may pose challenges to people with low vision. This may be a simple fix of changing the maintenance from polishing to maintenance with a matte finish.
- The heater may pose a burn hazard and heat up the metal handrails at the ramp to the auditorium by the main entrance. IHCD recommend monitoring this and relocating or lowering the temperature of the heater in that case.
- Recommend providing a non-glare sign with high contrast between the characters and the background at the exterior school sign.
- Recommend providing handrails on all stairs including the exterior stairs by Door 7.
- Recommend providing a 48" wide min. stable, firm and slip-resistant surface around the boundary of an accessible picnic table located on an accessible route. See Figure 1 for an example of the clear route around the picnic table.

Figure 1 shows a 48" wide min. stable, firm and slip-resistant surface around an accessible picnic table:








- Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench in the park in a manner that is substantially similar to what is shown in Figure 2.






Figure 2 shows a stable, firm and slip-resistant surface adjacent to a bench positioned to allow a person in a wheeled mobility device and a person sitting on the bench to have their shoulders aligned:








**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Approach and Entrance											
Exterior Access Route											
1	Garden	Ext.		Exterior Access Route	Walkway		Exterior route < 36" wide Accessible route not provided	- -	Ensure an accessible route is provided to and around all of the garden beds. Ensure that a clear width of 36" min. is maintained at the accessible route.	1	
2	Route to Doors 13,13A,14A and 12	Ext.		Exterior Access Route	Walkway		Running slope > 1:20 (5.00%)	8.4%	Reduce running slope to be no steeper than 1:20 (5.00%).	4	
3	Castle by Southwest Parking Area	Ext.		Exterior Access Route	Walkway		Running slope > 1:20 (5.00%)	20%	Reduce running slope to be no steeper than 1:20 (5.00%) or relocate play element to an accessible location.	1	
4	Covered Basketball Entry	Ext.		Exterior Access Route	Exterior		Running slope > 1:20 (5.00%) Level changes > 1/4" Route not maintained in operable working condition	8.2% 3" -	Reduce running slope to be no steeper than 1:20 (5.00%). Alter change in level to be 1/4" high max. Ensure the accessible route is maintained in operable working condition.	1	
5	Bike Racks Near Tennis and Covered Basketball	Ext.		Exterior Access Route	Walkway		Surface is not stable, firm, and slip-resistant Accessible route not provided	- -	Repair surface. Ensure an accessible route is provided to the bike racks.	1	




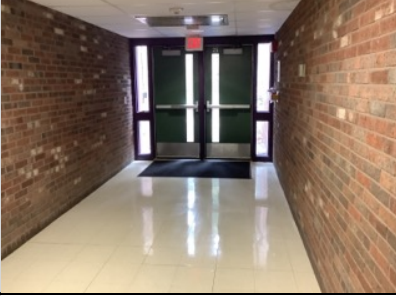

**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
6	Route by Door 4	Ext.		Exterior Access Route	Sidewalk		Route not maintained in operable working condition	-	Ensure the accessible route is maintained in operable working condition (repair asphalt).	1	
7	Outdoor Gathering Area	Ext.		Exterior Access Route	Walkway		Accessible route not provided Surface is not stable, firm, and slip-resistant	- -	Ensure a stable and firm accessible route is provided to the seating area.	1	
8	Exit Door 21	Ext.		Exterior Access Route	Exterior		Vertical clearance < 80" above ground	76"	The overhang at this door is just 76" above the ground and is therefore a protruding object. It is required to be located no lower than 80" above the ground. Consider adding signage that says, "Low Headroom" or "Low Ceiling".	1	
Off-Street Parking Lot or Garage											
9	Southwest Lot Near Main Entrance	Ext.		Off-Street Parking Lot or Garage	N/A		Total # of parking Total # of designated accessible parking spaces Total # of designated van accessible spaces Sign does not have the designation "Van Accessible"	85 4 1 -	Relocate sign with the International Symbol of Accessibility (ISA) from in front of the access aisle to in front of the right-most accessible parking space. Add the designation "Van Accessible" to the sign located at the van accessible space.	1	
10	North Lot Near Tennis Courts	Ext.		Off-Street Parking Lot or Garage	N/A		Total # of parking Total # of designated accessible parking spaces Total # of designated van accessible spaces Sign does not have the designation "Van Accessible"	80 1 1 -	Provide one additional standard accessible parking space 96" wide min. with a marked access aisle 60" wide min. and a sign with the International Symbol of Accessibility (ISA). Add the designation "Van Accessible" to the sign at the van accessible parking space. Ensure all parking signs are mounted 60" min. and 96" max. above the ground.	1	






**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Exterior Ramp											
11	Exterior Ramp by Basketball	Ext.		Exterior Ramp	N/A		Edge protection < 4" high	-	Provide edge protection that prevents the passage of a 4" diameter sphere, where any portion of the sphere is within 4" of the finished floor or ground surface.	1	
12	Ramp From Basketball to Main Entrance	Ext.		Exterior Ramp	N/A		Edge protection < 4" high Not maintained in operable working condition	- -	Provide edge protection that prevents the passage of a 4" diameter sphere, where any portion of the sphere is within 4" of the finished floor or ground surface. Ensure the ramp is maintained in operable working condition by repairing cracks in the asphalt. The resulting surface should be stable, firm and slip resistant with a maximum cross slope of 2.00 % (1:50) and a maximum running slope of 8.33% (1:12).	1	
Emergency Exit											
13	Library Exit and First Grade Classroom Exit	1	14, 29	Emergency Exit	N/A		Tactile sign not provided at exit Directional sign to accessible emergency exit not provided	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit. Locate the directional sign at a height that complies with ADA Table 703.5.5.	2	
14	Exit Across From 23 in Corridor	1	23	Emergency Exit	N/A		Tactile sign not provided at exit Directional sign to accessible emergency exit not provided	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit.	1	
15	Main Entrance	1		Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	2	





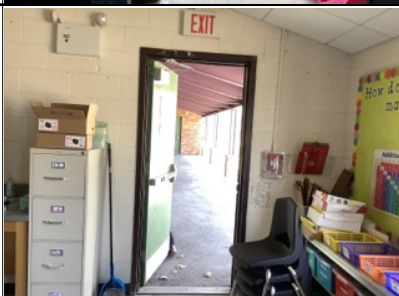
**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
16	Kindergarten Classroom Exits and Corridor Exit by Room 11 and Corridor Exit 10 by Room 3	1	12, 10, 11, 3	Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	4	
17	Fourth Grade Classroom Exit, Fifth Grade Classroom Exit 11, and Fifth Grade Classroom Exit 5	1	9, 3, 2	Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	3	
18	Art Room and Computer Lab, Second Grade Classroom, Kindergarten Classroom and Exit 6 by Gym and Room 2	1	24, 26, 32, 11, 6	Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	5	
19	Exit by Room 32 (Exit Door 25), Corridor Exit by 38 and Special Education by First Grade Classroom (Exit 26)	1	32, 38, 30	Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	3	
20	Ramp to Exit and Cafeteria by 15A (Exit 30)	1		Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	






**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
21	Fifth Grade Classroom, Literacy Reading Team Exit 22, and Third Grade Classroom Exit 20	1	5, 38, 37	Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	3	
22	Second Grade Classrooms Math Classroom, Third Grade Classroom and First Grade Classroom	1	31, 34, 4, 35, 27	Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	5	
23	Cafeteria Exits	1		Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	2	
24	Auditorium Exit Doors 31 and 32, Small Group Room - Psychologist Room 23, and Two (2) Gym Exits	1	16 23	Emergency Exit	N/A		Tactile sign not provided at exit Illuminated Int. Symbol of Acc. not provided (MAAB 2006)	- -	Provide tactile exit signs with raised characters and braille at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	5	
25	Literacy Reading Team Exit 22	1	38	Emergency Exit	N/A		Maneuvering clearance(s) not provided	-	Reverse the swing of the door to provide maneuvering clearance and relocate the small desk. 12" of maneuvering clearance is required on the latch push side of the door.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
26	Gym Exit	1		Emergency Exit	N/A		Maneuvering clearance not provided at recess > 6"	12"	Install an automatic door opener. The door is recessed greater than 6" deep.	1	
27	Second Grade Classroom	1	32	Emergency Exit	N/A		Surface not stable, firm, and slip-resistant Threshold > 1/2" high	- 1.5"	Repair the surface. Alter the threshold to be 1/2" high max.	1	
28	First Grade Classroom and Third Grade Classroom	1	27, 35	Emergency Exit	N/A		Hardware not operable with a closed fist Threshold > 1/2" high	- 1"	Provide door hardware that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist. Alter the threshold to be 1/2" high max.	2	
29	First Grade Classroom Room 29	1	29	Emergency Exit	N/A		Hardware not operable with a closed fist Threshold > 1/2" high	- .75"	Provide hardware that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist. Alter the threshold to be 1/2" high max.	1	
30	Math Classroom, Second Grade Classrooms and Kindergarten Classroom	1	4, 31, 34, 11	Emergency Exit	N/A		Threshold > 1/2" high	1"	Alter the threshold to be 1/2" high max.	4	


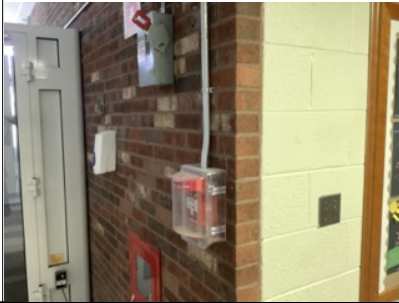



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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
31	Gym Exit	1		Emergency Exit	N/A		Threshold > 1/2" high	2"	Alter the threshold to be 1/2" high max.	1	
32	Gym Exit	1		Emergency Exit	N/A		Threshold > 1/2" high	1"	Alter the threshold to be 1/2" high max.	1	
33	Small Group Room - Psychologist	1	23	Emergency Exit	N/A		Threshold > 1/2" high	1.25"	Alter the threshold to be 1/2" high max.	1	
34	Exit by Room 32 (Exit Door 25), Corridor Exit by 38, and Fifth Grade Classroom	1	32, 38, 5	Emergency Exit	N/A		Threshold > 1/2" high	.75"	Alter the threshold to be 1/2" high max.	3	
35	Auditorium Exit Doors 31 and 32	1	16	Emergency Exit	N/A		Threshold > 1/2" high	.75"	Alter the threshold to be 1/2" high max.	2	


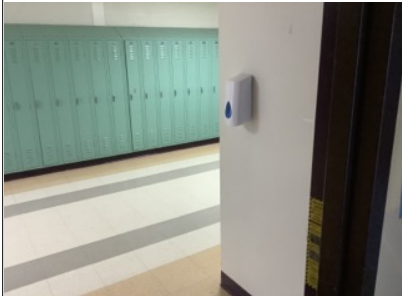

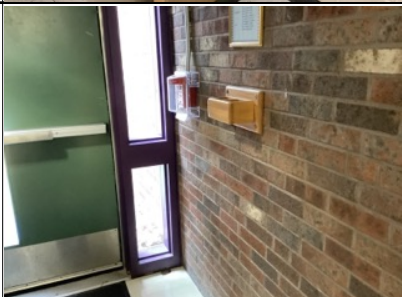
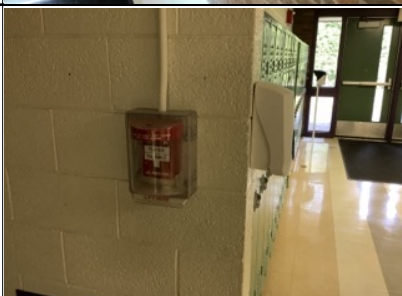
**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
36	Cafeteria Exits	1		Emergency Exit	N/A		Threshold > 1/2" high	1"	Alter the threshold to be 1/2" high max.	2	
37	Third Grade Classroom Exit 20	1	37	Emergency Exit	N/A		Threshold > 1/2" high	1.5"	Alter the threshold to be 1/2" high max.	1	
38	Kindergarten Classroom Exit and Double Door Exit by Room 11	1	10 11	Emergency Exit	N/A		Threshold > 1/2" high Threshold not beveled	1"	Alter the threshold to be 1/2" high max. Bevel the threshold.	2	
39	Special Education by First Grade Classroom (Exit 26)	1	30	Emergency Exit	N/A		Threshold > 1/2" high Threshold not beveled	.75 -	Alter the threshold to be 1/2" high max. Bevel the threshold.	1	
Access to Goods and Services											
Interior Access Route											
40	Main Entrance by Lift	1		Interior Access Route	N/A		Obstructed by protruding objects	4.5"	Relocate the soap dispenser out of the circulation path. Alternatively, a cane-detectable barrier could be provided underneath the dispenser.	1	



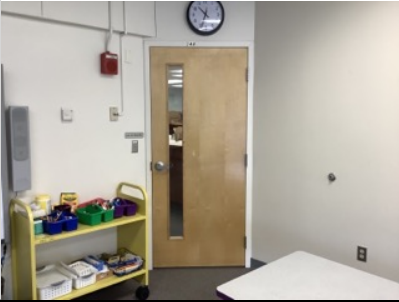


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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
41	Main Entrance - Lift	1		Interior Access Route	N/A		Obstructed by protruding objects	4.5"	Relocate the soap dispenser out of the circulation path. Alternatively, a cane-detectable barrier could be provided underneath the dispenser.	1	
42	Library Classroom	1	14A	Interior Access Route	N/A		Obstructed by protruding objects	5.5", 6.75" 4.5"	Relocate fire pull, electrical panel and soap dispenser out of the circulation path. Alternatively, a cane-detectable barrier could be provided underneath the objects.	3	
43	Wall Outside Gym	1		Interior Access Route	N/A		Obstructed by protruding objects	5"-6"	Relocate wood box, fire alarm and defibrillator out of the circulation path. Alternatively, a cane-detectable barrier could be provided underneath the objects.	3	
44	Nurse's Office Toilet Room	1	22	Interior Access Route	N/A		Obstructed by protruding objects	12.75"	Remove shelf or provide a cane-detectable barrier underneath.	1	
45	Conference Room	1	21D	Interior Access Route	N/A		Obstructed by protruding objects	4.5"	Relocate soap dispenser out of the circulation path.	1	



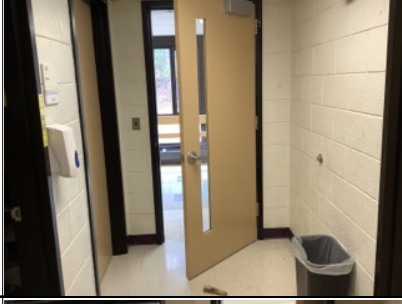


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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
46	Art Room	1	24	Interior Access Route	N/A		Obstructed by protruding objects	9"	Relocate paper towel dispenser out of the circulation path.	1	
47	Corridor by Room 24	1	24	Interior Access Route	N/A		Obstructed by protruding objects	4.5"	Relocate the soap dispenser out of the circulation path.	1	
48	Special Education by First Grade Classroom	1	30	Interior Access Route	N/A		Obstructed by protruding objects	9"	Relocate the paper towel dispenser out of the circulation path.	1	
49	Exit by Room 32	1	32	Interior Access Route	N/A		Obstructed by protruding objects	5.5", 5"	Relocate fire pull and wood box out of the circulation path. Alternatively, a cane-detectable barrier could be provided underneath the objects.	2	
50	Corridor by 37A	1	37A	Interior Access Route	N/A		Obstructed by protruding objects	4.5", 5.5"	Relocate soap dispenser and fire pull out of the circulation path. Alternatively, a cane-detectable barrier could be provided underneath the objects.	2	


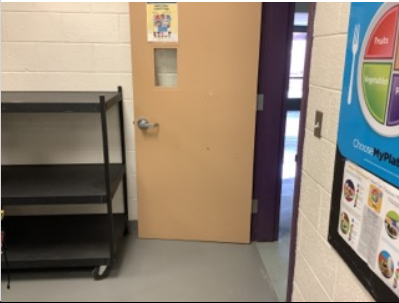

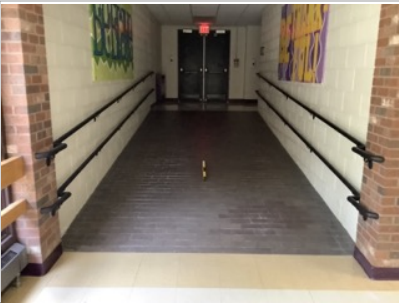

**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
51	Cafeteria	1	16	Interior Access Route	N/A		Obstructed by protruding objects	8"	Remove wood box from the circulation path. Alternatively, a cane-detectable barrier could be provided underneath the box.	1	
52	Nurse's Office	1	22	Interior Access Route	N/A		Obstructed by protruding objects	- -	Relocate white box out of the circulation route. Alternatively, a cane-detectable barrier could be provided underneath the box.	1	
Doors, Doorways, & Gates											
53	Library Classroom	1	14A	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	2"	Provide an automatic door opener.	1	
54	Women's Toilet Room by Media Center	1	T10	Doors, Doorways, & Gates	Toilet Room		Maneuvering clearance(s) not provided	5"	Provide an automatic door opener.	1	
55	Men's Toilet Room by Room 11	1	T9	Doors, Doorways, & Gates	Toilet Room		Maneuvering clearance(s) not provided	2"	Provide an automatic door opener.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
56	Fourth Grade Classroom	1	8	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate desk to provide door maneuvering clearance.	1	
57	Nurse's Office	1	22	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate bed to provide maneuvering clearance at door.	1	
58	Nurse's Office	1	21	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	10.5"	Provide an automatic door opener.	1	
59	Nurse's Office	1	22	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate the refrigerator to provide maneuvering clearance at the door.	1	
60	Nurse's Office	1	22	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate the desk to provide maneuvering clearance at the door.	1	


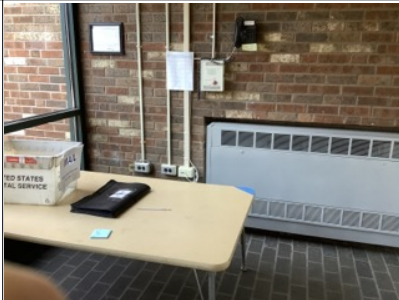



**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
61	Small Group Room	1	35B	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate cabinet so that there is 18" min. clear on the latch side of the door.	1	
62	Cafeteria	1		Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	-	Relocate cart to provide maneuvering clearance at the door.	1	
63	Toilet Room by Media Center	1	T11	Doors, Doorways, & Gates	Toilet Room		Door requires > 5 lbs. of force to open	12 lbs	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
Ramps											
64	Ramp to Exit and Cafeteria by 15A (Exit 30)	1		Ramps	Interior		Running slope >1:12 (8.33%)	10.1%	Repair to this ramp might be technically infeasible.	1	
Platform Lift or LULA Elevator											
65	Auditorium - Lift to Stage	1		Platform Lift or LULA Elevator	Interior		Not independently operable	-	Lift did not function on the day of survey. Ensure that the controls are functional and can be independently operable.	1	






**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Signage											
66	Special Education Classroom	1	13	Signage	Informational		Signage is not provided		Provide a sign informing patrons of the availability of the assistive listening system. The sign should include the International Symbol of Access for Hearing Loss.	1	
67	Auditorium Stage	1	16	Signage	Informational		Signage is not provided		Provide a sign informing patrons of the availability of the assistive listening system. The sign should include the International Symbol of Access for Hearing Loss.	1	
68	Kindergarten Classroom	1	10	Signage	Designation		Sign not located on the latch side of the door	-	Ensure that all classroom signs are located alongside the door on the latch side (on the glazed wall in this photo).	1	
69	Main Office	1	21	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side.	1	
70	Nurse's Office	1	22	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side.	1	






**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Operable Parts											
71	Toilet Room by Media Center	1	T11	Operable Parts	Other		Element is not in operable working condition	-	Repair the door lock.	1	
72	Main Entrance	1		Operable Parts	Other		Reach < 15" or > 48"(forward/side approach) Forward reach if obstruction > 20"- 25" deep is > 44" high	60" 45.5"	Move the table and ensure that the controls of the phone are located no higher than 48" above the finished floor.	1	
73	First Grade Classroom	1	27	Operable Parts	Other		Not operable with a closed fist	-	On the paper towel dispenser, provide hardware that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist.	1	
Dining or Work Surfaces											
74	Cafeteria	1		Dining or Work Surfaces	Dining Surface		At least one or 5% accessible tables not provided	-	Ensure that at least one dining surface is accessible.	1	
75	Conference Room	1	21D	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	26.6"	Provide at least one work surface with 27" min. knee and toe clearance.	1	






**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Assembly Area											
76	Outdoor Gathering Area	Ext.		Assembly Area	N/A		Minimum # wheelchair spaces not provided	-	Provide a stable, firm and slip-resistant wheelchair space alongside a companion seat that is 36" by 60" min.	1	
Locker Room											
77	Corridor Lockers by Media Center	1	14	Locker Room	N/A		5% of lockers are not accessible Storage > 48" high	- 55.25"	Ensure that at least 5% of lockers are accessible, with storage and clothes hooks no higher than 48 inches above the floor.	1	
Picnic Tables											
78	By Garden	Ext.		Picnic Tables	N/A		Not on a accessible route At least one or 5% accessible tables not provided Knee or toe clearance not provided	- - -	Ensure dining surfaces are located on an accessible route. Ensure that at least one dining surface is accessible. Provide at least one dining surface with 27" min. knee and toe clearance.	1	
79	By Door 24	Ext.		Picnic Tables	N/A		Not on a accessible route At least one or 5% accessible tables not provided Knee or toe clearance not provided	- - -	Ensure dining surfaces are located on an accessible route. Ensure that at least one dining surface is accessible. Provide at least one dining surface with 27" min. knee and toe clearance.	1	
80	By Back Playground Near Southwest Parking	Ext.		Picnic Tables	N/A		At least 5% accessible spaces not provided Picnic table not on an accessible route	- -	Ensure that at least 5% (minimum of one) of picnic tables are accessible. Ensure that the picnic table is connected to an accessible route.	1	





**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
81	Playground by Soccer Field	Ext.		Picnic Tables	N/A		Toe or knee clearance at tables not provided Picnic table not on an accessible route	- -	Provide at least 1 picnic table (or ensure that 5% of picnic tables) have toe and knee clearance. Ensure that the picnic table is connected to an accessible route.	1	
82	Picnic Table by Back Playground	Ext.		Picnic Tables	N/A		Picnic table not on an accessible route	-	Ensure that the picnic table is connected to an accessible route.	1	
Exterior Benches											
83	By Main Entrance	Ext.		Exterior Benches	N/A		No accessible route to one bench in area	-	Provide an accessible route to one bench in this area.	1	
Toilet & Bathing Rooms											
Overall Access											
84	Men's Toilet Room by Room 11	1	T9	Overall Access	N/A		Accessible plumbing fixtures or stalls not provided	-	Provide one accessible wheelchair compartment.	1	
85	Women's Toilet Room by Media Center	1	T10	Overall Access	Toilet Room		Accessible plumbing fixtures or stalls not provided Audible and visible alarms not provided	- -	Provide one accessible wheelchair compartment. When fire system is updated, ensure that a visible and audible fire alarm is installed.	1	






**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Lavatory											
86	Men's Toilet Room by Room 11	1	T9	Lavatory	N/A		Toe or knee clearances not provided Faucet is not operable with a closed fist Plumbing underneath is exposed Mirror above lavatory w/reflective surface > 40"	24" - - 48"	Provide at least one lavatory with knee and toe clearance positioned for a forward approach. Provide a faucet that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist for at least one lavatory. Insulate or otherwise configure pipes to prevent contact for at least one lavatory. Lower mirror so that the bottom surface is at 40" max. above the finished floor.	1	
87	Toilet Room by Media Center	1	T11	Lavatory	N/A		Toe or knee clearances not provided Mirror above lavatory w/reflective surface > 40"	26.5" 42"	Provide at least one lavatory with knee and toe clearance positioned for a forward approach. Lower mirror so that the bottom surface is at 40" max. above the finished floor.	1	
88	Women's Toilet Room by Media Center	1	T10	Lavatory	N/A		Faucet is not operable with a closed fist Plumbing underneath is exposed Mirror above lavatory w/reflective surface > 40"	- - 48"	Provide a faucet that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist for at least one lavatory. Insulate or otherwise configure pipes to prevent contact for at least one lavatory. Lower mirror so that the bottom surface is at 40" max. above the finished floor.	1	
Single-User Toilet											
89	Toilet Room by Media Center	1	T11	Single-User Toilet	N/A		Flush control not on open side	-	Relocate the flush control to the open side.	1	
90	Toilet Room by Media Center	1	T11	Single-User Toilet	N/A		Clearance at toilet < 72" clear depth Hook located > 54" high	61" 61"	Remove the table so that there is 72" of depth provided at the toilet. Locate the coat hook no higher than 48" above the finished floor.	1	


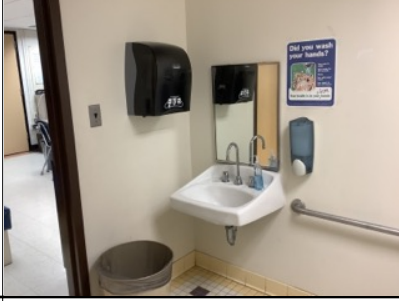



**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Urinal											
91	Men's Toilet Room by Room 11	1	T9	Urinal	N/A		Rim > 17" high Flush control too high or not properly located	21.5" 50"	Provide at least one urinal with the rim no higher than 17" above the finished floor. Mount flush control at 44" max. above the finished floor.	1	
Dispensers											
92	Women's Toilet Room by Media Center	1	T10	Dispensers	Paper Towel Dispenser		Controls > 48" high Dispenser acts as a protruding object	62.2" 9"	Relocate the paper towel dispenser so the operable part is 48" max. above the finished floor. Relocate the paper towel dispenser out of the circulation path.	1	
Toilet Rooms for Children											
Single-User Toilet (Children)											
93	Nurse's Office Toilet Room	1	22	Single-User Toilet (Children)	N/A		Side or rear grab bar < 42" long Soap dispenser is located above the grab bar	36" -	Provide a rear wall grab bar that is 42" long located 6" max. from the interior corner. Ensure dispensers and other devices are not mounted above grab bars.	1	
Toilet Compartment (Children)											
94	Girls' Toilet Room by Room 5	1	T4	Toilet Compartment (Children)	Accessible Compartment		Door with malfunctioning self-closing hinge Door pull not provided Side or rear grab bar < 42" long	- 2 36"	Repair self-closing hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist. Provide a rear wall grab bar that is 42" long located 6" max. from the interior corner.	1	





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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
95	Boys' Toilet Room by Room 29	1	29A	Toilet Compartment (Children)	Accessible Compartment		Door with malfunctioning self-closing hinge Door pull not provided Side or rear grab bar < 42" long Flush control not on open side	- 1 36" - -	Repair self-closing hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist. Provide a rear wall grab bar that is 42" long located 6" max. from the interior corner. Provide the flush control on the open side of the toilet (transfer side), no higher than 44" above the finished floor.	1	
96	Girls' Toilet Room by Room 27	1	27A	Toilet Compartment (Children)	Accessible Compartment		Door pull not provided	1	Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	1	
97	Boys' Toilet Room by 3	1	T3	Toilet Compartment (Children)	Accessible Compartment		Door pull not provided Side or rear grab bar < 42" long	- 36"	Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist. Provide a side/rear wall grab bar that is 42" long located 6" max. from the interior corner.	1	
98	Girls' Toilet Room by Room 27	1	27A	Toilet Compartment (Children)	Accessible Compartment		Side or rear grab bar < 42" long Non-compliant toilet paper dispenser	36" -	Provide a rear wall grab bar that is 42" long located 6" max. from the interior corner. Ensure dispensers and other devices are not mounted above grab bars. Relocate toilet paper dispenser so that it is between 14"- 19" above the finished floor and between 7"- 9" in front of the toilet.	1	
99	Boys' Toilet Room by Room 29	1	29A	Toilet Compartment (Children)	Accessible Compartment		Non-compliant toilet paper dispenser	-	Ensure dispensers and other devices are not mounted above grab bars. Relocate toilet paper dispenser so that it is between 14"- 19" above the finished floor and between 7"- 9" in front of the toilet.	1	





**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Lavatory (Children)											
100	Special Education Classroom Toilet Room and Girls' Toilet Room by Room 5	1	13, T4	Lavatory (Children)	N/A		Toe or knee clearances not provided	23"	Provide at least one lavatory with 25" min. knee clearance positioned for a forward approach. Ensure toe clearance is also provided.	2	
101	Nurse's Office Toilet Room	1	22	Lavatory (Children)	N/A		Toe or knee clearances not provided Exposed plumbing underneath Mirror above lavatory w/reflective surface > 31"	23" - 33"	Provide at least one lavatory with 25" min. knee clearance positioned for a forward approach. Ensure toe clearance is also provided. Insulate or otherwise configure pipes to prevent contact, for at least one lavatory. Lower mirror so that the bottom surface is at 31" above the finished floor.	1	
102	Boys' Toilet Room by 3 and Girls' Toilet Room by Room 27	1	T3, 27A	Lavatory (Children)	N/A		Toe or knee clearances not provided Mirror above lavatory w/reflective surface > 31"	23" 40"	Provide at least one lavatory with 25" min. knee clearance positioned for a forward approach. Ensure toe clearance is also provided. Lower mirror so that the bottom surface is at 31" above the finished floor.	2	
103	Boys' Toilet Room by Room 29	1	29A	Lavatory (Children)	N/A		Toe or knee clearances not provided Mirror above lavatory w/reflective surface > 31"	22" 40"	Provide at least one lavatory with 25" min. knee clearance positioned for a forward approach. Ensure toe clearance is also provided. Lower mirror so that the bottom surface is at 31" above the finished floor.	1	
104	Girls' Toilet Room by Room 5	1	T4	Lavatory (Children)	N/A		Mirror above lavatory w/reflective surface > 31"		Lower one mirror so that the bottom surface is at 31" above the finished floor.	1	





**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Dispensers (Children)											
105	Nurse's Office Toilet Room	1	22	Dispensers (Children)	Paper Towel Dispenser		Dispenser not operable with a closed fist	-	Provide a paper towel dispenser that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist.	1	
106	Boys' Toilet Room by 3	1	T3	Dispensers (Children)	Paper Towel Dispenser		Dispenser is a protruding object	10"	Relocate the paper towel dispenser out of the circulation path.	1	
107	Boys' Toilet Room by Room 29	1	29A	Dispensers (Children)	Paper Towel Dispenser		Dispenser is a protruding object	10"	Relocate the paper towel dispenser out of the circulation path. Alternatively, a cane-detectable barrier could be provided underneath the dispenser or a low profile dispenser that is 4" deep or less could be provided.	1	
Additional Access											
Drinking Fountains											
108	Corridor by 10	1	10	Drinking Fountains	Low		No drinking fountain provided for standing users		Provide an additional drinking fountain for standing users. No fewer than two (2) drinking fountains must be provided. One drinking fountain must comply as a drinking fountain for seated users (ADA 602.1 through 602.6) and one drinking fountain must comply as a drinking fountain for standing users (ADA 602.7).	1	






**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Sink											
109	Special Education Classroom	1	13	Sink	Classroom		Toe and knee clearances not provided	-	Remove piece of wood that is located in the toe clearance.	1	
Play and Sport Areas											
Play Areas											
110	Playground by Soccer Field Near Southwest Parking	Ext.		Play Areas	N/A		Accessible route not provided to playground Accessible route not provided around playground Accessible route not provided to play components	- - -	Install an accessible route to and around the playground. Provide an accessible route around the play area. Provide a compliant impact-attenuating surface to and around the play components.	1	
111	Play Element Near Southwest Parking Area	Ext.		Play Areas	N/A		Accessible route not provided to playground Accessible route not provided around playground Accessible route not provided to play components Surface not stable, firm, and slip-resistant	- - - -	Install an accessible route to and around the playground. Provide an accessible route around the play area. Provide a compliant impact-attenuating surface to and around the play components. Repair surface and ensure that surface is firm, stable and slip-resistant (to areas around play components).	1	
112	Playground by Soccer Field	Ext.		Play Areas	N/A		Accessible route not provided around playground Accessible route not provided to play components	- -	Provide an accessible route around the play area. Provide a compliant impact-attenuating surface to and around the play components.	1	






**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Field											
113	Softball Field	Ext.		Field	Softball		Accessible spaces not provided at team seating No accessible route to all areas of sport activity	- -	Provide a 36" x 48" clear floor space at team seating. Install an accessible route between all areas of sport activity including to the softball field and team seating areas.	1	
114	Soccer Field	Ext.		Field	Soccer		Field not connected to an accessible route No accessible route to all areas of sport activity	- -	Provide an accessible route to the field. Install an accessible route between all areas of sport activity.	1	
Court											
115	Gaga Ball Court	Ext.		Court	Gaga Ball		No accessible route between all areas of sport activity	-	Install an accessible route to the gaga ball court. (Remove excess engineered wood fiber at gaga ball pit entry.)	1	
Best Practice											
116	Main Entrance	1							Recommend providing visual contrast strips on the stair treads.	1	




**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
117	Library	1	14						Recommend providing an accessible route from the exit to the nearest right of way.	1	
118	Main Entrance	1							Recommend providing an automatic door opener at the entrance.	1	
119	Main Entrance	1							This is a good example of a wood bench with back and arms.	1	
120	Main Entrance	1							This is a good example of a recessed fire extinguisher.	1	
121	Route to Nurse's Office From Corridor	1	22						The nurse's office has the wrong sign at the door. It is the sign for the main office.	1	

**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
122	Corridor Exit Across From Room 23	1	23						Recommend building an accessible route from the exit to the path around the school.	1	
123	First Grade Classroom	1	29						Recommend extending guardrail to prevent falls.	1	
124	Corridor by Room 30	1	30						Flooring in some areas, has glare and may pose challenges to people with low vision. This may be a simple fix of changing the maintenance from polishing to maintenance of a matte finish.	1	
125	Ramp to Auditorium by Main Entrance	1	16						Heater may pose a burn hazard and heat up the metal handrails. IHCD recommends monitoring this and relocating the heater in that case.	1	
126	School Sign	1							Recommend providing a non-glare sign with high contrast between the characters and the background.	1	

**Town of Hingham
Plymouth River Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
127	Stairs By Door 7	Ext.							Recommend providing handrails on all stairs.	1	
128	Playground by Soccer Field	Ext.						-	Recommend providing a 48" wide min. stable, firm and slip-resistant surface around the boundary of an accessible picnic table located on an accessible route. See Figure 1 in the narrative report for an example of the clear route around the picnic table.	1	
129	By Main Entrance	Ext.						-	Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench in a manner that is substantially similar to what is shown in Figure 2 of the narrative report.	1	

South Elementary School



Town of Hingham ADA Transition Plan

September 2022



Institute for Human Centered Design

200 Portland Street, Boston, MA 02114
www.IHCDesign.org • info@IHCDesign.org
617-695-1225 voice/ tty

Background

Year Built: 1948 Year Renovated: 1998

South Elementary School, located at 831 Main Street, serves 478 students in pre-kindergarten through the fifth grade. The building has three (3) floors and one (1) main accessible entrance on the east side. There is also a parking lot on the east side. Outdoor amenities include a soccer field, a playground, a basketball court, benches and picnic tables.

In addition to the main entrance, there are accessible secondary entrances used by children returning to classrooms from the playground. These include Entrance Doors 2, 3, 5, 6, and 8. Vertical access is provided by an elevator and two (2) stairwells.

The lower level contains classrooms for the first grade and the third grade, a reading room, a gym, a physical education office, a cafeteria, a music room, a planning room, and multi-user toilet rooms. The first floor contains the library, kindergarten classrooms, a pre-kindergarten classroom, fourth grade classrooms, the guidance office, the occupational therapy and physical therapy room, the RISE program classroom, a computer lab, an art classroom, a Spanish classroom, a math specialist office, a television studio, the nurse's office and toilet rooms. The upper level contains second grade and fifth grade classrooms and multi-user toilet rooms.

Note: A parking lot and baseball field are located north of the school, however school staff explained to IHCD surveyors that these facilities are separate from the school. As a result, they were not surveyed.

Key Accessibility Issues

Exterior Access Routes

Accessibility issues with walkways around the school include lack of an accessible route to the bike racks and a garden bed, changes in level that are greater than allowed, and running slopes that are greater than allowed. Picnic tables in the

playground are not located on an accessible route and they lack a surface that is stable, firm and slip-resistant. There is also a lack of an accessible route to at least one (1) bench in each area where benches are provided.

Parking Lot

Accessibility issues with the car accessible parking space and van accessible parking space in the parking lot with a count of 29 spaces include signs that are located lower than allowed.

Note: Additional signage designating accessible parking spaces is provided in this parking lot, however the additional signs and the spaces where they are located go beyond the number of accessible spaces that are required in a parking lot of this size. If the Town wants to make these parking spaces compliant, an access aisle must be provided and the signs must be raised so that the bottom of the sign is no lower than 60" above the ground.

Signage

Accessibility issues with signage include lack of tactile signs at exit doors, lack of directional signs at inaccessible egress doors directing people to the nearest accessible egress and lack of an illuminated sign with the International Symbol of Accessibility (ISA) at accessible exit doors. Additionally, in some locations, designation signs are located lower or higher than allowed, not located on the latch side of the door, lack raised characters and/or braille, lack clear floor space in front of the sign, or lack a non-glare finish.

Doors and Doorways

Accessibility issues with doors and doorways include doors that lack maneuvering clearance and doors that require a greater amount of opening force than allowed.

Stairs

Accessibility issues with Stair 1, Stair 2 and the stair in the library include handrails that do not extend at least the minimum required amount beyond the stair riser, lack of handrails on each side, and handrails that are located lower than allowed.

South Elementary School

Dining and Work Surfaces

Accessibility issues include lack of one (1) dining surface with knee and toe clearance in the cafetorium, and lack of three (3) work surfaces (in the reading room, occupational and physical therapy room and kindergarten classroom) with knee and toe clearance.

Assistive Listening System (ALS)

Accessibility issues include lack of an assistive listening system in the cafetorium.

Note: In each assembly area where audible communication is integral to the use of the space, an assistive listening system shall be provided, and the assistive listening system shall be identified by a sign with the International Symbol of Access for Hearing Loss.

Toilet Rooms

Accessibility issues with toilet rooms include lack of protection on lavatory pipes to prevent against contact, mirrors located higher than allowed, dispensers that are mounted above grab bars or too closely underneath grab bars, accessible toilet compartment doors that lack door pulls on each side, accessible toilet compartment doors with malfunctioning self-closing hinges, and dispensers that act as protruding objects in the circulation path.

Sinks

Accessibility issues include sinks lacking knee and toe clearance, and sinks with exposed pipes underneath.

Note: If no classrooms in a given grade or a given type of classroom or space have a sink, an accessible sink is not required to be provided. It is the presence of a sink in a classroom that triggers the requirement of at least one (1) accessible sink in the same classroom or same type of classroom.

Areas of Sport Activity

Accessibility issues include lack of an accessible route to the basketball court and soccer field.

Playground

Accessibility issues include lack of an accessible route to one of each type of play components, lack of an accessible route around the playground, lack of a compliant transfer system at the elevated play component and lack of a stable, firm and slip-resistant impact-attenuating surface throughout the playground due to displaced engineered wood fiber (EWF).

Note: The Massachusetts Architectural Access Board (MAAB) does not consider engineered wood fiber (EWF) to comply with its regulation requiring an accessible route to each play component and around the playground.

Additional Accessibility Issues

- A curb ramp by the main entrance has damage at the base and is not stable, firm and slip-resistant.
- Furniture and other items obstruct the required clear width in the library and reading room.
- The route from the cafetorium stage lift was blocked by equipment and cables on the day of survey.
- Protruding objects are present in several locations.
- Ensure that five (5) percent of lockers are accessible, with hardware that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist.
- The ramp in the library lacks handrails that extend horizontally above the landing for 12" min. beyond the top and bottom of the ramp run.
- Drinking fountains are not provided for seated users by the guidance office or for standing users by Egress Door 8.

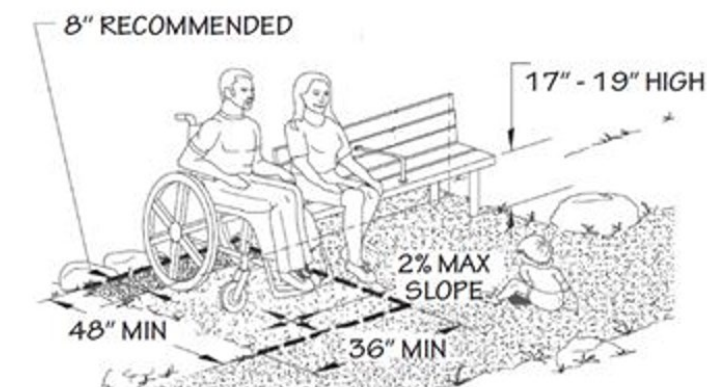
Best Practice and Inclusive Design

Best practice and inclusive design recommendations include elements that are not required in the standards but may create enhanced experiences for all users.






- Recommend providing visually contrasting strips on each stair tread.
- Recommend providing signage with raised characters and braille on the latch side of the door to all permanent rooms that lack designation signage.

- Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench by the main entrance and by the liberty pole in a manner that is substantially similar to what is shown in Figure 1.





Figure 1 shows a stable, firm and slip-resistant surface adjacent to a bench positioned to allow a person in a wheeled mobility device and a person sitting on the bench to have their shoulders aligned:






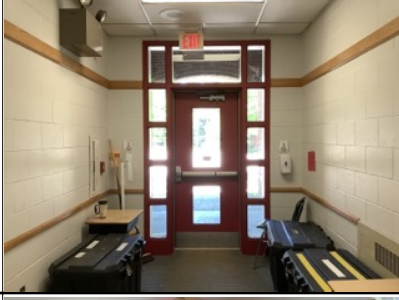

**Town of Hingham
South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Approach and Entrance											
Exterior Access Route											
1	Egress Door 8 to Egress Door 10	Ext.		Exterior Access Route	Walkway		Running slope > 1:20 (5.00%)	8.3%	Provide compliant handrails for a ramp or reduce the slope to 5%.	1	
2	Soccer Field by the Playground to Egress Door 6	Ext.		Exterior Access Route	Walkway		Running slope > 1:20 (5.00%)	11.7%	It may be technically infeasible to reduce this running slope to 1:20 (5.00%).	1	
3	Entrance/ Egress Door 3 (First Grade Entrance)	Ext.		Exterior Access Route	Walkway		Level changes > 1/4"	2"	Alter change in level to be 1/4" high max.	1	
4	Route to Exit Door 10	Ext.		Exterior Access Route	Walkway		Level changes > 1/4" Accessible route not provided	- -	Ensure an accessible route is provided. Alter change in level to be 1/4" high max.	1	
5	Bike Racks by Liberty Pole	Ext.		Exterior Access Route	Exterior		Accessible route not provided		Ensure an accessible route is provided to the bike racks.	1	



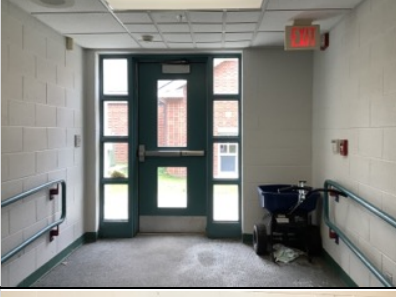


**Town of Hingham
South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
6	Garden Beds by Egress Door 2	Ext.		Exterior Access Route	Walkway		Accessible route not provided	8.5"	Ensure an accessible route is provided to the garden bed. Currently there is an 8.5" change in level and this must be reduced to a level change no greater than 1/4" max.	1	
Curb Ramp											
7	Accessible Parking by Main Entrance 1	Ext.		Curb Ramp	N/A		Surface not stable, firm and slip-resistant	-	Repair damage at base of curb ramp.	1	
Off-Street Parking Lot or Garage											
8	Accessible Parking by Egress Door 1	Ext.		Off-Street Parking Lot or Garage	Visitor		Total # of parking Total # of designated accessible parking spaces Total # of designated van accessible spaces Sign bottom < 60" above finished grade	29 1 1 29.6", 39.3"	The parking lot has the required number of accessible and van accessible parking spaces. Locate the signs with the bottom of the sign 60" above the ground.	1	
9	Parking Lot	Ext.		Off-Street Parking Lot or Garage	Visitor		Access aisle not provided Sign not provided Sign bottom < 60" above finished grade	- - 54.4"	Additional signage designating accessible parking spaces is provided in this parking lot, however these go beyond the number of spaces that are required. If the Town wants to make these parking spaces compliant, an access aisle must be provided and the signs must be raised so that the bottom of the sign is no lower than 60" above the ground.	1	
Access to Goods and Services											

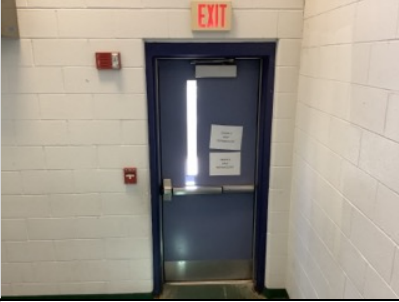


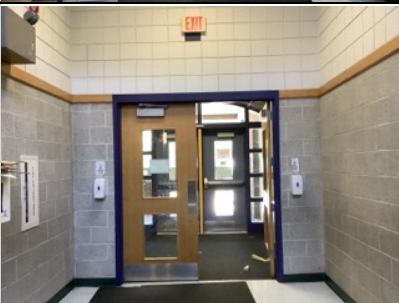
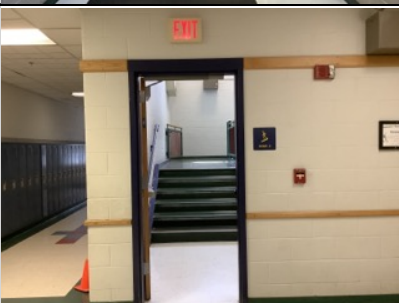
**Town of Hingham
South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Means of Egress											
15	Egress Door 5, Used by Kindergarten	1		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door.	1	
16	Main Entrance/ Exit 1	1		Means of Egress	N/A		Tactile exit sign not provided	-	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door.	1	
17	Egress Door 8 by the Cafeteria	LL		Means of Egress	N/A		Tactile exit sign not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leaves, the sign shall be located to the right of the right hand door.	1	
18	Egress Door 2 to Playground	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
19	Entrance/ Egress Door 3 (First Grade Entrance)	1		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. After the 2" change in level is repaired in the walkway, provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	






**Town of Hingham
South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
20	Stair 1, Egress Door 11	LL		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
21	Egress Door 6	LL		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
22	Egress Door 14	LL		Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
23	Gymnasium, Egress Door 7	LL	011	Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Where a tactile sign is provided at double doors with two active leafs, the sign shall be located to the right of the right hand door. Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
24	Cafetorium, Egress Door 10	LL	013	Means of Egress	N/A		Tactile exit sign not provided Illuminated ISA symbol not provided (MAAB)	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. After the exterior walkway is renovated, provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	






**Town of Hingham
South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
25	Egress Door 4, Stair 2	1		Means of Egress	N/A		Tactile exit sign not provided Directional sign to accessible emergency exit not provided	- -	Ensure tactile exit signs with raised characters and braille are provided at exit doors. Mount signs between 48"- 60" above the finished floor located on the latch side of the door. Provide a directional sign indicating the location of the nearest accessible emergency exit by the exit door.	1	
26	To Egress Door 5, Used by Kindergarten	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
27	Main Entrance/ Exit 1	1		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	-	Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
28	To Egress Door 8 Vestibule by the Cafeteria	LL		Means of Egress	N/A		Illuminated ISA symbol not provided (MAAB)	- -	Provide an illuminated sign with the International Symbol of Accessibility (ISA).	1	
29	Stair 2	1		Means of Egress	N/A		Directional sign to accessible emergency exit not provided		Provide a directional sign indicating the location of the nearest accessible emergency exit by the exit door. Recommend providing it above the tactile designation sign.	1	




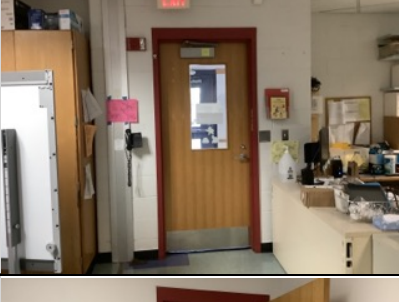

**Town of Hingham
South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
30	Stair 2	B		Means of Egress	N/A		Directional sign to accessible emergency exit not provided	-	Provide a directional sign indicating the location of the nearest accessible emergency exit by the exit door. Recommend providing it above the tactile designation sign.	1	
31	Stair 1	LL		Means of Egress	N/A		Directional sign to accessible emergency exit not provided	-	Provide a directional sign indicating the location of the nearest accessible emergency exit by the exit door. Recommend providing it above the tactile designation sign.	1	
Interior Access Route											
32	Library	1	115	Interior Access Route	N/A		Route < 36" wide	29"	Ensure that a clear width of 36" min. is maintained at the accessible route.	1	
33	Reading Room	LL	005	Interior Access Route	N/A		Route < 36" wide	24"	Ensure that a clear width of 36" min. is maintained at the accessible route.	1	
37	Cafetorium Stage Lift	LL	013	Interior Access Route	N/A		Route < 36" wide Surface not stable, firm, and slip-resistant	- -	Relocate the cables and speaker to ensure clear floor space at the door to the lift.	1	


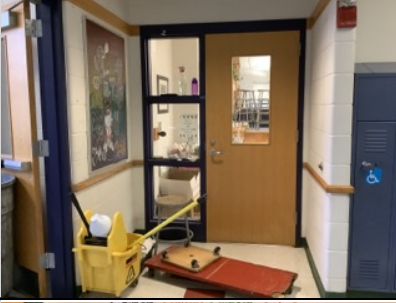

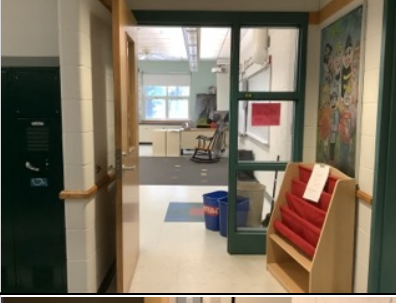

**Town of Hingham
South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
34	Motor Room/ Occupational Therapy/ Physical Therapy Single-User Toilet	1	110	Interior Access Route	N/A		Obstructed by protruding objects	12.8"	Remove the shelf.	1	
35	RISE/Special Education Classroom	1	111	Interior Access Route	N/A		Obstructed by protruding objects	9.4"	Relocate the paper towel dispenser out of the circulation path.	1	
36	By Egress Door 8	LL		Interior Access Route	N/A		Obstructed by protruding objects	6"	Relocate the defibrillator out of the circulation path.	1	
Doors, Doorways, & Gates											
38	Girls' Toilet Room	1		Doors, Doorways, & Gates	Toilet Room		Maneuvering clearance(s) not provided	8.9"	Relocate the paper towel dispenser and trash bin out of the 60" deep required maneuvering clearance at the door.	1	
39	Guidance Office	1	106	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided		Remove the trash and recycling bins to ensure that there is 18" min. clear on the latch side of the door.	1	


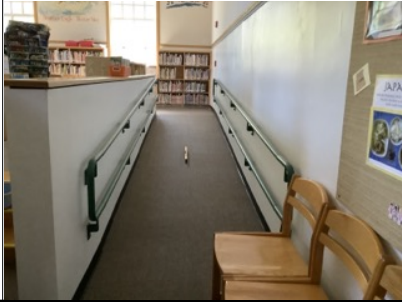

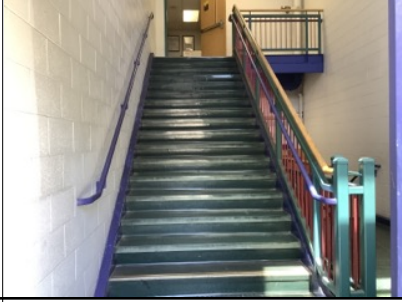

**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
40	Guidance Office	1	106B	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate white cabinet on the right side so that there is 60" clear deep min. in front of the door.	1	
41	Math Specialist	1	109	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate trash containers and recycling bins so that there is 18" clear on the latch side of the door.	1	
42	Motor Room/ Occupational Therapy/ Physical Therapy Single-User Toilet	1	110	Doors, Doorways, & Gates	Toilet Room		Maneuvering clearance(s) not provided	33.5"	Relocate the file cabinet so that there is 60" clear in front of the door.	1	
43	Computer to Lobby	1	119	Doors, Doorways, & Gates	Circulation		Maneuvering clearance(s) not provided	6.9"	Relocate the desk so that there is 12" on the latch push side of the door.	1	
44	Health Room/Nurse, Exam Room	1	119	Doors, Doorways, & Gates	Office		Maneuvering clearance(s) not provided	-	Relocate furniture so that there is 18" clear on the latch pull side of the door and there is 60" deep clear.	1	



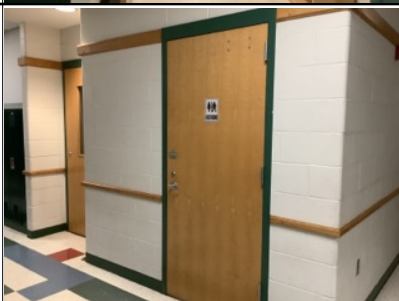

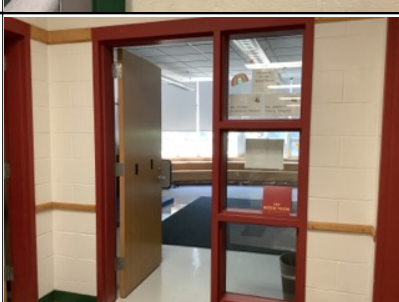
**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
45	Kindergarten Classroom, Single-User Toilet Room	1	123	Doors, Doorways, & Gates	Toilet Room		Maneuvering clearance(s) not provided	10"	As long as a closer is not provided on the door, reverse the swing of the door. If a closer is provided, then an automatic door opener is required.	1	
46	Art Room, West Door	1	135	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate equipment so that there is 18" clear on the latch pull side of the door.	1	
47	Third Grade Classroom	LL	006	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate table so that there is 12" clear on the latch pull side of the door.	1	
48	First Grade Classroom	LL	010	Doors, Doorways, & Gates	Classroom		Maneuvering clearance(s) not provided	-	Relocate furniture so that there is 18" clear on the latch side of the door.	1	
49	Cafetorium Stage Lift - Top and Bottom	LL	013	Doors, Doorways, & Gates	Other		Maneuvering clearance(s) not provided	-	Relocate furniture so that there is 54" clear depth in front of the door to the lift.	2	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
50	Health Room/Nurse - Single-User Toilet Room	1	119	Doors, Doorways, & Gates	Toilet Room		Door requires > 5 lbs. of force to open	8 lbs.	Adjust closers so doors do not require more than 5 pounds of force to open.	1	
Ramps											
51	Library	1	115	Ramps	Interior		Handrails do not extend 12" past top & bottom	-	Alter handrails to extend horizontally above the landing for 12" min. beyond the top and bottom of ramp runs.	1	
Stairways											
52	Library	1	115	Stairways	Other		Handrail height < 34" or > 38" Handrail not provided on both sides Handrails do not extend 12" from stairs	31.7" - -	Alter so the handrails are 34"- 38" high above the floor. Provide handrails on each side. Top: Ensure handrails extend horizontally above the landing for 12" min. beginning above the first riser nosing. Bottom: Ensure handrails extend to one tread depth beyond the last riser.	1	
53	Stair 2	1		Stairways	Egress		Handrails do not extend 12" from stairs	-	Top: Ensure handrails extend horizontally above the landing for 12" min. beginning above the first riser nosing. Bottom: Ensure handrails extend to one tread depth beyond the last riser.	1	
54	Stair 1, to Egress Door 11	LL		Stairways	Egress		Handrails do not extend 12" from stairs	-	Top: Ensure handrails extend horizontally above the landing for 12" min. beginning above the first riser nosing. Bottom: Ensure handrails extend to one tread depth beyond the last riser.	1	


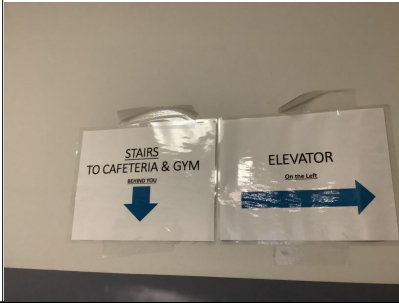
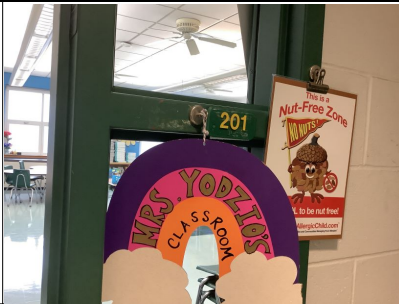


**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Signage											
55	Art Room, East Door	1	135	Signage	Designation		Raised characters not provided on sign Braille not provided on sign	- -	Provide text with raised characters duplicated in braille on sign.	1	
58	First Grade Classroom	LL	010	Signage	N/A		Raised characters not provided on sign Braille not provided on sign	- -	Provide text with raised characters duplicated in braille on sign.	1	
56	Staff Only Toilet Room	LL		Signage	Designation		Raised characters not provided on sign Braille not provided on sign Sign not located on the latch side of the door	- - -	Provide text with raised characters duplicated in braille on sign. Locate the sign at permanent rooms alongside the door on the latch side.		
57	Reading Room	LL	005	Signage	Designation		Raised characters not provided on sign Braille not provided on sign Non-glare finish and contrast not provided on sign	- - -	Provide text with raised characters duplicated in braille on sign. Install a sign with a non-glare finish.	1	
59	Motor Room/ Occupational Therapy/ Physical Therapy	1	110	Signage	Designation		Raised characters < 48" or > 60" above ground	35.4"	Mount designation signs so that the baseline of the lowest tactile character is 48" min. above finished floor and the baseline of the highest tactile character is 60" max. above the finished floor.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
60	Cafetorium	LL	013	Signage	Designation		Raised characters < 48" or > 60" above ground	63"	Mount signs so that the baseline of the lowest tactile character is 48" min. above finished floor and the baseline of the highest tactile character is 60" max. above the finished floor.	1	
61	Stair 1	ML		Signage	Designation		Raised characters < 48" or > 60" above ground Directional sign to accessible emergency exit not provided	83"	Relocate the tactile sign so that the baseline of the lowest tactile character is 48" min. above finished floor and the baseline of the highest tactile character is 60" max. above the finished floor. Provide a directional sign indicating the location of the nearest accessible emergency exit.	1	
62	Girls' Toilet Room	2		Signage	Designation		Braille not provided on sign Sign not located on the latch side of the door	-	Provide braille on the sign. Locate the sign at permanent rooms alongside the door on the latch side.	1	
63	Reading Room	1	109	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side.	1	
64	Kindergarten Classroom, Single-User Toilet Room	1	123	Signage	Designation		Sign not located on the latch side of the door	-	Locate the sign at permanent rooms alongside the door on the latch side.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
65	Guidance Office	1	106	Signage	Designation		Sign not located on the latch side of the door Signage lacks 18" by 18" clear floor space	-	Locate the sign at permanent rooms alongside the door on the latch side. After the sign is moved, relocate file cabinet to ensure that there is an 18" by 18" min. clear floor space at the sign.	1	
66	Across From Stair 2	1		Signage	Directional		Non-glare finish and contrast not provided on sign	-	Install directional signs with a non-glare finish.	2	
67	Grade 2 Classroom	2	201	Signage	Designation		Signage lacks 18" by 18" clear floor space		Relocate signs that are blocking the designation sign with raised characters and braille.	1	
Dining or Work Surfaces											
68	Reading Room	1	109	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	22"	Provide at least one work surface with 24" min. knee and toe clearance.	1	
69	Motor Room/ Occupational Therapy/ Physical Therapy	1	110	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	21.2"	Provide at least one work surface with 24" min. knee and toe clearance.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
70	Kindergarten Classroom	1	123	Dining or Work Surfaces	Work Surface		Knee or toe clearance not provided	20.7"	Provide at least one work surface with 24" min. knee and toe clearance.	1	
71	Cafetorium	LL	013	Dining or Work Surfaces	Dining Surface		Knee or toe clearance not provided	16.7"	Provide at least one dining surface with knee clearance that is 19" deep min.	1	
Assembly Area											
72	Cafetorium Stage	LL	013	Assembly Area	N/A		Assistive listening devices not provided		If audible communication is integral to the use of the space, provide an assistive listening system.	1	
Locker Room											
73	Accessible Locker by Third Grade Corridor and Throughout the School	LL		Locker Room	N/A		Total # of locker 5% of lockers are not accessible Total # of accessible locker	306 5 -	Ensure 5% of all lockers are accessible. Based on a count of 306, 16 lockers should be accessible.	1	
74	Accessible Locker by Art Room, West Door	1		Locker Room	N/A		Non-compliant hardware	-	At the two accessible lockers in this area, provide hardware that can be operable with one hand and not require tight grasping, pinching, or twisting of the wrist.	2	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Picnic Tables											
75	Playground	Ext.		Picnic Tables	N/A		Surface not stable, firm and slip-resistant Picnic table not on an accessible route	- -	Ensure that the surface at one picnic table is stable, firm and slip-resistant. Ensure that the picnic table is connected to an accessible route.	1	
Exterior Benches											
76	Garden Beds by Egress Door 2	Ext.		Exterior Benches	N/A		No accessible route to one bench in area	6.5"	Relocate one bench in this area to an accessible route.	1	
77	Bench Near Egress Door 5	Ext.		Exterior Benches	N/A		No accessible route to one bench in area	-	Provide an accessible route to one bench in this area.	1	
78	Playground	Ext.		Exterior Benches	N/A		No accessible route to one bench in area	-	Provide an accessible route to one bench in this area.	1	
79	Soccer Field by the Playground	Ext.		Exterior Benches	N/A		No accessible route to one bench in area	-	Provide an accessible route to one bench in this area.	1	
Toilet & Bathing Rooms											





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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Lavatory											
80	Health Room/Nurse - Single-User Toilet Room	1	119	Lavatory	N/A		Plumbing underneath is exposed	-	Insulate or otherwise configure pipes to prevent contact at lavatory.	1	
81	Boys' Toilet Room	2		Lavatory	N/A		Plumbing underneath is exposed	-	Insulate or otherwise configure pipes to prevent contact at lavatory.	1	
Single-User Toilet											
82	Health Room/Nurse - Single-User Toilet Room	1	119	Single-User Toilet	N/A		Dispenser mounted over grab bar	6"	Relocate the paper towel dispenser so that it is not mounted above the grab bar. Per 521 CMR MAAB, nothing can be mounted over the grab bar.	1	
Toilet Compartment											
83	Girls' Toilet Room by the Gym	LL		Toilet Compartment	Accessible Compartment		Door has malfunctioning self-closing hinge Door pull not provided	- -	Repair hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	1	
84	Boys' Toilet Room	2		Toilet Compartment	Accessible Compartment		Non-compliant toilet paper dispenser	-	Relocate toilet paper so that it is 24" min high, located under the grab bar, and between 7" and 9" from the front of the toilet. Ensure that there is 1.5" min. clear between the bottom of the grab bar and the top of the toilet paper dispenser.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Dispensers											
85	Girls' Toilet Room	1		Dispensers	Paper Towel Dispenser		Dispenser acts as a protruding object	8"	Relocate paper towel dispenser out of the circulation path. In addition to being a protruding object, the paper towel dispenser narrows the route to less than 27.4" wide.	1	
86	Boys' Toilet Room	1		Dispensers	Paper Towel Dispenser		Dispenser acts as a protruding object	8.3"	Relocate paper towel dispenser out of the circulation path. In addition to being a protruding object, the paper towel dispenser narrows the route to less than 27" wide.	1	
87	Girls' Toilet Room	2		Dispensers	Paper Towel Dispenser		Dispenser acts as a protruding object	9"	Relocate paper towel dispenser out of the circulation path.	1	
88	Boys' Toilet Room	2		Dispensers	Paper Towel Dispenser		Dispenser acts as a protruding object	9"	Relocate paper towel dispenser out of the circulation path.	1	
89	Boys' Toilet Room by the Gym	LL		Dispensers	Paper Towel Dispenser		Dispenser acts as a protruding object	8.7"	Relocate paper towel dispenser out of the circulation path.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Shower Compartment											
90	Health Room/Nurse - Single-User Toilet Room	1	119	Shower Compartment	Roll-In Type		Grab bars mounted in wrong location		Remove the grab bar from behind the shower seat. Ensure that the shower is kept clear of furniture.	1	
Toilet Rooms for Children											
Single-User Toilet (Children)											
91	RISE/Special Education, Single-User Toilet Room	1	111	Single-User Toilet (Children)	N/A		Dispenser mounted over grab bar	-	Relocate the paper towel dispenser so that it is not mounted above the grab bar. Per 521 CMR MAAB, nothing can be mounted over the grab bar.	1	
92	Kindergarten Classroom, Single-User Toilet Room	1	123	Single-User Toilet (Children)	N/A		Coat hook not within reach range	54.4"	Lower hook so that it is no higher than 40" above the floor.	1	
Toilet Compartment (Children)											
93	Girls' Toilet Room	1		Toilet Compartment (Children)	Accessible Compartment		Door with malfunctioning self-closing hinge	-	Repair self-closing hinge.	1	






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94	Boys' Toilet Room by the Gym	LL		Toilet Compartment (Children)	Accessible Compartment		Door with malfunctioning self-closing hinge	-	Repair self-closing hinge.	1	
95	Boys' Toilet Room	1		Toilet Compartment (Children)	Accessible Compartment		Door with malfunctioning self-closing hinge Door pull not provided	- -	Repair self-closing hinge. Provide a door pull on each side of the door between 34" to 48" above the finished floor that does not require tight grasping, pinching or twisting of the wrist.	1	
96	Boys' Toilet Room by the Gym	LL		Toilet Compartment (Children)	Accessible Compartment		Non-compliant toilet paper dispenser	-	Relocate toilet paper dispenser so that it is between 14"- 19" above the finished floor and between 7"- 9" in front of the toilet. Ensure that no dispensers are mounted over grab bars.	1	
Lavatory (Children)											
97	Girls' Toilet Room	1		Lavatory (Children)	N/A		Exposed plumbing underneath	-	Insulate or otherwise configure pipes to prevent contact at the lavatory.	1	
98	Motor Room/ Occupational Therapy/ Physical Therapy Single-User Toilet	1	110	Lavatory (Children)	N/A		Exposed plumbing underneath Mirror above lavatory w/reflective surface > 31"	- 33.9"	Insulate or otherwise configure pipes to prevent contact at lavatory. Lower mirror so that the bottom surface is at 31" above the finished floor or provide a full length mirror in the room.	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
99	Kindergarten Classroom, Single-User Toilet Room	1	123	Lavatory (Children)	N/A		Mirror above lavatory w/reflective surface > 31"	40"	Lower mirror so that the bottom surface is at 31" above the finished floor.	1	
100	Boys' Toilet Room by the Gym	LL		Lavatory (Children)	N/A		Mirror above lavatory w/reflective surface > 31"	40"	Lower mirror so that the bottom surface is at 31" above the finished floor.	1	
101	Girls' Toilet Room by the Gym	LL		Lavatory (Children)	N/A		Mirror above lavatory w/reflective surface > 31"	39.5"	Lower mirror so that the bottom surface is at 31" above the finished floor.	1	
102	Girls' Toilet Room by Classroom 009	LL		Lavatory (Children)	N/A		Mirror above lavatory w/reflective surface > 31"	41"	Lower mirror so that the bottom surface is at 31" above the finished floor.	1	
103	Boys' Toilet Room by Classroom 009	LL		Lavatory (Children)	N/A		Mirror above lavatory w/reflective surface > 31"	40.7"	Lower mirror so that the bottom surface is at 31" above the finished floor.	1	

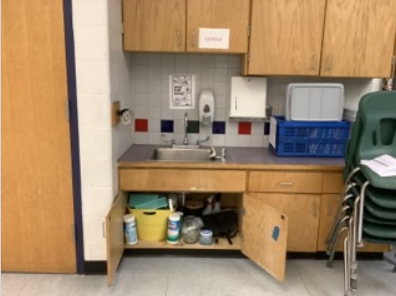



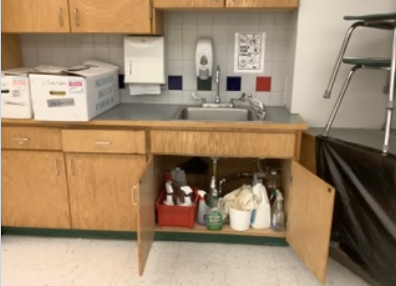
**Town of Hingham
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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
Dispensers (Children)											
104	Girls' Toilet Room by the Gym	LL		Dispensers (Children)	Paper Towel Dispenser		Dispenser is a protruding object	8.4"	Relocate paper towel dispenser out of the circulation path.	1	
105	Girls' Toilet Room by Classroom 009	LL		Dispensers (Children)	Paper Towel Dispenser		Dispenser is a protruding object	6"	Relocate paper towel dispenser out of the circulation path.	1	
106	Girls' Toilet Room by Classroom 009	LL		Dispensers (Children)	Paper Towel Dispenser		Dispenser is a protruding object	8.5"	Relocate paper towel dispenser out of the circulation path.	1	
107	Boys' Toilet Room by Classroom 009	LL		Dispensers (Children)	Paper Towel Dispenser		Dispenser is a protruding object	9"	Relocate the paper towel dispenser out of the circulation path.	1	
Additional Access											
Drinking Fountains											
108	By Egress Door 8	LL		Drinking Fountains	Low		No drinking fountain provided for standing users	-	Provide an additional drinking fountain for standing users.	1	


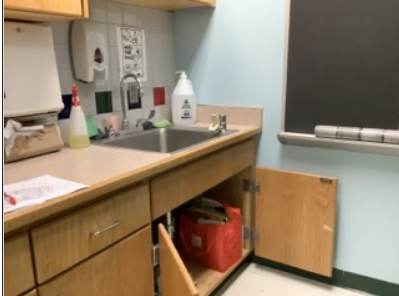



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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
109	Corridor by Guidance Office	1		Drinking Fountains	High		No drinking fountain provided for seated users	-	Provide an additional drinking fountain for seated users.	1	
Sink											
110	Motor Room/ Occupational Therapy/ Physical Therapy	1	110	Sink	Other		Toe and knee clearances not provided Exposed plumbing underneath sink	- -	Ensure there is a 27" min. knee clearance positioned for a forward approach. Insulate or otherwise configure pipes at sink.	1	
111	Health Room/Nurse	1	119	Sink	Other		Toe and knee clearances not provided Exposed plumbing underneath sink	- -	Ensure there is a 27" min. knee clearance positioned for a forward approach. Insulate or otherwise configure pipes at sink.	1	
Sinks for Children's Use											
112	Spanish Language Classroom	1	130	Sinks for Children's Use	Classroom		Exposed plumbing underneath	-	Insulate or otherwise configure pipes to prevent contact at the sink.	1	
113	RISE/Special Education Classroom	1	111	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <24" at sink 31" high	- -	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	






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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
114	Fourth Grade Classroom	1	131	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <24" at sink 31" high	- -	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	
115	Grade 2 Classroom	2	201	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <24" at sink 31" high	- 23"	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	
116	Grade 4 Classroom	2	206	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <24" at sink 31" high	- 23"	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	
117	First Grade Classroom	LL	010	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <24" at sink 31" high	- -	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	
118	Music Room	LL	016	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <24" at sink 31" high	- -	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	


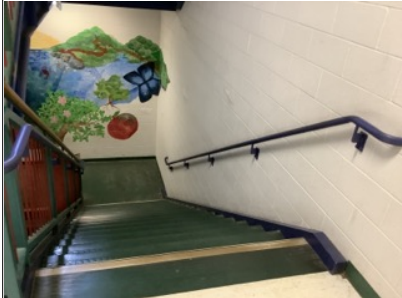



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ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
119	Math Specialist	1	109	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <27" at sink > 31" high	- -	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	
120	Reading Room	1	109	Sinks for Children's Use	Other		Exposed plumbing underneath Knee/toe clearance <27" at sink > 31" high	- -	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	
121	Art Room	1	135	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <27" at sink > 31" high	- -	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	
122	Third Grade Classroom	LL	006	Sinks for Children's Use	Classroom		Exposed plumbing underneath Knee/toe clearance <27" at sink > 31" high	- -	Insulate or otherwise configure pipes to prevent contact. Provide at least one sink with 27" high knee and toe clearance positioned for a forward approach (per 521 CMR 12.2.2.c).	1	
Play and Sport Areas											
Play Areas											
123	Playground to Basketball Court	Ext.		Play Areas	N/A		Accessible route not provided around playground	-	Provide an accessible route around the play area.	1	

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South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
124	Playground	Ext.		Play Areas	N/A		Accessible route not provided to play components Surface not stable, firm, and slip-resistant	- -	Provide a compliant impact-attenuating surface to and around one of each type of play component. Repair surface and ensure that surface is firm, stable and slip-resistant. Ensure that engineered wood fiber (EWF) is kept off of accessible routes.	1	
125	Playground	Ext.		Play Areas	N/A		No compliant transfer system	-	Alteration might be technically infeasible.	1	
126	Playground	Ext.		Play Areas	N/A		Surface not stable, firm, and slip-resistant	-	Repair surface and ensure that surface is firm, stable and slip-resistant. Ensure that engineered wood fiber (EWF) is kept off of accessible routes.	1	
Field											
127	Soccer Field by the Playground	Ext.		Field	Soccer		Field not connected to an accessible route		Provide an accessible route to the soccer field.	1	
Court											
128	Basketball Court	Ext.		Court	Basketball		Court is not connected to an accessible route	-	Provide an accessible route to the basketball court.	1	
Overall Review											

**Town of Hingham
South Elementary School**

ID	Location	Floor	Room	Element	Type	Photo	Issues	Current Measure	Recommendations	Quantity	Notes
129	Spanish Language Classroom	1	130						Note: The kitchen in Spanish language classroom is no longer in use.	1	
Best Practice											
130	Stair 2	1							Recommend providing visually contrasting strips on each stair tread.	1	
131	By Main Entrance, Egress Door 1	Ext.							Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench in this area in a manner that is substantially similar to what is shown in Figure 1 in the narrative report.	1	
132	By Liberty Pole	Ext.							Recommend providing a 36" min. by 48" min. stable, firm and slip-resistant surface adjacent to at least one bench in this area in a manner that is substantially similar to what is shown in Figure 1 in the narrative report.	1	
133	Girls' Toilet Room by Classroom 009	LL							Recommend providing signage with raised characters and braille on the latch side of the door to all permanent rooms that lack designation signage.	1	



**Commonwealth of Massachusetts
Massachusetts Environmental Police**

251 Causeway St. - Suite 101 - Boston, MA 02114-2153

(617) 626-1610

Registration and Titling Application

Fax: (617) 626-1630



<input type="checkbox"/> Individual <input type="checkbox"/> Business <input type="checkbox"/> Dealer/MFG <input type="checkbox"/> Gov. / Enf. <input type="checkbox"/> Livery	<input type="checkbox"/> Motorboat <input type="checkbox"/> ATV <input type="checkbox"/> Snowmobile	<input type="checkbox"/> Reg. & Title <input type="checkbox"/> Reg. only <input type="checkbox"/> Title <input type="checkbox"/> Permit	<input type="checkbox"/> New <input type="checkbox"/> Renew <input type="checkbox"/> Duplicate <input type="checkbox"/> Transfer <input type="checkbox"/> Decal	<input type="checkbox"/> Change/Correction <input type="checkbox"/> Add Co-Owner/Joint <input type="checkbox"/> Remove Co-Owner/Joint <input type="checkbox"/> Add Lien Holder <input type="checkbox"/> Remove Lien Holder
--	---	--	---	--

Reg/Permit #/Doc #	Processed By	Expiration Date	Reg/Permit Fee	Total Fees
Title #	Customer ID #	Issue Date	Title Fee	FTN CCTN

A. APPLICANT (Please print the following information.)

Last Name or Business Name TOWN OF HINGHAM		First	MI	Social Security # /FEIN if Business CUST. ID 439553	
Street 17 UNION STREET		City HINGHAM	State MA	Zip Code 02043	Birth date
Mailing Address 17 UNION STREET		City HINGHAM	State MA	Zip Code 02043	Telephone
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	US Citizen <input type="checkbox"/> Yes <input type="checkbox"/> No	MA Resident <input type="checkbox"/> Yes <input type="checkbox"/> No	US Resident <input type="checkbox"/> Yes <input type="checkbox"/> No	Alternate Phone	Email

B. CO-OWNER (Both signatures required in Sec "F") **JOINT OWNER** (Check only one box)

Name N/A	Social Security # /FEIN if Business	DOB
Address	City	State Zip Code Telephone

C. LIEN HOLDER (For Titled Motorboats only)

<input type="checkbox"/> Financial Inst. <input type="checkbox"/> Business <input type="checkbox"/> Individual	Security Agreement Date:
Name N/A	Telephone E-Mail
Address	City State Zip Code

D.

Serial Number (VIN/HIN) BWC2578C0583	Manufacturer BOSTON WHALER	Year 1983
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Boat Model 15	Color 1 WHITE	Color 2	Length - Feet 15	Inches -
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Primary Operation (Use) <input type="checkbox"/> Pleasure <input type="checkbox"/> Enforcement <input type="checkbox"/> Commercial Fishing <input type="checkbox"/> Rent or Lease (Livery) <input type="checkbox"/> Commercial Operation <input type="checkbox"/> Charter Fishing <input type="checkbox"/> Commercial Pass. Carrying <input type="checkbox"/> Dealer/Manufacturing <input type="checkbox"/> Government <input type="checkbox"/> Other	Vessel Type <input type="checkbox"/> Air Boat <input type="checkbox"/> Paddlecraft <input type="checkbox"/> Auxiliary Sail <input type="checkbox"/> Pontoon <input type="checkbox"/> Cabin Motorboat <input type="checkbox"/> PWC <input type="checkbox"/> Houseboat <input type="checkbox"/> Rowboat <input type="checkbox"/> Inflatable Boat <input type="checkbox"/> Sail Only <input checked="" type="checkbox"/> Open Motorboat <input type="checkbox"/> Other	Recreational Vehicle Type <input type="checkbox"/> Four Wheel <input type="checkbox"/> Three Wheel <input type="checkbox"/> Mini Bike <input type="checkbox"/> Trailbike <input type="checkbox"/> Snowmobile <input type="checkbox"/> Vintage Snowmobile <input type="checkbox"/> Other	Hull Material <input type="checkbox"/> Aluminum <input checked="" type="checkbox"/> Fiberglass <input type="checkbox"/> Plastic <input type="checkbox"/> Rubber/Vinyl/Canvas <input type="checkbox"/> Steel <input type="checkbox"/> Wood <input type="checkbox"/> Other	Pollution Control Device <input checked="" type="checkbox"/> None <input type="checkbox"/> Porta Potti <input type="checkbox"/> Chlorinator <input type="checkbox"/> Holding Tank <input type="checkbox"/> Other City or Town of Mooring/Storage Location HINGHAM
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State of Principal Operation MA	Previously Registered Out of State <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Previously Registered Number/Title NY5501PE	Previously Registered State NY
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E. ENGINE

Manufacturer MERCURY	Year 2020	Serial Number/Model Number 1C577016 / 1F60453LZ	Horsepower or CC's 60
Manufacturer	Year	Serial Number/Model Number	Horsepower or CC's

Propulsion: (circle one) Air-Thrust **Propeller** Manual Sail Water-Jet Other **FUEL TYPE: ELECTRIC (GAS) DIESEL OTHER**

Engine Drive Type: Inboard **Outboard** Pod-Drive Stern-Drive Other

F. SIGNATURE(S)

I hereby affirm that the information provided is true and correct under the pains and penalties of perjury.

Owner's Signature	Co-Owners and/or Joint Owner	Date: //
-------------------	------------------------------	-----------------



Clearly print or type all information, except signatures.

I, Leslie Ellis,
(Seller)

in consideration of \$ _____, do hereby sell, transfer and convey to

(Buyer)

the following vehicle:

DESCRIPTION OF VEHICLE

Year <u>1983</u>	Make <u>Boston Whaler</u>	Model <u>15'</u>
Vehicle or Hull Identification Number		
<u>B</u>	<u>W</u>	<u>C</u>
<u>2</u>	<u>5</u>	<u>7</u>
<u>8</u>	<u>C</u>	<u>0</u>
<u>5</u>	<u>8</u>	<u>3</u>

TERMS AND CONDITIONS (if applicable)

[Empty box for terms and conditions]

SELLER

Name <u>Leslie Ellis</u>	
Address <u>1279 State Route 443 Berne NY 12023</u>	
Signature <u>X</u> <u>Leslie Ellis</u>	Date <u>5/5/23</u>

BUYER

Name	
Address	
Signature <u>X</u>	Date

NEW YORK STATE BOAT REGISTRATION



NYS501PE
1983 BO/WH BWC2578C0583
FIBE OUT PLEASURE
015 GAS I3558306 APR 26 2022
WEB WEBCDA EXPIRES
TRANSFERABLE 05/31/25

ELLIS, LESLIE
1279 STATE ROUTE 443
BERNE NY 12023

DB771493

VOID IF ALTERED EXCEPT
FOR CHANGE OF ADDRESS
MV-639CB (6/21)

Fee Paid

26.25

HERE IS YOUR WATER-REPELLENT BOAT REGISTRATION.

Please separate the registration from the rest of this card.

ELLIS, LESLIE
1279 STATE ROUTE 443
BERNE NY 12023

USE ONLY WATERPROOF INK ON THIS DOCUMENT

CHANGE OF ADDRESS - You must notify DMV within 10 days, and write your new address on the front of this receipt.

TRANSFER INFORMATION

- If NONTRANSFERABLE is printed on the front of this document, you must use your title to transfer ownership.
- If TRANSFERABLE is printed on the front of this document, complete the items below and give it to the new owner.
- A photocopy cannot be used to transfer ownership.

Ownership Transferred to _____ Date _____

TRANSFER STATEMENT: I am the registrant of the boat described on the other side, or a member of the firm or an officer of the corporation registering the boat, and have the right to dispose of

Signature of Current Registrant Leslie Ellis

Model Number



1F60453LZ

Serial Number



1C577010

60 ELPTCT

HP 60

KW 44

LB 263

KG 119

Mercury Marine

Brunswick Corp.

Suzhou, PRC 215021

HINGHAM SCHOOL COMMITTEE

220 Central Street
Hingham, Massachusetts 02043
Telephone: 781-741-1500
Fax: 781-749-7457
www.hinghamschools.com



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

2023-2024 School Committee Subcommittees

Educational Programming

Tim Miller-Dempsey, Chair
Aly Anderson
Kerry Ni

Finance / Capital & Facilities

Jen Benham, Chair
Nes Correnti
Matt Cosman

Policy

Alyson Anderson, Chair
Jen Benham
Kerry Ni

Salary and Negotiations

Kerry Ni, Chair
Michelle Ayer
Tim Miller-Dempsey

Special Education

Matt Cosman, Chair
Alyson Anderson
Tim Miller-Dempsey

Liaisons:

East Elementary - Matt Cosman
Foster Elementary - Nes Correnti
Plymouth River Elementary - Alyson Anderson
South Elementary - Jen Benham
Hingham Middle School - Kerry Ni
Higham High School - Michelle Ayer

Equity Task Force - Nes Correnti
Forecast Committee - Nes Correnti, Michelle Ayer
Full-Day Kindergarten Coalition - Michelle Ayer
Hingham Arts Alliance - Alyson Anderson
Hingham Climate Committee - Alyson Anderson
Hingham Education Foundation - Matt Cosman
Human Rights Commission - Tim Miller-Dempsey
Legislative Liaison - Jen Benham
METCO - Michelle Ayer
School Building Committee - Michelle Ayer
Select Board / Advisory Committee - Nes Correnti, Michelle Ayer, Jen Benham
SEPAC - Matt Cosman
SNAP - Tim Miller-Dempsey
Student Advisory Committee - Michelle Ayer
Sustainable Budget Task Force - Nes Correnti