

HINGHAM SCHOOL COMMITTEE
June 12, 2023 at 7:00PM
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: 832 4671 9337
Passcode: 842620
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order
2. School Showcase: Plymouth River Elementary School
3. School Showcase: Hingham Middle School
4. To Recognize the Retirees of HPS
5. Approval of minutes
 - 5.1 Minutes of the School Committee meeting held on May 8, 2023
 - 5.2 Minutes of the School Committee meeting held on May 22, 2023

6. 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.

7. Superintendent's Report

- 8.. Communications
 - 8.1 Communications Received by the Superintendent
 - 8.2 Student Communications
 - 8.3 Other Communications

9. Unfinished Business

10. New Business
 - 10.1 To discuss a proposed Grade 8 student trip to Washington, DC in 2024, and act as appropriate
 - 10.2 To review Professional Development Plan and act as appropriate
 - 10.3 To receive Social Studies Program Review Update for Year One and act as appropriate
 - 10.4 To discuss and confirm School Committee summer meeting schedule
 - 10.5 To vote to appoint the Chair of the Finance/Capital & Facilities Subcommittee to be a signatory on warrants
 - 10.6 To discuss grants and donations and act as appropriate
 - 10.7 To review surplus materials and act as appropriate

11. Subcommittee and Project Reports
Warrants Signed

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

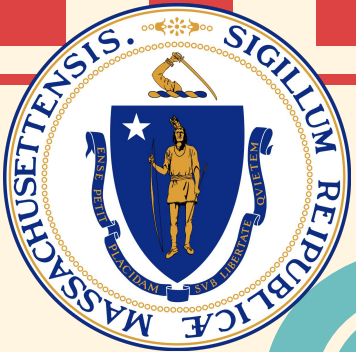
13. Adjourn to Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session

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 approve minutes of the Executive Session held on May 22, 2023, as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Next School Committee Meeting: 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.



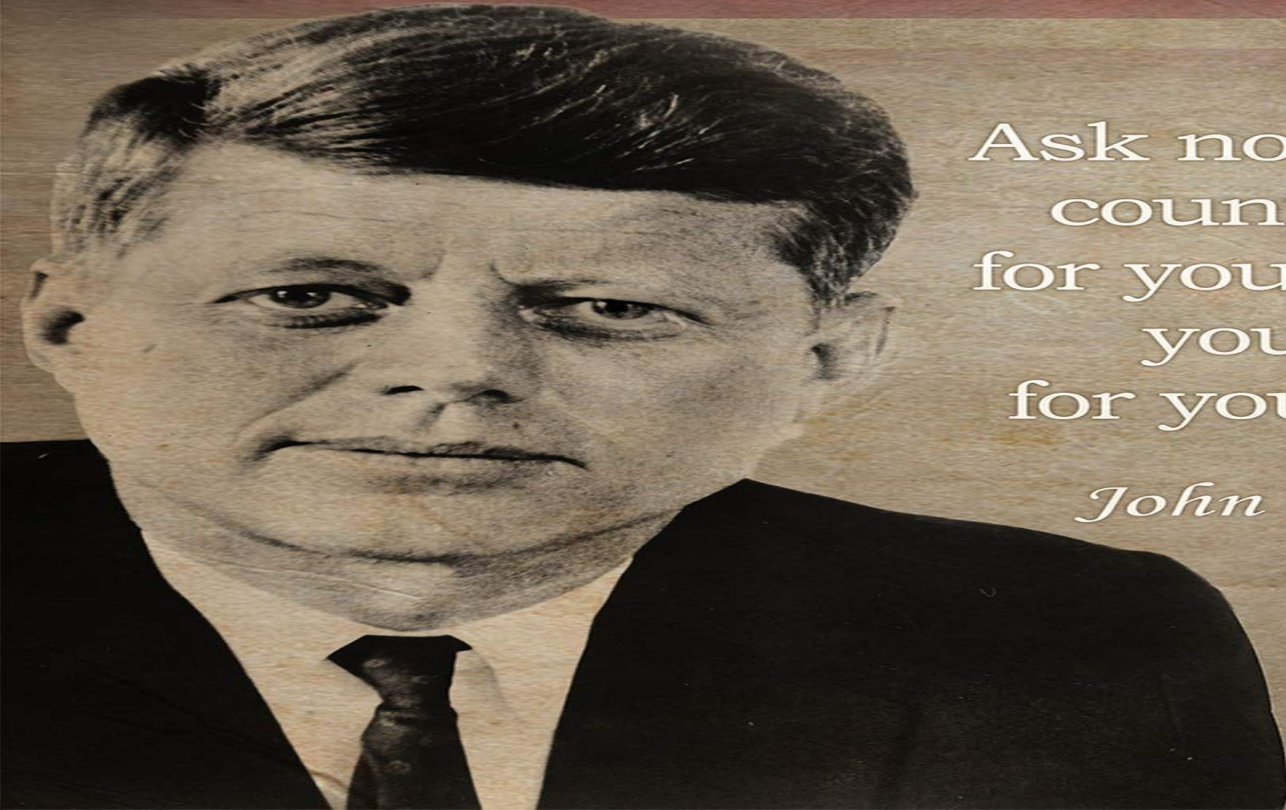
Class of 2027

HMS Civics Day!



GENERATION
CITIZEN





Ask not what your
country can do
for you – ask what
you can do
for your country.

John F. Kennedy



The Advocacy Hourglass

A framework for changemakers



Civics Project 2023

- **Class of 2027 Civics Projects**
- **EMK Institute for Senate State Competition - June 5**
- **Community Expert Panel Day - May 31**
- **HMS Civics Day - Wednesday, June 14!!!**

B Block Policy Goal:

We will address the issue of TURF FIELDS by advocating for an advertising campaign/awareness by working with the executive/legislative branch at the local level of government.

E Block Policy Goal:

We will address the issue of **CROSSWALKS** by advocating for an improved, safe crosswalk exit ramp across from HMS by working with the legislative branch at the local level of government.

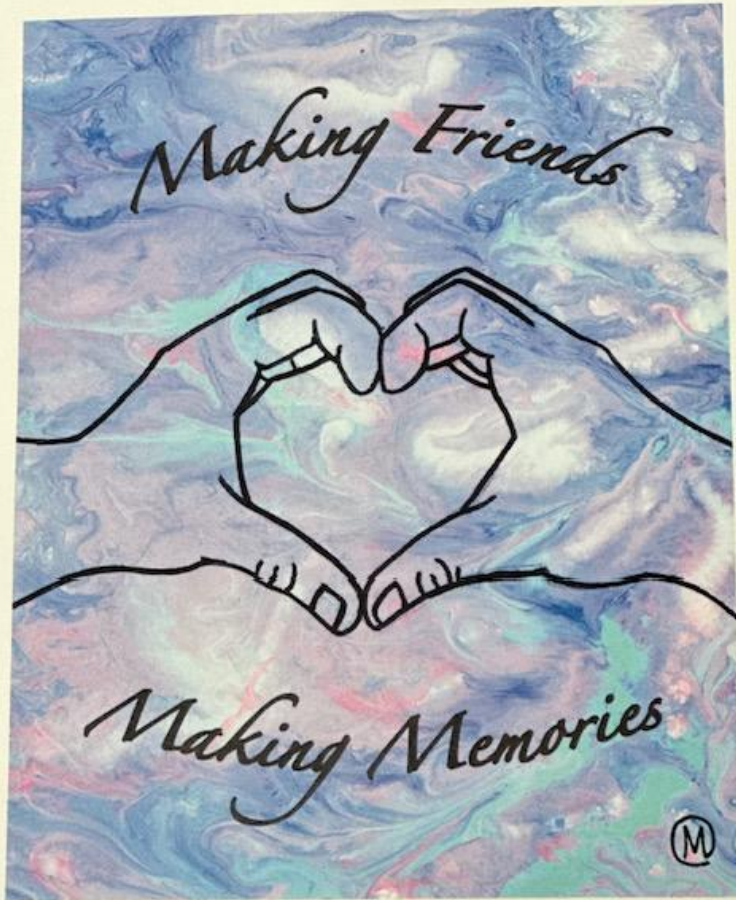
F Block Policy Goal:

We will address the issue of cell tower service by advocating for partial towers on phone poles by working with the executive branch at the local level of government.

Thank

You!

Class
OF
2027



The Pen Pal Project by Max Bohane

<https://sites.google.com/view/art-work-by-max/ch/charitable-organizations?authuser=0>



Max Bohane

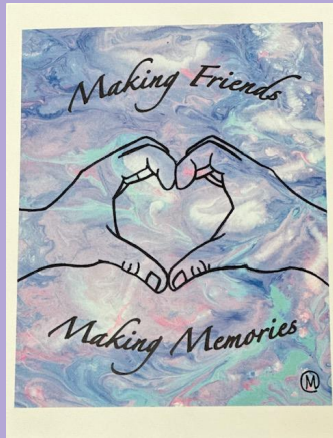
*He is a former PRS
Student from 2018-2019*

*He created the Writing
Program with Ms. Vella's
5th graders and the
residents at the
Cordwainer Memory Care
Facility*



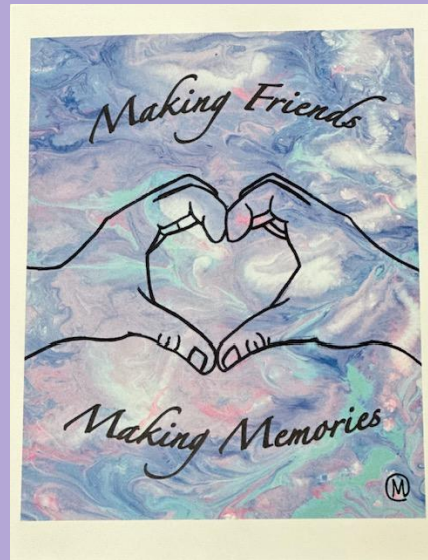
Ms. Vella's 5th graders

*Ellie
O'Donnell
and
Grayson
Teahan*



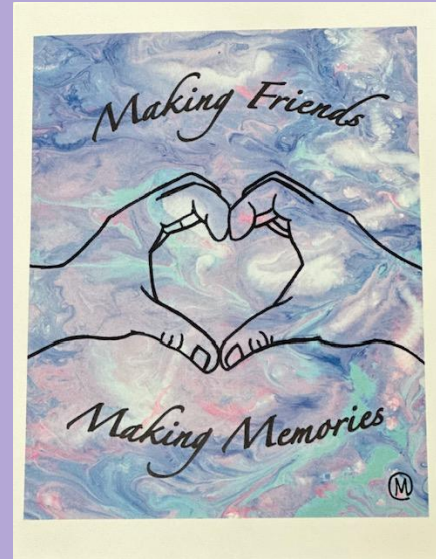


Laura Burns

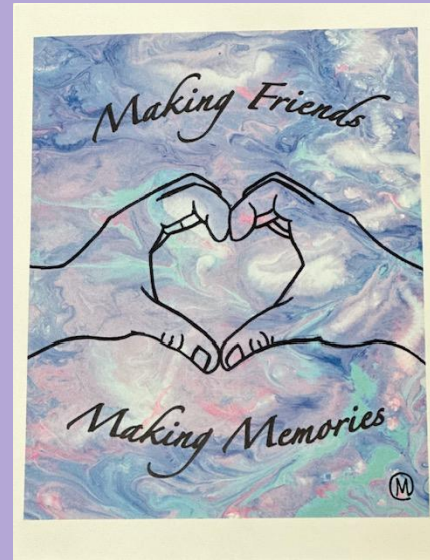




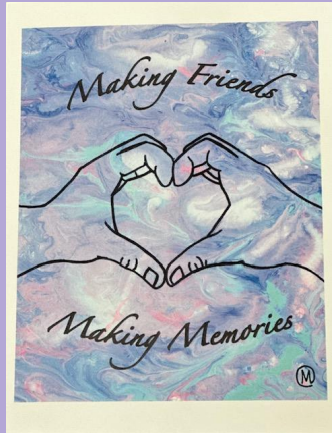
Georgia Clarke



Maya Holbrook



*Annie
Farrington
and
Liv Torok*





HINGHAM SCHOOL COMMITTEE

May 8, 2023

MEETING MINUTES

Called to Order at 6:00 PM

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

School Committee members participating remotely: none

School Committee members absent: Matt Cosman

Central Office Members present: Superintendent Dr. Margaret Adams

On a motion by Nes Correnti and seconded by Jen Benham

It was **voted** to 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 strategy with respect to contract negotiations with the Director of Finance and Operations as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To discuss strategy with respect to contract negotiations with the Interim Executive Director of Student Services 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 Session held on April 10, 2023, as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Michelle Ayer – aye
Nes Correnti - aye
Jen Benham – aye
Kerry Ni - aye
Tim Dempsey – aye
Alyson Anderson - aye

Reconvene: School Committee Chair Michelle Ayer called the meeting to order at **7:00 PM**, and began by reading the following statement for those participating by zoom:

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.

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

School Committee members participating remotely: none

School Committee members absent: Matt Cosman

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom.

Central Office Members present: Superintendent Dr. Margaret Adams, Interim Assistant Superintendent Kathryn Roberts, and Director of Business and Support Services Aisha Oppong
Also present: Executive Assistant Sherry Robertson and Student Representative Alex Doggett

Visitors present: HEA Co-President Jacqueline Beaupre, East Elementary School Principal Jonathan Hawes, Assistant Principal Amanda Donovan, several East Elementary School Students and families, Monica Matthews, and Barbara Cataldo.

There were approximately 60 attendees on Zoom.

School Showcase: East Elementary School

East Elementary Principal Jonathan Hawes shared a presentation that included an introduction to East Elementary's Makerspace curriculum which involves hands-on learning experiences for students in the areas of STEAM to work collaboratively to solve problems. Several students from East Elementary were present to share their experiences with the Makerspace program. Mr. Hawes thanked East Elementary teachers Cristina Jauregui and Jenny Cina for their work with creating this program.

Approval of minutes:

Kerry Ni made suggested edits on the minutes. On a motion by Nes Correnti and seconded by Jen Benham

- It was **voted** to approve the amended minutes of the School Committee meeting held on April 10, 2023

On a motion by Nes Correnti and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on April 24, 2023 (Town Meeting)

On a motion by Nes Correnti and seconded by Jen Benham

- It was **voted** to approve the minutes of the public information session held on April 26, 2023

Questions and Comments

none

Superintendent's Report

Dr. Adams gave an enrollment update, which has remained stable since the previous month with a total of 3,806 students.

Dr. Adams reported that she had recently attended a Unity Council event with METCO families, and the Hingham High School Drama program will be performing 2 one-act plays in the coming weeks.

Student Communication

Student Representative Alex Doggett stated that the Student Advisory Committee will be having its elections at the beginning of June.

Unfinished Business

Update on HEA Unit B Negotiations

Chair of the Salary & Negotiations Subcommittee Kerry Ni reported that the committee has had productive meetings with the union and MTA representative and are working to come to agreements.

New Business

Elections of officers for School Committee

On a motion by Kerry Ni and seconded by Jen Benham

- It was **voted** to elect Nes Correnti as Chair of the School Committee

On a motion by Kerry Ni and seconded by Jen Benham

- It was **voted** to elect Michelle Ayer as Vice-Chair of the School Committee

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to elect Jen Benham as Secretary of the School Committee

Appointment of Interim Executive Director of Student Services

Dr. Adams introduced Dr. Barbara Cataldo and noted that a DESE waiver to hire her was applied for and approved, which was a requirement since Dr. Cataldo had been a retiree.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the hiring of Dr. Barbara Cataldo as the Interim Executive Director of Student Services for the 2023-2024 school year.

Elementary Writing Program Report

Monica Matthews, Elementary Literacy Specialist gave a presentation that included research in teaching writing and she detailed progress that has been made in the two years she has been the writing specialist. She also detailed writing initiatives that are ongoing in grades K-5.

DESE Literacy Grant

Interim Assistant Superintendent Kathryn Roberts explained the grant award letter from the MA Department of Elementary and Secondary Education entitled Accelerated Literacy Learning through High-Quality Instructional Materials.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to accept the DESE Literacy Grant in the amount of \$154,703, and will be used to defray the cost of the district's planned adoption of the evidence-based K-5 reading program, HMH Into Reading.

Fees Increases

Director of Business and Support Services Aisha Oppong reviewed the proposed fee increases for athletics, full day kindergarten, Kids in Action, Integrated Pre-K and facilities fees. Michelle Ayer noted that athletics and full day Kindergarten fees have already been approved.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve a 5% increase in Kids in Action and Integrated Pre-K Program Fees

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the increase in facilities usage fees as recommended by the Director of Business and Support Services

MOU with Hingham Police Department

Dr. Adams explained the language changes that were made to the MOU in relation to officers wearing body cameras. No action was taken, as this was a first read of the changes.

School Choice Program for 2023-2024 school year

Dr. Adams provided the Committee with information on the state's School Choice Program, which contained commonly asked questions, a list of area communities that do/do not participate in the program, as well as information regarding monetary compensation for school districts that choose to participate. The Committee discussed potential pros and cons of participating and agreed to hold a hearing on the subject at the next meeting.

Process for Subcommittee Assignments

Chair Nes Correnti stated that she would collect interests from Committee members and will discuss assignments at the next meeting.

Subcommittee and Project Reports/Warrants Signed

- Alyson Anderson reported that the Special Education Task Force had its final meeting last week. She also stated that the Hingham Arts Alliance has a Board meeting this week, and that the Climate Action Committee is working on a final draft of the plan.
- Tim Dempsey reported that he and Kerry Ni will be holding office hours next week and that there will be an upcoming Educational Programming Subcommittee meeting later in the month on May 24th.
- Kerry Ni reported that the Middle School Council met last week and discussed updating the handbook and increasing awareness of after school activities. She also stated that there will be an eighth grade move up day, and also noted upcoming meetings of the Salary and Negotiations Subcommittee.
- Nes Correnti reported that the Foster School Council met and Principal Scheufele gave an update on the building project for the new Foster School. She also noted that there are financial warrants in the packet.
- Michelle Ayer reported that the High School Council met and discussed a service requirement for graduation.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to adjourn at 8:30PM

Respectfully Submitted By: Jen Benham

- [Minutes of the School Committee meeting held on April 10,2023 amended.docx.pdf](#)
- [Item 10.5 May 8th - Fees - January 26th Reductions Budget Presentation.pdf](#)
- [Item 10.3--HPS Elementary Writing Update for SC.pdf](#)
- [Item 10.3--HPS Elementary Writing Initiatives\(1\).pdf](#)
- [Item 10.5 2 Rental Fees FY24.pdf](#)
- [Item 7.1 April 1_ 2023 Enrollment Summary.pdf](#)
- [Item 11.0 Warrant#S050223.pdf](#)
- [Item 11.0 Warrant #SD42523.pdf](#)
- [Item 11.0 Warrant #SD41823.pdf](#)
- [Item 5.2 Minutes of the School Committee meeting held on April 24, 2023 \(Town Meeting\).pdf](#)
- [Item 5.3 Minutes of the School Committee meeting held on April 26, 2023.pdf](#)
- [Item 5.1 Minutes of the School Committee meeting held on April 10,2023.pdf](#)
- [Item 10.5 0 Fee Approval 23-24 - Google Docs.pdf](#)
- [Item 10.5 1 Kids in action Budget.pdf](#)
- [Item 4.0 East Elementary School Showcase.pdf](#)
- [Item 10.6 SRO MOU w_ HPS &HPD Approved 5-3-23.docx.pdf](#)
- [Item 10.4 DESE Accelerated Literacy Learning through High-Quality Instructional Materials Grantto SC 5-1-23.pdf](#)
- [05.08.2023 Agenda.pdf](#)
- [Item 10.4 FY23 FC719 Award Final Hingham\(1\).docx.pdf](#)
- [Item 10.2 Cataldo Resume 5.1.2023.pdf](#)
- [Item 10.7 School Choice Receiving District Status.pdf](#)
- [Item 10.7 School Choice Frequently Asked Questions.pdf](#)
- [Item 10.7 School Choice MGL.pdf](#)
- [Item 10.2 Recommendation of Appointment Barbara Cataldo \(2\).pdf](#)
- [Item 10.1 Ballot 05.23.2022.pdf](#)
- [Item 11.0 Warrant #SD41123.pdf](#)
- [Item 11.0 Warrant #SD40423.pdf](#)

HINGHAM SCHOOL COMMITTEE

May 22, 2023

MEETING MINUTES

Called to Order at 6 :00 PM

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

School Committee members participating remotely: none

School Committee members absent: Jen Benham

Central Office Members present: Superintendent Dr. Margaret Adams

On a motion by Michelle Ayer and seconded by Tim Dempsey

- It was **voted** to 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

Michelle Ayer – aye

Nes Correnti - aye

Kerry Ni - aye

Tim Dempsey – aye

Alyson Anderson - aye

Matt Cosman-aye

Reconvene: 7:00 PM

School Committee Chair Nes Correnti called the meeting to order at 7:00 PM, and began by reading the following statement for those participating by zoom:

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.

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

School Committee members participating remotely: none

School Committee members absent: none

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom.

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

Also present: Executive Assistant Sherry Robertson and Student Representatives Nathan Tesler and Alex Doggett

Visitors present: Technology Director Joe Andrews, Communications Specialist Heather Kashman, Police Chief David Jones

Remote visitors: There were approximately 7 remote attendees on Zoom.

Approval of minutes:

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on April 25, 2023 town meeting night 2

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting with held on April 23, 2023 (moderator's meeting)

May 8, 2023 minutes: tabled to next meeting

Questions and Comments: There were no public questions or comments at this time.

Chair Nes Correnti commented that at the recent Select Board meeting they declared May 23, 2023 Maddie's Promise Day in memory of Maddie McCoy who was a student at Plymouth River Elementary that lost her battle with a rare form of cancer on May 23, 2019.

Superintendent's Report

Dr. Adams offered congratulations to Middle School Resource Officer Ramsey who was recently recognized by the state as School Resource Officer of the Year.

Enrollment Update

Dr. Adams reported that enrollment remains stable, and that at this time Kindergarten enrollment is ongoing and the packet contains registration numbers per school, with 232 total confirmed at this time.

Strategic Plan Update #3

Dr. Adams gave a Strategic Plan Update that included details of progress in the following areas: Culture of Collaboration and Community; Culture Responsive Teaching and Learning; Healthy, Equitable, and Inclusive Communities; Capital and Finance; Human Resources and Leadership.

Summative Artifacts for Superintendent Evaluation

Dr. Adams gave a presentation that provided examples of progress made in her first year with respect to the following goals: Effective Entry and Direction Setting; Maintaining Momentum During the Transition; and the New Superintendent Induction Program.

Student Communication

Student Representative Nathan Tesler talked about goals of the Student Advisory Committee. Alex Doggett stated that the final meeting of the Student Advisory Committee for the school year will be going over bylaws and holding their election.

Other Communication

Chair Nes Correnti stated that the School Committee had received many emails in support of paraeducators as they negotiate a new contract.

Unfinished Business

MOU with Hingham Police Department

Chief Jones was present and Dr. Adams stated that the separate MOU regarding the comfort dog has been combined and the language related to body cameras has been added.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the MOU with Hingham Police Department

Public Hearing: School Choice

At 7:42 PM Chair Nes Correnti called the public hearing to order and explained that every year a vote must be taken to either withdraw or participate in the state's school choice program. Dr. Adams shared the information from the last meeting which contained commonly asked questions, a list of area communities that do/do not participate in the program, as well as information regarding monetary compensation for school districts that choose to participate. Dr. Adams recommended considering a pilot program to participate with a small number of students that would be chosen by lottery. There were no comments or questions from the public at this time. The Committee discussed possible pros and cons of participating and discussed taking more time to look into the idea of a pilot program, agreeing to withdraw for the next school year in the meantime.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to withdraw from the state's School Choice Program for the 2023-2024 school year

Technology Plan

Assistant Superintendent Kathryn Roberts acknowledged the work of the Technology Committee and introduced Technology Director Joe Andrews. Mr. Andrews reviewed the goals of the committee and discussed the technology that the district currently has and expectations of future needs. Kathryn Roberts noted that changes in hardware requires professional development.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to accept the Technology Plan as presented

Communication Plan Update

Communication Specialist Heather Kashman gave a presentation that included progress related to each of the following goals: Analytics; Improve Internal Communication; Engage Community Stakeholder Groups through a Variety of Methods; Improve Media Relations.

Appointment of Assistant Superintendent

Dr. Adams acknowledged Kathryn Roberts for her work as Interim Assistant Superintendent and recommended her appointment.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to accept the recommended appointment of Kathryn Roberts as Assistant Superintendent and to enter in to contract negotiations

Contracts of Non-Union Administrators

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the salary updates on years 2 and 3 on the contract with the Director of Business and Support Services

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the contract with the Interim Executive Director of Student Services

METCO Update

Vice-Chair Michelle Ayer stated that some members of the School Committee attended a recent event at METCO headquarters.

ADA Facilities Report

Dr. Adams stated that the town engaged in an audit of all facilities which included the school buildings.. She stated that they are accepting feedback on the report and that there is one for each school in the meeting packet.

HHRA Donation

Director of Business and Support Services Aisha Oppong stated that the Hingham High School Rowing Association has been offered a donation of a boat to use for the rowing program. She provided specific details of the boat, which is a Boston Whaler and information is in the meeting packet, and explained that accepting the donation will allow it to be included in the inventory for insurance purposes.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to accept the donation of the 15- foot Boston Whaler from the Hingham High Rowing Association

Subcommittee Assignments

Chair Nes Correnti reviewed the Subcommittee and Liaison Assignments for Committee members for the 2023-2024 school year.

Scheduling of Superintendent Evaluation

Chair Nes Correnti stated that she will share the evaluation rubric from DESE with the Committee and asked for feedback by June 12th, to be discussed at the meeting on June 26th.

Subcommittee and Project Reports/Warrants Signed



























































- Tim Dempsey reported that the Educational Programming Subcommittee will be meeting on May 24th at 4PM.
- Alyson Anderson reported that the Hingham Arts Alliance approved an Arts in Technology grant which Director Joann Bellis is working on for a pilot program for next year.
- Michelle Ayer reported that the Foster School Building Committee has selected a general contractor.
- Nes Correnti reported that there are financial warrants in the meeting packet.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to adjourn at 9:26 PM

Respectfully Submitted By: Jen Benham

Name

 Item 9.5 Version 5-2 Interim Executive Director of Student Services.pdf 
 Item 9.5 Compensation to Contract.pdf 
 Item 6.3 M.Adams Summative Evaluation June SY22-23 Artifacts (1).pdf 
 Item 9.3 Communications Plan Tracking.pdf 
 Item 9.3 Communications Plan Update 5.22.23 Presentation (2).pdf 
 Item 9.7 East Elementary School.pdf 
 Item 6.3 FY23 M.Adams Summative Artifacts .pdf 
 Item 4.2 Minutes of the School Committee meeting held on April 25, 2023 (Town Meeting Night 2).pdf 
 Item 9.7 Plymouth River Elementary School.pdf 
 Item 9.7 South Elementary School.pdf 
 Item 9.7 Hingham Middle School.pdf 
 Item 9.7 Hingham High School.pdf 
 Item 9.2 2023-2026 Technology Plan.pdf 
 Item 9.2 2023-2026 HPS Technology Plan Presentation.pdf 
 Item 10.0 Warrant #S050923.pdf 
 Item 6.1 May 22nd 2023 Update Kindergarten Enrollment.pdf 
 Item 8.1 _SRO MOU w_ HPS &HPD Approved 5-3-23.docx.pdf 
 Item 9.1 School Choice Receiving District Status.pdf 
 Item 9.1 School Choice MGL.pdf 
 Item 9.1 School Choice Frequently Asked Questions.pdf 
 Item 4.3 4.23.23 Minutes Moderators Meeting.pdf 
 Item 9.9 Subcommittee Assignments 23-24.pdf 
 Item 9.8 15' Whaler HHRA Donation.pdf 
 Item 6.2 Strategic Plan Update #3 FY23.pdf 
 Item 6.2 Hingham Public Schools Strategic Plan Overview Update #3.pdf 
 Item 9.4 _PUBLIC--Kathryn Roberts Resume--HPS Assistant Superintendent--2023.pdf 
 Item 9.4 Recommendation of Appointment Katie Roberts.pdf 
 Item 6.1 May 1_ 2023 Enrollment Summary.pdf 
 05.22.2023 Agenda.pdf 

Hingham Arts Pathway



Pilot Program Manual

2023-24

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The Arts Pathway manual and program has been modeled after the Global Citizenship Program at Hingham High School. We would like to credit the GCP advisors for the development of their program manual and program structure and thank them for their work to develop a program that could be expanded to other areas of the school.

ARTS PATHWAY PROGRAM

MISSION

The Arts Pathway Program applies a community-based approach to support Hingham High School students in cultivating a passion and appreciation for the Fine and Performing Arts. Through professional and school arts events, community-building, mentorship, coursework, and career-oriented opportunities, students will develop skills that will enable them to grow enthusiasm for the arts through high school and beyond.

ARTS PATHWAY STRUCTURE

There are two related branches of the Arts Pathway: the Arts Pathway Club and the Arts Pathway Certificate Program. The program has been modeled after the Hingham Global Citizenship Program structure, and operates similarly.

The Arts Pathway Club is open to all students at Hingham High School interested in developing passion and skill in the Fine and Performing Arts. The Arts Pathway Club offers social and educational engagement activities that promote artistic excellence and further the mission of the entire Arts Pathway Program. The Arts Pathway Club meets once per month and offers an array of artistic-themed activities each month. All Hingham High students are invited to help plan and carry out Arts Pathway club activities and events.

The Arts Pathway Certificate Program is an application-based program with specific requirements (see page 4). Students in the Certificate Program are required to participate in the Arts Pathway Club. Participation in the club will be a factor in the admission process for a Certificate Candidate. Students who are currently only in the Arts Pathway Club may consider application to the certificate program at the end of their freshman or sophomore year. The Arts Pathway Club and Certificate Program are intricately connected in terms of social activities, leadership, vision, and purpose; however, the Certificate Program demands a higher level of commitment and involvement from accepted students in addition to other academic and extracurricular activities.

ARTS PATHWAY CERTIFICATE APPLICATION TIMELINE

Students are typically encouraged to apply in the spring of freshman or spring of sophomore year. Applications will typically be due by the end of May and applicants will be notified of their status by the last day of school in June. Applicants who are not accepted in spring of freshman year are welcome to reapply sophomore year. Active participation in the Arts Pathway Club will be considered as a factor in a student's application to the Certificate Program. If a student is not accepted to the Certificate Program, they are still welcome in the Arts Pathway Club. For the 2023-2024 school year only, we are inviting any students in grades 9-12 who are able to meet the credit requirements (pages 5-8) by the end of their senior year to apply for the certificate track by October 1, 2024.

* In order to complete the certificate program, students must complete arts pathway certificate annual responsibilities for a minimum of two years. We will be offering an exception for the senior class of 2023-2024 to apply by October 1 and receive a certificate if they are able to fulfill the course requirements.

ARTS PATHWAY CERTIFICATE REQUIREMENTS

1. **Academic Coursework**

Students must enroll in specified academic arts coursework at Hingham High School (course requirements outlined in detail on pages 5-8). In addition, students must receive a B+ or higher in all art courses applied toward completion of the Arts Pathway Certificate.

2. **Arts Pathway Portfolio**

At the conclusion of their Arts Pathway experience, students will compile an Arts Pathway Portfolio that documents participation in required arts engagement activities, meetings, and coursework. Students will also include work samples and reflections demonstrating artistic learning and growth.

3. **Community Arts Engagement**

Students must demonstrate proficiency and strive toward mastery in at least one artistic discipline. Additionally, students must show an appreciation for art forms outside of their preferred discipline. To help students develop knowledge and explore new interests, the Arts Pathway Certificate requires students to attend four arts events per semester, one of which must be a professional event. Students will also be encouraged to build an inclusive and supportive arts culture within the Hingham school system and the wider geographic area by advertising, supporting, and attending other community arts events. Students are encouraged to attend more than the required amount of events if possible.

4. **Capstone Project**

To demonstrate proficiency in at least one arts discipline, students must complete a culminating Capstone Project highlighting their artistic ability. Students will have the opportunity to perform a recital, write a thesis paper, or display creative work in a portfolio format. Students will present their Capstone Projects during their junior or senior year to the Arts Pathway community at an annual Arts Symposium event in May.

5. **Arts Pathway Meetings**

Students are expected to attend required monthly advisory and club meetings, as well as meet regularly with arts mentors.

Arts Pathway Certificate Candidate Annual Responsibilities

Students who have been accepted to the Arts Pathway Certificate Program are responsible for the following:

- Mandatory attendance at each monthly Arts Pathway club and advisory meeting
- Attendance at or participation in at least 1 professional arts event per semester
- Attendance at least 3 other arts events per semester (includes Hingham Public Schools events)
- Mandatory attendance at the Capstone Project Arts Symposium in May
- Regular communication with Arts Pathway advisors, executive board, and other Arts Pathway students
- Enroll in Arts Pathway Google Classroom and familiarize themselves with the Arts Pathway Website
- Earn a B+ or higher as a final grade (final average at the end of the course) in all courses applied toward arts pathway academic coursework requirements
- Juniors and seniors only: completion of Capstone Project
- Juniors and seniors only: completion of Arts Pathway Final Portfolio

Music Course Requirements (15 Total Credits)

To be eligible for an Arts Pathway Certificate, students with a focus in music must complete 15 total arts credits, 10 of which must be from the list of music courses below. The remaining 5 credits may be fulfilled through any visual art, music, theater, or elective course included in the Arts Pathway manual. Students must earn a B+ or higher in any courses applied toward the Arts Pathway Certificate.

Performing Ensemble Courses (5 credits)

- Concert Band
- Wind Ensemble
- Concert Chorale
- Mixed Chorus
- Freshman Orchestra
- Orchestra

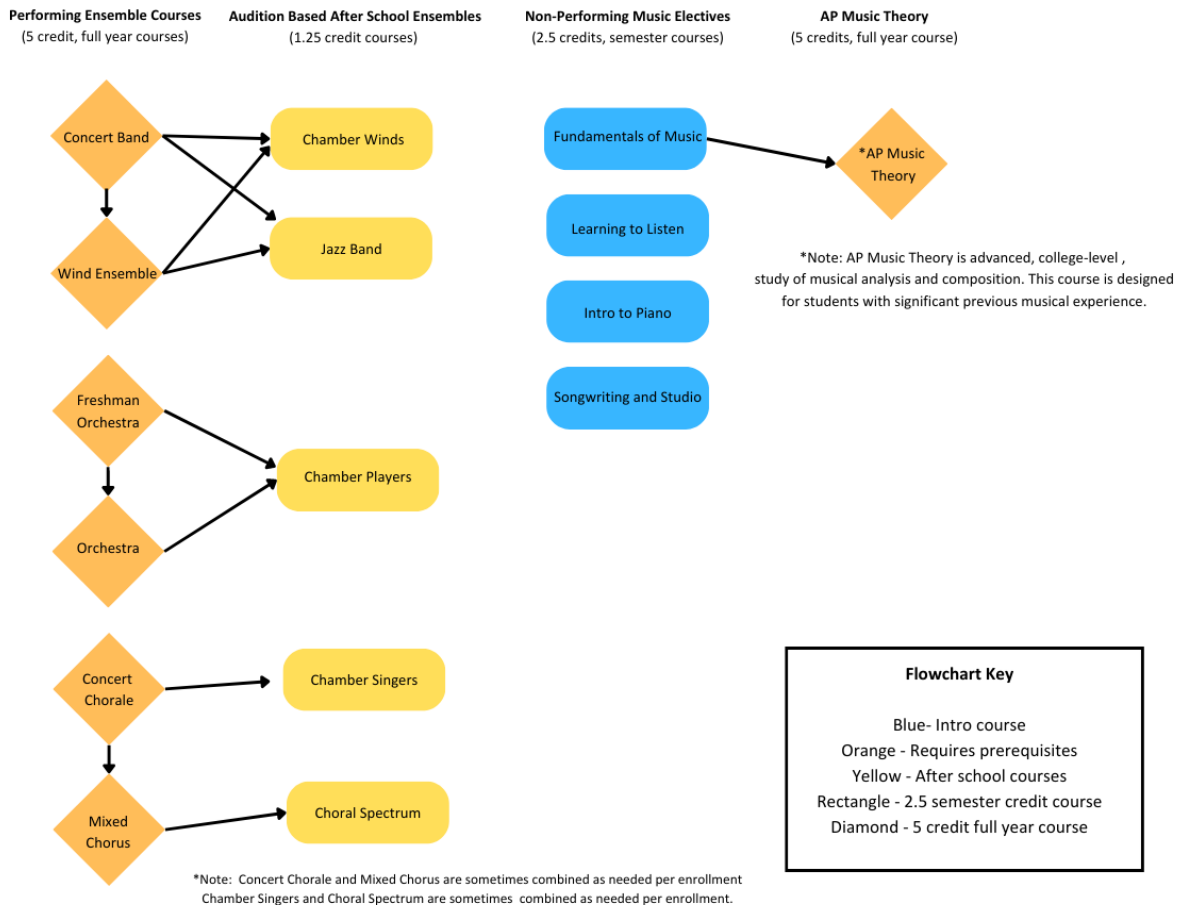
Non-Performing Ensemble Courses (2.5 credits)

- Fundamentals of Music
- Intro to Piano
- Music Appreciation (Learning to Listen)
- Songwriting and Studio
- AP Music Theory (5 credits)

After School Audition-Based Courses (1.25 credits)

- | | | |
|---------------|-----------------|-----------------|
| Chamber Winds | Chamber Singers | Chamber Players |
| Jazz Band | Choral Spectrum | |

Music Pathway Course Flow Chart



Visual Arts Course Requirements (15 Total Credits)

To be eligible for an Arts Pathway Certificate, students with a focus in visual art must complete 15 total arts credits, 10 of which must be from the list of visual art courses below. The remaining 5 credits may be fulfilled through any visual art, music, or theater, or elective courses included in the arts pathway manual. Students must earn a B+ or higher in any courses being applied toward the Arts Pathway Certificate.

2D Visual Art Courses (2.5 credits)

- Mixed Media
- *Drawing and Painting I
- *Drawing and Painting II
- Drawing and Painting III
- Portfolio Preparation (**full year, 5 credits**)

3D Visual Art Courses (2.5 credits)

- Wheel Throwing
- Advanced Wheel Throwing
- *Ceramics and Sculpture I
- Ceramics and Sculpture II
- AP Studio Art/3D Design, (**full year, 5 credits**)

The following courses may also fulfill arts pathway requirements:

Technology Engineering (2.5 credits)

- *Graphic Design I Photography I
- Graphic Design II Photography II

Family and Consumer Science (2.5 credits)

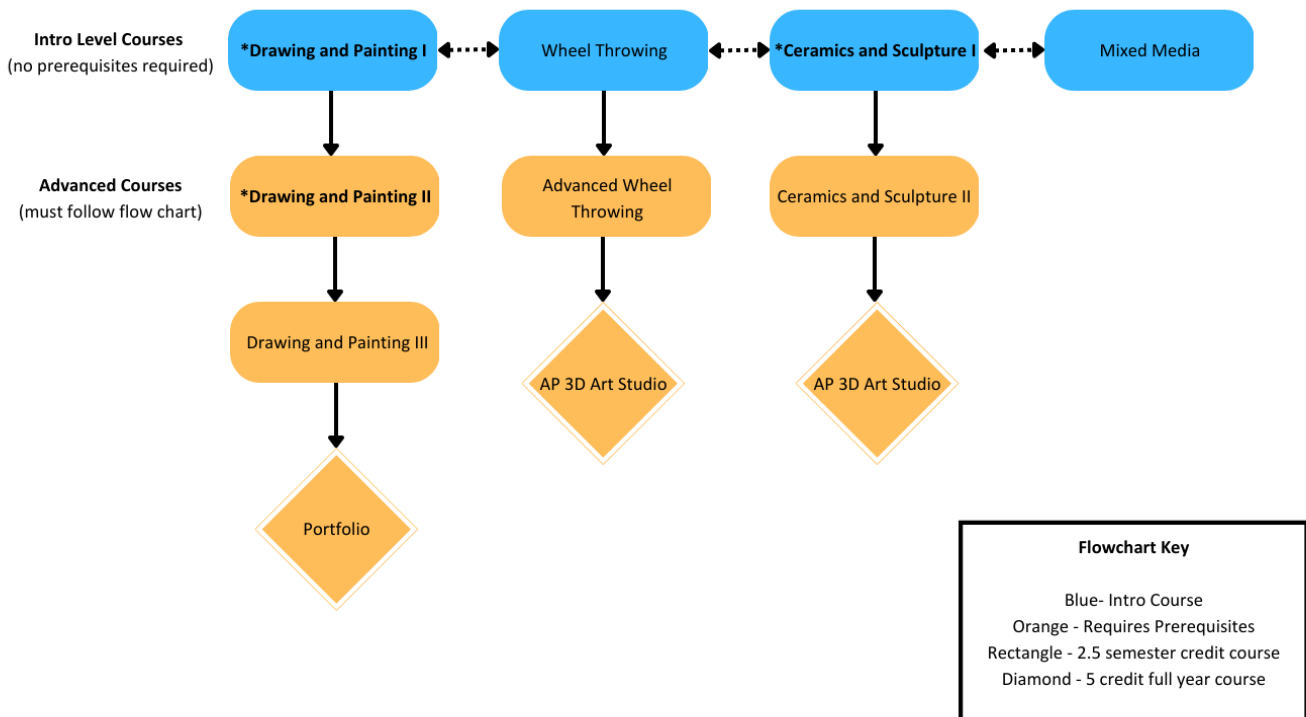
- Exploring Fashion I
- Exploring Fashion II
- Interior Decorating and Design

Graphic Design and Photography III (**full year, 5 credits**)

*recommended courses for students considering in majoring/minoring in art in college

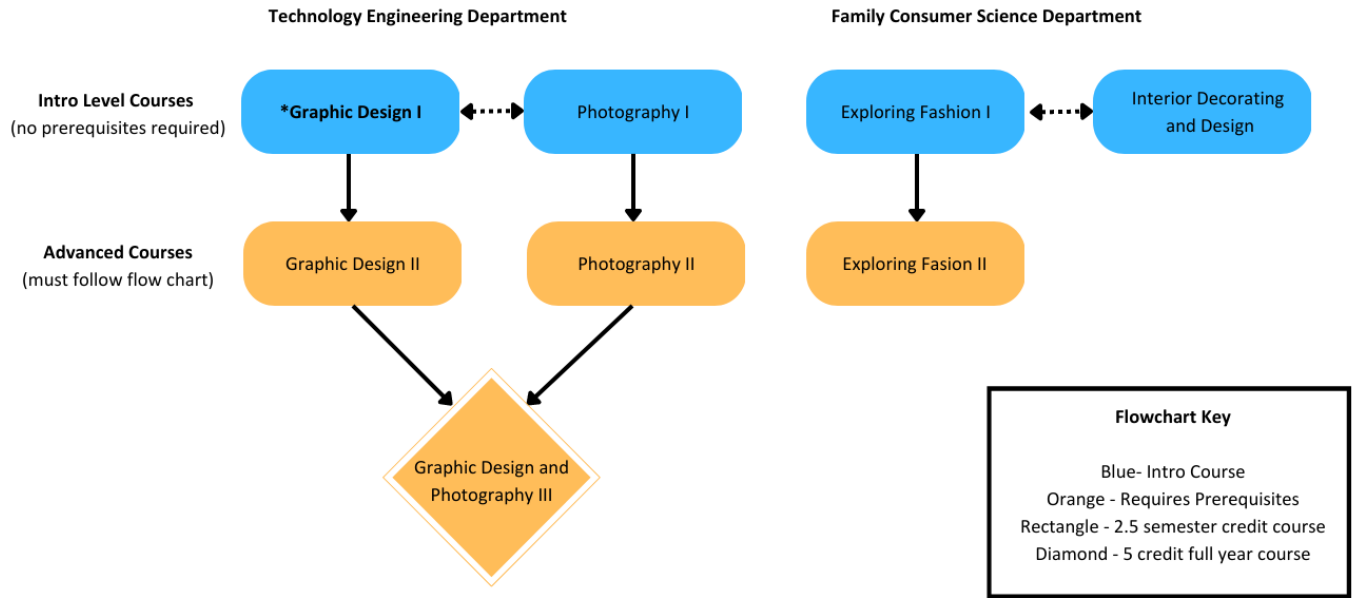
Visual Art Pathway Flow Chart (Core Fine Arts Courses)

*Starred/bolded courses are recommended to students pursuing Fine Arts at the college level



Visual Art Pathway Flow Chart, cont. (Elective Courses)

*Starred/bolded courses are recommended to students pursuing Fine Arts at the college level



Theater Course Requirements (7.5 Total Credits plus Productions)

To be eligible for an Arts Pathway Certificate, students with a focus in theater must complete 7.5 total arts credits, 5 of which must include the courses Acting and Improvisation and Acting and Improvisation and More. The remaining 2.5 credits may be fulfilled through any visual art, music, or theater, or elective courses included in the arts pathway manual. Students must earn a B+ or higher in any courses being applied toward the Arts Pathway Certificate.

Drama Courses (2.5 credits)

*Acting and Improvisation (required course)

*Acting, Improvisation, and More (required course)

English Department (2.5 credits)

Film and Media Literacy

Creative Writing

Library Media Department (2.5 credits)

Television Production - Creative

Drama Production Participation Requirements

- 1) Attend at least one event from the following list:
 - METG Festival (preliminary, semi, or final)
 - METG Workshop Day
 - METG Theater Celebration

Write a 1-2 page essay reflection capturing the knowledge that you gained from this experience

- 2) Participate in 2 out of 3 annual HHS drama productions for at least two school years as a cast or crew member
- 3) Participate in a crew, set design, lighting, or sound role in at least one production
- 4) Achieve First Year Thespian requirements through the International Thespian Society
- 5) Participate in the Drama Club as either a member or in a leadership position for at least two full school years

Arts Pathway Club – Meeting Schedule 2023-2024

- Club meetings are open to all HHS students
- Attendance for Club members and certificate students is mandatory

<u>MONTH</u>	<u>MEETING TYPE</u>	<u>DATE (TBD)</u> (Thursdays - tentative)	<u>TIME</u>	<u>LOCATION</u>
SEPT	Mass Meeting	September	7 am	
OCT	Advisory Meeting	October	7:15 am	
NOV	Mass Meeting	November	7 am	
DEC	Advisory Meeting	December	7:15 am	
FEB	Mass Meeting	February	7 am	
MAR	Advisory Meeting	March	7:15 am	
APR	Mass Meeting	April	7 am	
MAY	Seniors (<i>only</i>) Meeting	May	7:30 am	
MAY	Symposium (<i>mandatory</i>)	May	6 pm	
MAY	New Member Applications Due	Friday, May 19	2:45pm	

Capstone Project Art Symposium (**Mandatory for ALL Arts Pathway Members**)

May 2024 - Date TBD

Arts Pathway Executive Board Meetings 2023-2024

- Exec board meetings occur prior to a monthly meeting
- Attendance is mandatory for all officers & exec board members
- Purpose of exec board meetings is to plan the calendar of events & meeting agenda for upcoming month
- After exec meetings, give event info to the secretary by following Wednesday.

<u>MONTH</u>	<u>MEETING TYPE</u>	<u>DATE (TBD)</u>	<u>TIME</u>	<u>LOCATION</u>
SEPT	Exec Board Meeting	September	1 pm	
SEPT	Orientation	September	TBA	
SEPT	Executive Board Meeting	September	7:15am	
OCT	Executive Board Meeting	October	7:15am	
NOV	Executive Board Meeting	November	7:15am	
DEC	Executive Board Meeting	December	7:15am	
FEB	Executive Board Meeting	February	7:15am	
MAR	Executive Board Meeting	March	7:15am	
APR	Executive Board Meeting	April	7:15am	
MAY	NEW and OLD Exec Board Meeting	May	2:45pm	

Arts Pathway Executive Board & Advisors 2023-2024

Advisors (TBD)

Certificate Program Advisor 1 advisor1@hinghamschools.org

Certificate Program Advisor 2 advisor2@hinghamschools.org

Student Officers (TBD)

President:

Vice President:

Secretary:

Treasurer/Grant Writer:

Media Director:

Student Officers will be elected by the club at the beginning of the 2023-2024 school year. Role descriptions and voting will be discussed with students at an orientation meeting in the fall.

Certificate Program Advisory Groups 2023-24

In addition to monthly Arts Pathway meetings, Certificate students will participate in Advisory Meetings 1-2 times per academic quarter. Each student will be assigned to an Arts Pathway Advisor who will lead them through the portfolio requirements for the Arts Pathway Certificate. Advisory meetings are a time for advisors and students to do the following:

- check on academic progress in arts courses
- discuss topics for your Capstone Project
- discuss and debrief about Arts Pathway club activities
- work on Arts Resume and requirements for Arts Pathway Certificate
- discuss ideas and plans for future Arts Pathway activities and programs

Each Arts Pathway advisor will schedule Advisory Meetings at a time convenient to them and their group of advisees. Not all Advisory Meetings will happen at the same time or on the same day. Each Certificate student must make note of his/her individual advisory meeting times.

Arts Pathway Certificate Advisory Groups – 2023-2024

Advisor 1 (0)			Advisor 2 (0)		
2024 (0)	2025 (0)	2026 (0)	2024 (0)	2025 (0)	2026 (0)

Arts Pathway Certificate Program Attendance Policy:

Meeting Attendance: Attendance at all Arts Pathway monthly meetings and advisory meetings is mandatory. If there is an exceptional reason why you must miss a meeting without prior notice (health or emergency), you must provide your advisor with documentation (i.e. note from parent/doctor) within 24 hours of the missed meeting. If the reason for your absence does not fall in these categories, (i.e. college visit/scheduled appointment/field trip) your absence must be cleared by your advisor in advance.

Arts Event Participation: In addition to meetings, students in the Certificate Program are required to participate in at least four Arts Pathway approved arts events per semester. Participation means that you are required to be present for the entire event. You are encouraged to participate in more than the minimum. The Arts Pathway program will offer and/or publicize many events per semester in order to help you fulfill this requirement. Any events that appear on the Arts Pathway semester calendar will count towards this requirement. If there is an art-themed activity, event, or service project you know of that you feel will fulfill the monthly requirement and does not appear on the calendar, it might count towards your requirement. Ask your small group advisor to approve the event BEFORE you attend/participate in it; then, fill out the Arts Event Form. You must submit this form to your advisor the next school day after the event.

Dismissal Policy: **A student will be dismissed from the Certificate Program after THREE violations of the stated attendance requirements.** Upon the third infraction you will no longer be a member of the Certificate Program although you will be allowed to participate in the Arts Pathway Club. An infraction will consist of not attending a monthly club-wide or an advisory meeting or not fulfilling your monthly event participation requirement.

Note: If a student and his or her family is experiencing unique circumstances at some point during the school year that create a difficulty in fulfilling these requirements, the student should communicate with his or her advisor.

Read and sign this sheet and return to your Arts Pathway advisor.

I am aware of the requirements and attendance policy for Hingham High School's Arts Pathway Certificate Program. I am aware that if I do not fulfill my responsibilities, I may be dismissed from the Arts Pathway Certificate Program.

Student Name (print): _____ Student Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____

Hingham High School Arts Pathway Program
Final Portfolio Evaluation

Student Name: _____

Year of Graduation: _____

Arts Pathway Advisor: _____

Date Submitted: _____

Portfolio Requirements	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Cover Page (student name, graduation year, area of artistic interest)				
Reflection Essay: This essay should address the prompts on page 15 of the Arts Pathway manual. Must be typed, double spaced, & 3 pg. maximum in length.				
Artist Resume: must be typed and fit on a single page. It should be similar to the samples on page 16-18 of the Arts Pathway Manual				
Arts Event Participation Log(s)				
Arts Pathway Club Participation Form(s)				
Arts Academic Requirements Form				
Capstone Project Approval Form (must include advisor's signature)				
Arts Symposium Presentation Form				
Works Cited (if applicable)- MLA format, minimum of 3 sources				

Comments:

_____ Not Approved

_____ Revision Needed before Approval

_____ Portfolio Approved

Advisor Signature: _____

Date: _____

Final Portfolio Requirements & College Applications for Class of 2024

Portfolio Submission Deadlines

If you are a member of the Class of 2024 working towards your Arts Pathway Certificate, you must submit a completed packet of Arts Pathway requirements by the date listed below.

1. Please give your advisor two weeks to review your portfolio and portfolios must be submitted by March 1.
2. No portfolios will be accepted after **March 1** without special arrangement with your advisor.

Once you submit your portfolio, please pay attention to your email, as your advisor may have revisions for you to do. We all want to make sure you meet program requirements with the least amount of stress.

Arts Pathway Packet & College Applications

Once your completed packet has been evaluated and approved, your transcript will indicate that you are in the Arts Pathway Certificate Program of the Arts Pathway Club. A description of the program will be included in the profile of Hingham High that is sent along with every student's applications. **Your transcript WILL NOT indicate your Arts Pathway Certificate membership until your portfolio has been approved.** Consider the portfolio submission dates listed above when planning your college application due dates. **DO NOT submit your "Records Release Form" until your portfolio has been approved.** (A "Records Release Form" is the guidance department form you submit to your counselor asking for your transcripts to be sent to specific colleges.) If you submit this form before your portfolio is approved, your transcript will not indicate your Arts Pathway Certificate membership.

Course Requirements & Arts Pathway Certificate

You will not be officially awarded your Arts Pathway Certificate until the end of the year; this is because you still have to complete your arts course requirements and earn at least a B+ for a final grade in each of your arts courses. **If you fail to fulfill these course requirements, you WILL NOT earn your Arts Pathway Certificate and your Arts Pathway advisor will notify the colleges to which you have applied that you did not complete the requirements for the certificate.**

Certificate Requirements

Portfolio Packets should look professional and must be bound or in a folder/cover. They will contain, in the following order:

1. Cover page (including your name, title, year of graduation, optional photo related to portfolio contents)
2. Reflection Essay (typed, double spaced, 3 pages maximum) (see p.15 of manual)
3. Artist Resume (typed) (see p. 16-18 of manual)
4. Arts Academic Coursework Requirements form (Download from the Arts Pathway website—under Important Documents. **Type your answers** & print a completed form for your portfolio.)
5. Arts Pathway Club Participation form (**typed**-download from website)
6. Arts Events Participation Log
7. Capstone Project Approval form (with advisor's signature)
8. Arts Symposium Presentation form (with advisor's signature)

Portfolio Submission Deadlines for the class of 2025

If you are a member of the Class of 2025 working towards your Arts Pathway Certificate, you may submit a completed Arts Pathway Portfolio in the spring of your junior year (Spring 2024) or the fall of your senior year (Fall 2025). The benefit of completing the portfolio before the end of your junior year is that you will be done with those requirements before college application season.

If you are a member of the class of 2025 and submit a portfolio in the spring of 2024, it must be submitted by June 1. It will be evaluated and returned to you by the end of the school year. If you submit a portfolio in the fall of senior year (Fall 2025), the due dates will be announced in next year's manual.

Portfolio Reflection Essay

The reflection essay should thoughtfully explain how you have fulfilled the mission and expectations for the Arts Pathway Certificate Program (included below). Although you do not have to comment on each and every expectation, you should be as specific as possible about ways in which the **academic requirements, Capstone Project, and social and educational events have heightened your passion and appreciation for the Fine and Performing Arts**. You may also comment on how you hope to continue to develop your artistic skills beyond Hingham High School or how you have developed your artistic voice, style, or purpose. Be as specific as possible; this is a personal essay that should reflect your individual interests, skills, and passions. The essay should be about 2 pages, typed, double spaced, maximum 3 pages. The heading/title should be a single, centered line at the top that reads "Personal Reflection Essay: *Your Name*".

ARTS PATHWAY

MISSION

The Arts Pathway Program applies a community-based approach to support Hingham High School students in cultivating a passion and appreciation for the Fine and Performing Arts. Through professional and school arts events, community-building, mentorship, coursework, and career-oriented opportunities, students will develop skills that will enable them to grow enthusiasm for the arts through high school and beyond.

EXPECTATIONS for CERTIFICATE PROGRAM

Students who have been accepted to the Arts Pathway Certificate Program are responsible for the following:

- Mandatory attendance at each monthly Arts Pathway club and advisory meeting
- Attendance at or participation in at least 1 professional arts event per semester
- Attendance at least 3 other arts events per semester (includes Hingham Public Schools events)
- Mandatory attendance at the Capstone Project Arts Symposium in May
- Regular communication with Arts Pathway advisors, executive board, and other Arts Pathway students
- Enroll in Arts Pathway Google Classroom and familiarize themselves with the Arts Pathway Website
- Earn a B+ or higher as a final grade (final average at the end of the course) in all courses applied toward arts pathway academic coursework requirements
- Juniors and seniors only: completion of Capstone Project
- Juniors and seniors only: completion of Arts Pathway Final Portfolio

Artist Resume

The Artist Resume is intended to provide an organized, professional summary of your academic and extracurricular highlights as an artist or performer. The Artist Resume **should NOT** include every activity or event you have participated in; it should highlight your most meaningful, memorable, or educational experiences in the program. You should focus on activities in which you may have taken a leadership role or were intricately involved. You may also include art-related activities completed outside of Hingham Public Schools. This document should be **one page**, single-spaced, following an approximate format as the sample below. If there are activities that you cannot fit on the Artist Resume, you will include those on your Arts Pathway Club Participation Form.

Artist Résumé Template (Example, not a Required Format)

Student Name

Dates of Membership in Arts Pathway Program

Student Address, Phone Number, & Student Email

Arts Academic Study

Fine and Performing Arts Study (list of completed courses & the number of years that you studied them)

Capstone Project

Project's Focus/Title

In 2-3 sentences, explain your project. Do not use first person.

Arts Community Involvement (i.e. Explain how you contributed to a positive Hingham arts community. This could include community service activities, peer and community education and arts events, etc. You may list as many as ten of your most important activities.) Do not use first person.

Activity Accomplished:

Location and Dates:

Responsibilities:

Arts Pathway Club

(include highlights or events that were very meaningful to you; a longer list of all your events will appear on the Club form page)

Leadership positions (if applicable) (include dates):

List most significant activities that you participated in (include dates—month & year):

Additional Arts Activities

List most significant activities that you participated in (i.e. arts-focused school clubs, programs you attended outside of school, etc. Include dates):

Artist Résumé (Sample)

Harold Harborman

Arts Pathway Member May 2023-May 2024

5 Main Street Hingham, MA 02043 (781) 123-4567 hharborman@gmail.com

Arts Academic Study

Music Courses

Concert Band (2021-2024)

Intro to Piano (Fall 2023)

Additional Arts Courses

Mixed Media (Spring 2024)

Acting and Improvisation (Fall 2023)

Capstone Project

Project Title: Evolution of Modern Music

Researched and analyzed four classical pieces from different eras and sought to understand the evolution of styles over time. Performed the four pieces of repertoire as part of a senior recital.

Performing/Artistic Experience

The Music Man, Lead Actor (April 2022)

Played the part of Professor Harold Hill in Hingham High School's production of The Music Man
SEMSBA Festival, participant (May 2022 and May 2024)

Sat 1st chair and 3rd chair in the flute section at SEMSBA music festivals in 2022 and 2024.

All-State Music Festival, participant (March 2023)

Sat 8th chair flute at All-State Music Festival in March 2023.

Hingham High School Concert Band (2020-2024)

Played flute with the Hingham High School Concert band for four years.

Arts Pathway Club

BSO performance, April 2024: traveled with HHS to see Beethoven's 5th performed at symphony hall

Museum of Fine Arts, October 2023, traveled with HHS to view Impressionist exhibit

Art Show, April 2024: Presented artwork and volunteered at district wide K-12 Art Show

Additional Arts Activities

Boston Youth Symphony Orchestra Member, Participant, (2020-2024)

South Shore Ballet Theater, attended classes (2020-2022)

NYC Trip, traveled with HHS band/orchestra to New York City to see art and music performances, (Fall 2021)

Arts Event Form

Student Name: _____

Event Name: _____

Event Date & Time: _____

Sponsoring Club, Company, Venue, etc.: _____

Describe event & why it will fulfill your semester arts participation requirement: (4-5 sentences)

1. Attach proof of participation in this event. May include a photo of you at an event, a program, a ticket stub, etc.

2. Include info about a supervisor/coordinator/venue of event:

Name of person/place event took place: _____

Contact info (phone, email, or website): _____

For Arts Pathway Advisor:

Form received from student on: _____ (date)

Advisor signature _____

Arts Event Annual Participation Log

Student Name _____

School Year of Arts Events _____

Student Year of Graduation _____

Date of Event (M/D/Y)	Event Title	Event Description

***Please attach copies all Art Event Forms to this Log**

By signing this log, the advisor has confirmed that all arts event forms for events listed above have been received.

Received by student on _____ (Date)

Arts Pathway Advisor Signature

Date

Arts Pathway Program - Academic Requirements Form

Name _____

Year of Graduation _____

1. In the space provided below, please list the courses you took that fulfill arts course requirements. Please indicate the final grade in each course. If the course is still ongoing, include your grade to date. If you are enrolled in the course for the spring semester of your senior year, write/type "TBD".
2. Please **attach** a copy of your transcript and **highlight all of your fine and performing arts courses**.

Course title – Required Arts Courses	Year taken	Final grade
Drama Production Requirements (if applicable)	Month/Year	Role

Arts Pathway Club Participation Form

Name _____

Year of Graduation _____

Type your answers. You may download this form from the Arts Pathway website.

1. Describe your role in the Arts Pathway Club and/or activities in which you took a leadership role.

2. Please list Arts Pathway social and educational activities that you participated in.

3. Please describe your most significant contribution and/or experience as a member of the Arts Pathway Club.

Arts Pathway Advisor Sign-off (Your advisor will sign this form when you submit your portfolio.)

I confirm that this student was an active and valuable participant in the Arts Pathway Club throughout the duration of his/her membership in the program.

Arts Pathway Advisor signature

Date

Arts Symposium Capstone Project Approval Form

Name _____ Date _____ Year of Graduation _____
Cell phone number _____ Email address _____
Advisory Group: _____ Guidance Counselor: _____

The Capstone Project provides students with the opportunity to prepare a college level audition, artistic portfolio or pursue a specific area of artistic interest in depth. The goal of this project is to increase artistic knowledge, skill, and appreciation, and to prepare students for arts college applications and arts engagement beyond high school. Students are encouraged to pursue a self-designed project that embraces both experiential learning and academic study. **All projects require advisor approval and any research requires a Works Cited in MLA format with a minimum of three sources .**

1. Select which type of Arts Pathway Project you will complete. **Check the option you are choosing.**

- _____ **Musical or Theatrical Recital Performance** (project & 1-2 page description)
- _____ **Portfolio of Artistic, Theatrical, or Musical Work**
- _____ **Research Essay** (4-5 pages, MLA works cited)

2. Artist Statement: Compose a few paragraphs that outline the purpose, theme, or statement of your Capstone Project. This statement will be at the heart of whatever you research, learn, and produce as part of your Capstone Project. This statement may evolve over the course of your work on the project, but it should form the basis for your research, thesis, or decisions you make about how to pursue your learning. See resources on Google Classroom for examples of artist statements. For a visual portfolio, this could also be considered an “artist statement.”

Themes or Big Ideas Describing Capstone Project:

Capstone Project Approval Form , continued

4. Explain your project’s focus and goals. (4-5 sentences)

5. What will the product be (e.g. research essay, art work portfolio, recital performance.) Presentation at the Arts Symposium is not sufficient. Be specific about what you will do for your final project. If you will be doing a portfolio list the pieces and mediums that you hope to include. If you will be doing a recital, list the repertoire or types of repertoire that you plan to include. If you will be doing a research paper, provide your thesis statement.

6. Propose your methods for acquiring a level of understanding about your focus of study. What types of sources, organizations, individuals, tools, etc. will you seek out to help you with your project? Be specific.

7. Express your reasons for choosing your area of focus (4-5 sentences).

Advisor Approval **YES** **NO** **Revision needed/Re-do & Resubmit by** _____

Advisor Signature: _____

Date: _____

Arts Pathway Arts Symposium - Presentation Plan

Student Name: _____

Capstone Project Title: _____

Type of Project (portfolio, performance, paper, etc.): _____

Highlights of your Arts Pathway experience

(favorite guest speakers, movies, experiences; something you learned/experienced that you didn't expect to; favorite course; hopes for future arts learning, etc...)

Symposium Display

What will your table/area look like on the night of the symposium? What will be on display?

(Consider your portfolio, music stand and speaker needs, repertoire, artwork, display panels, triboard, photo slideshow, etc??)

What technology or equipment will you need? (By writing something down here, it does NOT mean we will get you that equipment. You will need to arrange for it yourself through your own resources or reserve equipment through the LMC.)

Arts Pathway Certificate: Post-Portfolio Requirements

Congratulations! Your Final Arts Pathway Portfolio has been approved by your Arts Pathway advisor. Your transcript will now bear the indicator that you have earned an Arts Pathway Certificate from Hingham High School. Your actual certificate will be awarded at the end of your senior year after you have completed all of your academic requirements, as listed on pages 4-6 of your Arts Pathway manual. You are also expected to continue to be an active member of the Arts Pathway Club, fulfill your monthly participation requirements, and attend required meetings.

Failure to complete these requirements will result in revocation of your Arts Pathway Certificate. Any colleges, universities, or programs to which you have been accepted will be notified of your failure to complete the certificate requirements; your official transcript will also reflect the change.

I understand that if I do not fulfill the remaining requirements of the Arts Pathway Certificate in the Arts Pathway Program my transcript will no longer reflect my participation in the program. I also understand that colleges, universities, or programs to which I have been accepted will be notified of my failure to complete the requirements.

Student Name

Student Signature

Date

Parent Name

Parent Signature

Date



PILOT PROGRAM

MANUAL 2023-2024

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The TEP manual and program has been modeled after the Global Citizenship Program Pathway at Hingham High School. We would like to credit the GCP advisors for the development of the foundational program manual and program structure and thank them for their hard work in developing a program that could be expanded to other areas of the school.

Technology Engineering Pathway (TEP)

Mission

The Hingham Schools TEP Program is designed to further students' interest towards post-secondary education and careers in technology, engineering, math, science and robotics fields. Through hands-on, project-based learning, professional and school events, community-building, mentorship and career-oriented opportunities, students will develop the necessary skills needed to research, analyze, design, construct and problem-solve when approached with real world challenges.

All students who complete a TEP should be able to:

- **Conceptualize** - Use research to form an idea or theory to solve problems.
- **Create** - Use the concept to construct something tangible.
- **Reflect** - Through collaborative analysis and self-reflection, discuss successes and short-comings of the conceptualization and creative processes.
- **Revise** - use the reflection to make the product more successful.

EXPECTATIONS for CERTIFICATE PROGRAM

Students who have been accepted to the TEP Certificate Program are responsible for the following:

- Mandatory attendance at each monthly TEP club and advisory meeting
- Attendance at or participation in at least 1 professional Technology Engineering event per semester
- Attendance at least 3 other Technology Engineering events per semester (includes Hingham Public Schools events)
- Mandatory attendance at the Capstone Project Technology Engineering Event in May
- Regular communication with TEP advisors, executive board, and other TEP students
- Enroll in TEP Google Classroom and familiarize themselves with the TEP Website
- Earn a B- or higher as a final grade (final average at the end of the course) in all courses applied toward TEP academic coursework requirements
- Juniors and seniors only: completion of Capstone Project
- Juniors and seniors only: completion of TEP Final Portfolio

TEP STRUCTURE

There are two related branches of the TEP: the *TEP Club* and the *TEP Certificate Program*. The program has been modeled after the Hingham Global Citizenship Program and Arts Pathway structure and operates similarly.

The TEP Club is open to all students at Hingham High School interested in developing passion and skill in Technology Engineering. The TEP Club offers social and educational engagement activities that provide connections

between academic work, technical skills, post-secondary planning and industry partnerships. The TEP Club meets once per month. All Hingham High students are invited to help plan and carry out TEP club activities and events.

The TEP Certificate Program is an application-based program with specific requirements. Students in the Certificate Program are required to participate in the TEP Club. Students who are only in the TEP Club may also choose to apply to the certificate program; participation in the club will be a factor in the admission process for a Certificate Candidate. The TEP Club and Certificate Program are intricately connected in terms of social activities, leadership, vision and purpose; however, the Certificate Program requires a higher level of commitment and involvement from accepted students in addition to other academic and extracurricular activities.

TEP CERTIFICATE APPLICATION TIMELINE

Students are encouraged to apply in the spring of freshman or spring of sophomore year. Applications will be due in June and applicants will be notified of their status in advance of September of the following school year. Applicants who are not accepted in spring of freshman year are welcome to reapply sophomore year. Active participation in the TEP Club will be considered as a factor in a student's application to the Certificate Program. If a student is not accepted to the Certificate Program, they are still welcome in the TEP Club.

* In order to complete the certificate program, students must complete TEP certificate annual responsibilities for a minimum of two years.

TEP CERTIFICATE REQUIREMENTS

Academic Coursework

Students must enroll in specified academic Technology Engineering coursework at Hingham High School (course requirements outlined in detail on pages 5-6). In addition, students must receive a B- or higher in all Technology Engineering courses applied toward completion of the TEP Certificate.

Technology Engineering Portfolio

Students will collect samples from each course during their Pathways career to document their progress in the Pathways program. Students will culminate their Program experience with a senior capstone project and field experience, documentation and reflections of which shall be included in this portfolio. Students will meet regularly with the Pathways faculty to ensure portfolio progress and completion.

Senior Capstone Project

To demonstrate proficiency in at least one Technology Engineering discipline, students must complete a culminating Capstone Project highlighting their ability. Students will have the opportunity write a thesis paper, create a demonstration/presentation (potentially about your internship) or display

creative work in a portfolio format. Students will present their Capstone Projects during their junior or senior year to the Hingham community at an annual Event in May.

Field Experience

The Pathways Field Experience opportunity is open to students in grades 10, 11 & 12, and is expected to be completed during the summer. Students will further develop their studies and skills through a partnership with off-campus companies, including, but not limited to the example firms listed below. Pathways faculty, along with the Principal, will determine eligibility for any student-proposed organizations. This field experience will engage students directly in hands-on learning opportunities. Unleveled course credit could be granted for field experience in lieu of some Technology Engineering requirements to students who meet requirements which include a minimum of 120 hours of combined field experience and report writing.

- Automotive repair
- Construction
- Environmental
- Landscape and design
- Robotics
- Biomedical
- Engineering
- Manufacturing

Adapted from “Field Science Independent Study” course on pp.47 of the HHS Program of Studies 2023-24.

Community Engagement

Students must demonstrate proficiency and strive toward mastery in at least one Technology Engineering discipline. Additionally, students must show an appreciation for elements outside of their preferred discipline. To help students develop knowledge and explore new interests, the TE Pathway Certificate requires students to attend three events per semester, one of which must be a professional event. Students will also be encouraged to build an inclusive and supportive culture within the Hingham school system and the wider geographic area by advertising, supporting, and attending other community events. Students are encouraged to attend more than the required amount of events if possible.

TEP Meetings

Students are expected to attend required monthly advisory and club meetings, as well as meet regularly with Technology Engineering mentors.

TEP Certificate Candidate Annual Responsibilities

Students who have been accepted to the TE Pathway Certificate Program are responsible for the following:

- Mandatory attendance at each monthly TEP club and advisory meeting.
- Attendance at or participation in at least 1 professional event per semester.
- Attendance at least 2 other events per semester (includes Hingham Public Schools events).
- Mandatory attendance at the Capstone Project Technology Engineering Event in May.
- Regular communication with TEP advisors, executive board, and other TEP students.
- Enroll in TEP Google Classroom.
- Earn a C or higher as a final grade (final average at the end of the course) in all non-Technology Engineering courses applied toward TEP.
- Earn a B- or higher as a final grade (final average at the end of the course) in all Technology Engineering courses applied toward TEP.
- Juniors and seniors only: completion of Capstone Project.
- Juniors and seniors only: completion of TEP Final Portfolio.

Technology Engineering Course Requirements (15 Total Credits)

To be eligible for a TEP Certificate, students must complete 15 total credits, 10 of which must be from the list of Technology Engineering courses below. The remaining credits will be fulfilled through other required courses included below.

Technology Engineering (10 credits)

Woodworking Technology
Advanced Woodworking Technology
Technical Drawing I
Technical Drawing II
Technical Drawing III
Engineering and Robotics
Power Technology
Advanced Power Technology

Automotive Engineering and Design
Construction Technologies I
Construction Technologies II
Graphic Design I
Graphic Design II
Photography I
Photography II
Graphic Design and Photography III

5 CREDITS FROM Advanced Science (Select one)

Electronics I
Electronics II
AP Biology
AP Chemistry
AP Physics
Anatomy and Physiology
Oceanography
BioTechnology for the 21st Century
Environmental Science
Greenhouse Botany

Advanced Math (Select One)

Calculus
AP Statistics
Algebra II
Algebra II with Trigonometry
Geometry-Linear Emphasis
Introductory Statistics and Topics in Mathematics
Analysis: An Introduction to Calculus

Math

(these courses are already graduation requirements)

Geometry
Algebra
Pre-Calculus

TECHNOLOGY ENGINEERING PATHWAY CLUB
MEETING SCHEDULE 2023-2024

- Club meetings are open to all HHS students
- Attendance for Club members and certificate students is mandatory

<u>MONTH</u>	<u>MEETING TYPE</u>	<u>DATE (TBD)</u>	<u>TIME</u>	<u>LOCATION</u>
SEPT	Advisory Meeting		7:30 a.m.	
OCT	Advisory Meeting		7:30 a.m.	
NOV	Advisory Meeting		7:30 a.m.	
DEC	Advisory Meeting		7:30 a.m.	
FEB	Advisory Meeting		7:30 a.m.	
MAR	Advisory Meeting		7:30 a.m.	
APR	Advisory Meeting		7:30 a.m.	
MAY	Seniors (<i>only</i>) Meeting		7:30 a.m.	
MAY	EVENT (<i>mandatory</i>)		6:00 p.m.	
MAY	New Member Applications Due	Friday, May 19, 2024	2:45 p.m.	

Capstone Project Event (Mandatory for ALL Technology Engineering Pathway Members)
 May 2024

**TECHNOLOGY ENGINEERING PATHWAY
EXECUTIVE BOARD MEETINGS 2023-2024**

- Executive Board meetings occur prior to a monthly meeting
- Attendance is mandatory for all officers & Executive Board members
- Purpose of Executive Board meetings is to plan the calendar of events & meeting agenda for upcoming month
- After Executive Board meetings, give event information to the Secretary by the following Wednesday

<u>MONTH</u>	<u>MEETING TYPE</u>	<u>DATE (TBD)</u>	<u>TIME</u>	<u>LOCATION</u>
AUG	Executive Board Meeting	September	1:00 p.m.	
AUG	Freshman Orientation	September	TBA	
SEPT	Executive Board Meeting	September	7:15 a.m.	
OCT	Executive Board Meeting	October	7:15 a.m.	
NOV	Executive Board Meeting	November	7:15 a.m.	
DEC	Executive Board Meeting	December	7:15 a.m.	
FEB	Executive Board Meeting	February	7:15 a.m.	
MAR	Executive Board Meeting	March	7:15 a.m.	
APR	Executive Board Meeting	April	7:15 a.m.	
MAY	NEW and OLD Executive Board Meeting	May	2:45 p.m.	

Technology Engineering Pathway Executive Board & Advisors 2023-2024

Advisors

Certificate Program Advisor 1 advisor1@hinghamschools.org
Certificate Program Advisor 2 advisor2@hinghamschools.org

Student Officers

President:
Vice President:
Secretary:
Treasurer/Grant Writer:
Media Director:

Student Officers will be elected by the club at the beginning of the 2023-2024 school year. Role descriptions and voting will be discussed with students at an orientation meeting in the fall.

CERTIFICATE PROGRAM ADVISORY GROUPS

In addition to monthly Arts Pathway meetings, Certificate students will participate in Advisory Meetings 1-2 times per academic quarter. Each student will be assigned to an TEP Advisor who will lead them through the portfolio requirements for the TEP Certificate. Advisory meetings are a time for advisors and students to do the following:

- check on academic progress in arts courses
- discuss topics for your Capstone Project
- discuss and debrief about Arts Pathway club activities
- work on Arts Resume and requirements for Arts Pathway Certificate
- discuss ideas and plans for future Arts Pathway activities and programs

Each Pathway advisor will schedule Advisory Meetings at a time convenient to them and their group of advisees. Not all Advisory Meetings will happen at the same time or on the same day. Each Certificate student must make note of his/her individual advisory meeting times.

Advisor 1 (0)			Advisor 2 (0)		
2024 (0)	2025 (0)	2026 (0)	2024 (0)	2025 (0)	2026 (0)

TEP CERTIFICATE PROGRAM ATTENDANCE POLICY:

Meeting Attendance:

Attendance at all TEP monthly meetings and advisory meetings is mandatory. If there is an exceptional reason why you must miss a meeting without prior notice (health or emergency), you must provide your advisor with documentation (i.e. note from parent/doctor) within 24 hours of the missed meeting. If the reason for your absence does not fall in these categories, (i.e. college visit/scheduled appointment/field trip) your absence must be cleared by your advisor in advance.

Event Participation: In addition to meetings, students in the Certificate Program are required to participate in at least three TE Pathway approved events per semester. Participation means that you are required to be present for the entire event. You are encouraged to participate in more than the minimum. The Arts Pathway program will offer and/or publicize many events per semester in order to help you fulfill this requirement. Any events that appear on the Arts Pathway semester calendar will count towards this requirement. If there is an art-themed activity, event, or service project you know of that you feel will fulfill the monthly requirement and does not appear on the calendar, it might count towards your requirement. Ask your small group advisor to approve the event BEFORE you attend/participate in it; then, fill out the Arts Event Form. You must submit this form to your advisor the next school day after the event

Dismissal Policy: A student will be dismissed from the Certificate Program after THREE violations of the stated attendance requirements. Upon the third infraction you will no longer be a member of the Certificate Program although you will be allowed to participate in the TEP Club. An infraction will consist of not attending a monthly club-wide or an advisory meeting or not fulfilling your monthly event participation requirement.

Note: If a student and his or her family is experiencing unique circumstances at some point during the school year that create a difficulty in fulfilling these requirements, the student should communicate with his or her advisor.

TEP CERTIFICATE PROGRAM REQUIREMENTS AND ATTENDANCE POLICY:

Read and sign this sheet and return to your Arts Pathway advisor.
I am aware of the requirements and attendance policy for Hingham High School's Arts Pathway Certificate Program. I am aware that if I do not fulfill my responsibilities, I may be dismissed from the Arts Pathway Certificate Program.

Student Name (print): _____

Student Signature: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Portfolio Requirements	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Cover Page (student name, graduation year, area of interest)				
Reflection Essay: This essay should address the prompts on page 15 of the Tech/Engineering Pathway manual. Must be typed, double spaced & 3 pg. maximum in length.				
Resume: must be typed and fit on a single page. It should be similar to the examples on page 16-18 of the TE Pathway Manual.				
Event Participation Log(s)				
Pathway Club Participation Form(s)				
Capstone Project Approval Form (must include advisor's signature)				
TE Event Presentation Form				
Works Cited (if applicable) - MLA format, minimum of 3 sources				

_____ **Not Approved** _____ **Revision Needed before Approval** _____ **Portfolio Approved**

Advisor Signature _____

FINAL PORTFOLIO REQUIREMENTS & COLLEGE APPLICATIONS FOR CLASS OF 2024 PORTFOLIO SUBMISSION DEADLINES

If you are a member of the Class of 2024 working towards your TEP Certificate, you must submit a completed packet of TEP requirements by one of the dates listed below.

1. Please give your advisor two weeks to review your portfolio and portfolios must be submitted by March 1.
2. No portfolios will be accepted after March 1 without special arrangement with your advisor.

Once you submit your portfolio, please pay attention to your email, as your advisor may have revisions for you to do. We all want to make sure you meet program requirements with the least amount of stress.

TEP Packet & College Applications

Once your completed packet has been evaluated and approved, your transcript will indicate that you are in the TEP Certificate Program of the TEP Club. A description of the program will be included in the profile of Hingham High that is sent along with every student's application. Your transcript WILL NOT indicate your TEP Certificate membership until your portfolio has been approved. Consider the portfolio submission dates listed above when planning your college application due dates. DO NOT submit your "Records Release Form" until your portfolio has been approved. (A "Records Release Form" is the guidance department form you submit to your counselor asking for your transcripts to be sent to specific colleges.) If you submit this form before your portfolio is approved, your transcript will not indicate your TEP Certificate membership.

Course Requirements & TEP Certificate

You will not be officially awarded your TEP Certificate until the end of the year; this is because you still have to complete your Technology Engineering course requirements and earn at least a B- for a final grade in each of your TEP courses. If you fail to fulfill these course requirements, you WILL NOT earn your TEP Certificate and your TEP advisor will notify the colleges to which you have applied that you did not complete the requirements for the certificate.

Certificate Requirements

Portfolio Packets should look professional and must be bound or in a folder/cover. They will contain, in the following order:

1. Cover page (including your name, title, year of graduation, optional photo related to portfolio contents)
2. Reflection Essay (typed, double spaced, 3 pages maximum) (see p.15 of manual)
3. Artist Resume (typed) (see p. 14-17 of manual)
4. Technology Engineering Academic Coursework Requirements form (Download from the TEP website—under Important Documents. Type your answers & print a completed form for your portfolio.)
5. TEP Club Participation form (typed-download from website)

6. Technology Engineering Events Participation Log
7. Capstone Project Approval form (with advisor's signature)
8. Technology Engineering Event Presentation form (with advisor's signature)

Portfolio Submission Deadlines for the class of 2025

If you are a member of the Class of 2025 working towards your TEP Certificate, you may submit a completed TEP Portfolio in the spring of your junior year (Spring 2024) or the fall of your senior year (Fall 2025). The benefit of completing the portfolio before the end of your junior year is that you will be done with those requirements before college application season.

If you are a member of the class of 2025 and submit a portfolio in the spring of 2024, it must be submitted by June 1. It will be evaluated and returned to you by the end of the school year. If you submit a portfolio in the fall of senior year (Fall 2025), the due dates will be announced in next year's manual.

PORTFOLIO REFLECTION ESSAY

The reflection essay should thoughtfully explain how you have fulfilled the mission and expectations for the TEP Certificate Program (included below). Although you do not have to comment on each and every expectation, you should be as specific as possible about ways in which the academic requirements, Capstone Project, and social and educational events have heightened your passion and appreciation for the Fine and Performing Technology Engineering. You may also comment on how you hope to continue to develop your artistic skills beyond Hingham High School or how you have developed your artistic voice, style, or purpose. Be as specific as possible; this is a personal essay that should reflect your individual interests, skills, and passions.

The essay should be about 2 pages, typed, double spaced, maximum 3 pages. The heading/title should be a single, centered line at the top that reads "Personal Reflection Essay: Your Name".

The essay should be about 2 pages, typed, double spaced, maximum 3 pages. The heading/title should be a single, centered line at the top that reads "Personal Reflection Essay: Your Name".

Technology Engineering Event Form

Student Name: _____

Event Name: _____

Event Date & Time: _____

Sponsoring Club, Company, Venue, etc.: _____

Describe event & why it will fulfill your semester Technology Engineering participation requirement: (4-5 sentences)

1. Attach proof of participation in this event. You may include a photo of you at an event, a program, a ticket stub, etc.

2. Include information about a supervisor/coordinator/location of event:

Name of supervisor/coordinator & location event occurred:

Contact information (phone, E-mail, or website):

For Technology Engineering Pathway Advisor:

Form received from student on: _____

Advisor signature: _____

Technology Engineering Event Annual Participation Log

Student Name: _____

School Year of Technology Engineering Events: _____

Student Year of Graduation: _____

Date of Event (MM/DD/YYYY)	Event Title	Event Description

*Please attach copies all Event Forms to this Log

By signing this log, the advisor has confirmed that all event forms for the events listed above have been received.

Received by student on: _____

Technology Engineering Pathway Advisor Signature

Date

Technology Engineering Pathway Program - Academic Requirements Form

Name: _____

Year of Graduation: _____

1. In the space provided below, please list the courses you took that fulfill the Technology Engineering Pathway course requirements. Please indicate the final grade in each course. If the course is still ongoing include your grade to date. If you are enrolled in the course for the spring semester of your senior year, write/type "TBD".
2. Please **attach** a copy of your **transcript and highlight all of your Technology Engineering Pathway courses**.

Course title - Required Technology Engineering Courses	Year taken	Final grade

Technology Engineering Pathway Club Participation Form

Name: _____

Year of Graduation: _____

Type your answers. You may download this form from the Technology Engineering Pathway website.

1. Describe your role in the Technology Engineering Pathway Club and/or activities in which you took a leadership role.

2. Please list Technology Engineering Pathway social and educational activities that you participated in.

3. Please describe your most significant contribution and/or experience as a member of the Technology Engineering Pathway Club.

Technology Engineering Pathway Advisor Sign-off (Your advisor will sign this form when you submit your portfolio.)

I confirm that this student was an active and valuable participant in the Technology Engineering Pathway Club throughout the duration of his/her membership in the program.

Technology Engineering Pathway Advisor Signature

Date

Technology Engineering Event Capstone Project Approval Form

Name: _____ Date: _____ Year of Graduation: _____

Cell phone: _____ E-mail address: _____

Advisory Group: _____ Guidance Counselor: _____

The Capstone Project provides students with the opportunity to prepare a college level portfolio or pursue a specific area of interest in depth. The goal of this project is to increase knowledge, skill, and to prepare students for college applications and post-high school careers. Students are encouraged to pursue a self-designed project that embraces both experiential learning and academic study. **All projects require advisor approval and any research requires a Works Cited in MLA format with a minimum of three sources.**

1. Select which type of Technology Engineering Pathway Project you will complete. **Check the option you are choosing.**

_____ Portfolio

_____ Research Essay (4-5 pages, MLA works cited)

2. Compose a few paragraphs that outline the purpose, theme, or statement of your Capstone Project. This statement will be at the heart of whatever you research, learn, and produce as part of your Capstone Project. This statement may evolve over the course of your work on the project, but it should form the basis for your research, thesis, or decisions you make about how to pursue your learning. See resources on Google Classroom for examples of project statements.

3. Themes or Big Ideas Describing Capstone Project:

4. Explain your project's focus and goals. (4-5 sentences)

5. What will the product be (e.g. research essay, work portfolio, demonstration)? Presentation at the Technology Engineering Event is not sufficient. Be specific about what you will do for your final project. If you will be doing a portfolio, list the pieces and mediums that you hope to include. If you will be doing a research paper, provide your thesis statement.

6. Propose your methods for acquiring a level of understanding about your focus of study. What types of sources, organizations, individuals, tools, etc. will you seek out to help you with your project? Be specific.

7. Express your reasons for choosing your area of focus (4-5 sentences).

Advisor Approval YES NO

Revision needed/Re-do & Resubmit by _____

Advisor Signature: _____ Date: _____

Technology Engineering Pathway Event - Presentation Plan

Student Name: _____

Capstone Project Title: _____

Type of Project (portfolio, paper, etc.): _____

Highlights of your Technology Engineering Pathway experience

(Your favorite guest speakers, movies, experiences; something you learned/experienced that you didn't expect to; favorite course; hopes for future learning, etc)

Event Display

What will your table/area look like on the night of the event? What will be on display?

(Consider your portfolio, speaker needs, artwork, display panels, photo slideshow, etc.)

What technology or equipment will you need?

(Responding here does NOT reserve that equipment. You will need to arrange for it yourself through your own resources, or reserve equipment through the LMC.)

Technology Engineering Pathway Certificate: Post-Portfolio Requirements

Congratulations! Your Final Technology Engineering Pathway Portfolio has been approved by your Technology Engineering Pathway advisor. Your transcript will now bear the indicator that you have earned a Technology Engineering Pathway Certificate from Hingham High School. Your actual certificate will be awarded at the end of your senior year after you have completed all of your academic requirements, as listed on pages 4-6 of your Technology Engineering Pathway manual. You are also expected to continue to be an active member of the Technology Engineering Pathway Club, fulfill your monthly participation requirements, and attend required meetings.

Failure to complete these requirements will result in revocation of your Technology Engineering Pathway Certificate. Any colleges, universities, or programs to which you have been accepted will be notified of your failure to complete the certificate requirements; your official transcript will also reflect the change.

I understand that if I do not fulfill the remaining requirements of the Technology Engineering Pathway Certificate in the Technology Engineering Pathway Program my transcript will no longer reflect my participation in the program. I also understand that colleges, universities, or programs to which I have been accepted will be notified of my failure to complete the requirements.

Student Name

Student Signature

Date

Parent Name

Parent Signature

Date

Technology Engineering Pathways Internship Presentation Rubric

The presentation score is quantified but students are held to a pass/fail standard.

Student Name: _____

Host Company: _____

Questions/Slides	4	2	0
<u>Presentation Content</u>			
Slide 1. Why did you choose this internship?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 2. What was your typical day like at this internship?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 3. What skills gained at HHS did you use on your internship?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 4. How does your internship relate to your academic courses?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 5. What surprised you about your internship?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 6. How would you have changed your internship, if possible?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 7. What skills learned at your internship would you use in your future career plans?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 8. Are you happy you chose to do this internship? Why?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 9. Did you achieve the goals that you set for yourself? How?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
Slide 10. How has your internship influenced your education plans?	Clearly and thoroughly answered the question using appropriate language	Vaguely touched on the question or was not clear in the response.	Never addressed the question.
<u>Presentation Format (Google Slides)</u>			
Digital Format	Students used google slides and added and shared presentations with their teacher sponsor at least a day prior to the scheduled presentation.	Students used google slides but did not share their presentation with the teacher sponsor a day before their presentation.	Student does not use described format
Professionalism	Uses appropriate language, and is respectful of his or her self and others. Maintains a positive attitude and does not criticize the host company.	Uses appropriate language and mostly has a positive attitude. Is respectful to others and offers some criticism of the host company.	Uses inappropriate language, is disrespectful to others, and/or cannot find positive lessons from negative experiences.
Graphics	Students use graphics and images to explain and reinforce screen text.	Students use graphics but rarely support the text on the screen.	Presentation uses no graphics or graphics are unrelated to the subject and/or distract from the message.
Attire	Professional in nature relative to the industry employed as an intern.	Clothing is appropriate but does not match the industry employed as an intern.	The clothing is not appropriate for a professional presentation, nor does it match the industry employed.

Grade:	____ / 56 (Need 34 to pass)
Pass or Fail	

Technology Engineering Pathways Application

Student Name: _____ YOG: _____

Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Home Phone: _____

The Hingham Schools Technology Engineering Pathways is designed to further students' interests towards post-secondary education and careers in technology, engineering, math, science, and robotics fields. Through hands-on, project based learning, professional and school events, community-building, mentorship and career-oriented opportunities, students will develop the necessary skills needed to research, analyze, design, construct, and problem solve when approached with real-world challenges.

Pathway Concentration of Interest

- Construction and Design
- Engineering
- Robotics
- Graphic Design and Photography

I am interested in:

- Pathways Club
- Pathways Certificate Program

Applicant Signature: _____ Date: _____

HINGHAM PUBLIC SCHOOLS

No Field Trips for sophomores in the month of March. No Field Trips in the months of May or June.

Field Trips are not to be scheduled during the last week of any term.

Field Trip Planning Sheet – Grades 6 – 12

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

Teacher(s): Mark McCulloch Grade/Course and Section: Grade 8 US History and Civics

Destination: Washington DC

Means of Transportation: Air travel

Date: May 1, 2, and 3 2024 Time Leaving: TBD (Based on flight availability) Time Returning: TBD (Based on Flight Availability)

Contact Person: Mark McCulloch Telephone: 781-741-1550

No. pupils in class: 289 No. pupils going: Anticipated 200+
(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: Students not participating in the trip will take part in local activities and trips similar to those their peers will be engaged in while in Washington. Past activities have included guest speakers from local government agencies and visits to local attractions of historical significance. (Kennedy library, State House, etc)

Potential hazards/safeguards: Prior to the trip we will work with HPS nursing staff and families of students traveling to discuss any potential medical concerns. A nurse will be traveling with the group. We will also work with our travel partners to ensure that all COVID safety measures and protocols are carefully followed prior to and during the trip.

Necessary CORI Forms Completed

Estimated costs per student: \$1325 Ratio of students/chaperones: 10:1

Cost Paid By: Students/families Transportation Paid By: Students/families

* Educational Objective(s): This trip will help bring to life the curriculum studied by students in their grade eight US History and Civics classes. After having studied the events of the Revolutionary War, the historical figures from this period of our nation's history, and learning about the branches of our government and how they work together, students will have the opportunity to visit the Capitol, Mount Vernon, museums, the supreme court, and national monuments to make the material studied in class have greater relevance to their own experiences. Tour guides are familiar with the HMS social studies curriculum and build connections between the sights they visit and the material studied at school.

* Methodology/Integration with Core Curriculum:

Preparation: Prior to the trip, students will be engaged in the study of the events leading up to the American revolution, the writing and the significance of our Constitution, and the branches of the US government. This is the foundation of the grade eight social studies and civics curriculum.

Follow up: Upon their return, grade eight Social Studies teachers will engage students in reflection activities (journaling, class discussions, etc.) in order to connect what they experienced both in Washington and here locally to the material they have studied over the course of the school year. These experiences will become touchstones for students in gaining a greater understanding of and appreciation for the history they have learned about throughout the year.

Signature School Employee Sponsoring Trip: M. J. P. [Signature]

Date: 5-17-23

Approved: [Signature]
Principal

Date: 5/17/23

Approved: _____
Director, if applicable

Date: _____

Approved: _____
Hingham School Committee (if applicable)

Date: _____

Revised 3/13 (all forms must be typed)

* Use another sheet if needed
Copies to the Building Principal and Director

Addendum to HMS DC Trip Request

This trip is open to all grade 8 students. It is scheduled to take place May 1, 2, and 3 of 2024. Students will travel by plane to DC, reducing the travel time and increasing the tour time.

We will be working again this year with Grand Classroom as our travel partners.

Total cost of the trip is approximately \$1,325. This will cover travel, admission to attractions/museums/etc, accommodations, and meals. (Itinerary attached.)

Trip Insurance is available for purchase through Grand Classroom. There are several different levels of insurance available. The coverage varies based on the plan selected.

Financial Aid will be available to families who express a need and wish to attend the trip. Parents should contact the school directly for assistance.

Grand Classroom follows any and all COVID protocols set in place by the destinations and facilities they visit. COVID guidelines and protocols are now based on school policies and protocols. Grand Classroom requires full vaccination status for guides and drivers. If a student falls ill on the trip, Grand Classroom covers the costs of quarantine and accommodations for that student and the teacher chaperone who will stay until the parent arrives to pick the student up. COVID protocols in everyday practices are dictated by the destination/facility being visited. Parents should not send ill children on the trip and it is highly recommended that students test at home before travel, but this is not required.



2023-2025
Professional Development Plan
June 12, 2023

Dr. Margaret Adams, Superintendent
Kathryn Roberts, Interim Assistant Superintendent

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 Professional Development Committee

- Dr. Margaret Adams, Superintendent
- Kathryn (Katie) Roberts, Interim Assistant Superintendent
- Mary Andrews, Director of ELA
- Joann Bellis, Director of Fine Arts
- Michelle Romano, Director of Science
- Monica Matthews, K-5 Writing Specialist
- Nancy Bucey, Gr. 1 Teacher, Plymouth River School
- Cassandra Pacella, Special Educator, Plymouth River School
- Lori Jacobs, Assistant Principal, South School
- Nicole Nosek, Assistant Principal, Hingham High School

Professional Development Plan Research

Data Sources	Stakeholders	Dates
<u>HPS Strategic Plan</u>	Strategic Planning Committee	Spring 2022
<u>Visioning Sessions</u>	Professional Development Committee District Leadership	Summer/Fall 2022
<u>Focus Groups</u>	Content Area Departments Student Services Department	Fall 2022
<u>Surveys</u>	Elementary Educators Secondary Educators	Fall 2022

HPS Professional Development Vision Statement

HPS professional development offerings will be purposeful, collaborative, and responsive to the needs of educators and will be designed to center the inclusion and success of all students. Professional development offerings will develop and leverage internal capacity and leadership, and will also partner with external organizations to further areas for strategic growth.

HPS Professional Development Plan Goals

Goal 1-Implementation of High Quality Curriculum & Universally Designed Instruction

HPS will support implementation of high quality curriculum and universally designed instruction and MTSS in a technology-rich environment through its professional development offerings.

Goal 2-Implementation of Inclusive & Culturally Responsive Practices

HPS will foster equitable, inclusive and culturally responsive practices in all classrooms through professional development opportunities for all educators.

Goal 3-Fostering a Safe & Supportive School Environment

HPS will promote safe and supportive school environments that leverage social emotional learning, restorative practices, and MTSS through professional development opportunities for all educators.

Goal Four-Mentoring & Leadership Development

HPS will continue to strengthen and expand access to high-quality, ongoing, job-embedded professional learning opportunities for all new teachers and administrators.

Goal 1-Implementation of High Quality and Universally Designed Curriculum & Instruction

HPS will leverage professional development to support implementation of high quality curriculum and universally designed instruction in a technology-rich environment.

	Objective
1.1.a	Provide year-long professional development (ie–summer workshops, early release workshops, elementary curriculum committee sessions) to support district-wide adoption of the K-5 <i>Into Reading</i> curriculum.
1.1.b	Provide workshops and coaching in support of the district’s elementary writing initiatives and curriculum.
1.1.c	Research new K-5 math curriculum programs for potential pilot in 2023-2024. Conduct site visits to area districts and create curriculum crosswalks.
1.1.d	Provide Gr. 6-12 content-area professional development to support the creation of universally designed curriculum unit guides with embedded inclusive practices.

Goal 1-Implementation of High Quality and Universally Designed Curriculum & Instruction

HPS will leverage professional development to support implementation of high quality curriculum and universally designed instruction in a technology-rich environment.

	Objective
1.1.e	Provide professional development to support Pre-K-12 Special Educators in the implementation of a new format reflecting DESE's updated IEP process.
1.1.f	Provide professional development to support implementation of the OpenSciEd curriculum at HMS.
1.1.g	Provide professional development to support implementation of the <i>Investigating History</i> curriculum at Grade 5.
1.1.h	Continue to provide coaching to enhance data-informed MTSS supports and instruction.

Goal 2- Implementation of Inclusive & Culturally Responsive Practices

HPS will provide professional development for leaders and educators to foster inclusive and culturally responsive practices.

	Objective
2.1.a	Provide professional development for district leadership on inclusive & culturally responsive practices.
2.1.b	Assemble a team of K-12 <i>Inclusive Practices Fellows</i> to engage in a year-long “train-the trainer” professional development series.
2.1.c	Continue PD partnership with DESE <i>Culturally Responsive Practices Leadership Academy</i> .
2.1.d	Continue PD partnership with DESE <i>Inclusive Practices Academy</i> .

Goal 2- Implementation of Inclusive & Culturally Responsive Practices

HPS will provide professional development for leaders and educators to foster inclusive and culturally responsive practices.

	Objective
2.1.e	Facilitate professional development to support inclusive and culturally responsive practices during faculty meetings, department meetings, curriculum committees, district/building equity task force meetings, and early release workshops.
2.1.f	Provide professional development for paraprofessionals to support the implementation of inclusive and culturally responsive practices.

Goal 3-Fostering a Safe & Supportive School Environment: HPS will promote safe and supportive school environments that leverage social emotional learning, restorative practices, and MTSS through professional development opportunities for all educators.

Objective

3.1.a

Continue and strengthen annual trainings to related to Civil Rights, Bullying & Harassment.

3.1.b

Continue PD partnership with DESE *S3 Academy* to plan for student success based upon a holistic review of their strengths and needs.

3.1.c

Provide professional development opportunities for counselors and student service providers to support the diverse needs of students.

3.1.d

Provide professional development for paraprofessionals to support student social emotional learning needs.

3.1.e

Offer professional development to support the MTSS tiered program for social emotional learning, including outline of support at each level. Provide professional development around behavior interventions (e.g.--*Behavior Code*).

Goal Four-Mentoring & Leadership Development

HPS will continue to strengthen and expand access to high-quality, ongoing, job-embedded professional learning opportunities for all new teachers and administrators.

Objective

4.1.a

Continue to strengthen the mentoring program, with emphasis on inclusive practices.

4.1.b

Further develop induction and mentoring resources for new leaders, including introduction to district policies and procedures, strategic priorities, and inclusive practices.

4.1.c

Provide opportunities for educators to explore leadership roles and access hours needed to pursue administrative licensure.



Strategic · Collaborative · Impactful

Professional Development Plan 2023-2025

Continuous Cycle of Learning

CONTACT INFORMATION

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Hingham, MA 02043
_____@hinghamschools.org

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HINGHAM PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PLAN

EXECUTIVE SUMMARY

The following district professional development plan, developed by members of the HPS Professional Development Committee in conjunction with HPS educators and administrators, is directly aligned to the vision of the HPS Strategic Plan and will outline professional development that will support a vision of an equitable, inclusive, and innovative educational environment in which students flourish and thrive. The plan is designed to support staff in their professional growth and build collective capacity to create an inclusive environment to support the success of all learners.

The Massachusetts Department of Elementary and Secondary Education defines high quality professional development as “*a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes.*” MA DESE further defines key elements of professional learning, including promoting collaboration among educators and providing opportunities to apply learnings in the educators context and/or content area. These elements of a coherent, purposeful and collaborative approach to professional development are centered in this plan.

Running in parallel with this document are the HPS Technology Plan and soon to be published HPS Equity Audit and associated plan. Many of the goals developed for the Technology plan and Equity plan documents have professional development implications. Together, these documents provide a road-map for professional learning in our district as we strive to implement the most current research-based practices.

Professional Development Vision Statement

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

HPS professional development offerings will be purposeful, collaborative, and responsive to the needs of educators and will be designed to center the inclusion and success of all students. Professional development offerings will develop and leverage internal capacity and leadership, and will also partner with external organizations to further areas for strategic growth.

To that end, the professional development plan outlines a series of objectives around four goals to support the implementation of our vision for professional development.

Goal 1-Implementation of High Quality Curriculum & Universally Designed Instruction

HPS will support implementation of high quality curriculum and universally designed instruction and MTSS in a technology-rich environment through its professional development offerings.

Goal 2-Implementation of Inclusive & Culturally Responsive Practices

HPS will foster equitable, inclusive and culturally responsive practices in all classrooms through professional development opportunities for all educators.

Goal 3-Fostering a Safe & Supportive School Environment

HPS will promote safe and supportive school environments that leverage social emotional learning, restorative practices, and MTSS through professional development opportunities for all educators.

Goal Four-Mentoring & Leadership Development

HPS will continue to strengthen and expand access to high-quality, ongoing, job-embedded professional learning opportunities for all new teachers and administrators.

Professional Development Committee

The district extends gratitude to the members of HPS Professional Development Committee who led the development of the 2023-2025 Professional Development Plan:

- Dr. Margaret Adams, Superintendent
- Kathryn (Katie) Roberts, Interim Assistant Superintendent
- Mary Andrews, Director of ELA
- Joann Bellis, Director of Fine Arts
- Michelle Romano, Director of Science
- Monica Matthews, K-5 Writing Specialist
- Nancy Bucey, Gr. 1 Teacher, Plymouth River School
- Cassandra Pacella, Special Educator, Plymouth River School
- Lori Jacobs, Assistant Principal, South School
- Nicole Nosek, Assistant Principal, Hingham High School

PROFESSIONAL DEVELOPMENT PLAN RESEARCH & DATA SOURCES

The HPS Professional Development Committee collected and analyzed data from a variety of sources. Visioning sessions and focus groups were held with district leadership, content area departments, and special education staff to capture qualitative data and feedback to inform the professional development plan vision and goals. Additional quantitative and qualitative feedback was sought from staff, students and caregivers through formal surveys.

Data Sources	Stakeholders	Dates
<u>HPS Strategic Plan</u>	Strategic Planning Committee	Spring 2022
<u>Visioning Sessions</u>	Professional Development Committee	Summer/Fall 2022

	District Leadership	
Focus Groups	Content Area Departments Student Services Department	Fall 2022
Surveys	Elementary Educators Secondary Educators	Fall 2022

PROFESSIONAL DEVELOPMENT PLAN GOALS

Goal 1-Implementation of High Quality and Universally Designed Curriculum & Instruction
HPS will leverage professional development to support implementation of high quality curriculum and universally designed instruction in a technology-rich environment.

		Objective	Staff Responsible	Timeline
Year One	1.1.a	Provide year-long professional development (ie–summer workshops, early release workshops, elementary curriculum committee sessions) to support district-wide adoption of the K-5 <i>Into Reading</i> curriculum.	Assistant Superintendent K-12 ELA Director K-5 Writing Specialist K-5 Reading Specialists K-5 Pilot Team	June 2023-June 2024
	1.1.b	Provide workshops and coaching in support of the district’s elementary writing initiatives and curriculum.	K-12 ELA Director K-5 Writing Specialist	June 2023-June 2024
	1.1.c	Research new K-5 math curriculum programs. Conduct site visits to area districts and create curriculum crosswalks.	Assistant Superintendent K-12 Math Director K-5 Math Specialists	June 2023-June 2024
	1.1.d	Provide Gr. 6-12 content-area professional development to support the creation of universally designed curriculum unit guides with embedded inclusive practices.	Assistant Superintendent K-12 Content Directors K-12 Coordinators	June 2023-June 2024
	1.1.e	Provide professional development to support Pre-K-12 Special Educators in the implementation of a new format reflecting DESE’s updated IEP process.	Director of Student Services Special Educator Administrators	June 2023-June 2024

Goal 1-Implementation of High Quality and Universally Designed Curriculum & Instruction

HPS will leverage professional development to support implementation of high quality curriculum and universally designed instruction in a technology-rich environment.

		Objective	Staff Responsible	Timeline
	1.1.f	Provide professional development to support implementation of the OpenSciEd curriculum at HMS.	Assistant Superintendent K-12 Science Director	June 2023-June 2024
	1.1.g	Provide professional development to support implementation of the <i>Investigating History</i> curriculum at Grade 5.	Assistant Superintendent K-12 Social Studies Director	June 2023-June 2024
	1.1.h	Continue to provide coaching to enhance data-informed MTSS supports and instruction.	Assistant Superintendent K-12 ELA & Math Director K-8 Reading & Literacy Specialists K-8 Math Specialists	June 2023-June 2024
Year Two	1.2.a	Extend extended professional development (ie–summer workshops, early release workshops, elementary curriculum committee sessions) to support cross curricular literacy planning and instruction with <i>Into Reading</i> modules.	Assistant Superintendent K-12 ELA Director K-5 Writing Specialist K-5 Reading Specialists K-5 Pilot Team	June 2024-June 2025
	1.2.b	Extend workshops and coaching in support of the district’s elementary writing initiatives, curriculum and common assessment.	K-12 ELA Director K-5 Writing Specialist	June 2024-June 2025
	1.2.c	Provide year-long professional development (ie–summer workshops, early release workshops, elementary curriculum committee sessions) to support district-wide pilot of K-5 math curriculum.	Assistant Superintendent K-12 Math Director K-5 Math Specialists K-5 Pilot Team	June 2024-June 2025
	1.2.d	Extend Gr. 6-12 content-area professional development to support the creation of curriculum unit guides with embedded inclusive practices.	Assistant Superintendent K-12 Content Directors K-12 Coordinators	June 2024-June 2025

Goal 1-Implementation of High Quality and Universally Designed Curriculum & Instruction

HPS will leverage professional development to support implementation of high quality curriculum and universally designed instruction in a technology-rich environment.

		Objective	Staff Responsible	Timeline
	1.2.e	Extend professional development to support Pre-K-12 Special Educators in the implementation of a new format reflecting DESE's updated IEP process.	Director of Student Services Special Educator Administrators	June 2024-June 2025
	1.2.f	Extend professional development to support the full implementation of the OpenSciEd curriculum at HMS.	Assistant Superintendent K-12 Science Director	June 2024-June 2025
	1.2.g	Extend professional development to support implementation of the <i>Investigating History</i> curriculum at Grade 5.	Assistant Superintendent K-12 Social Studies Director	June 2024-June 2025
	1.2.h	Continue to provide coaching to enhance data-informed MTSS supports and instruction.	Assistant Superintendent K-12 ELA & Math Director K-8 Reading & Literacy Specialists K-8 Math Specialists	June 2024-June 2025

Goal 2- Implementation of Inclusive & Culturally Responsive Practices

HPS will provide professional development for leaders and educators to foster inclusive and culturally responsive practices.

		Objective	Person Responsible	Timeline
Year One	2.1.a	Provide professional development for district leadership on inclusive &	Superintendent Assistant Superintendent Director of Student Services	Summer 2023-June 2024

Goal 2- Implementation of Inclusive & Culturally Responsive Practices

HPS will provide professional development for leaders and educators to foster inclusive and culturally responsive practices.

		culturally responsive practices.		
	2.1.b	Assemble a team of K-12 <i>Inclusive Practices Fellows</i> to engage in a year-long “train-the trainer” professional development series.	Assistant Superintendent K-12 Inclusive Practices Fellows	Summer 2023-June 2024
	2.1.c	Continue PD partnership with DESE <i>Culturally Responsive Practices Leadership Academy</i> .	K-12 CRPLA Educators & Administrators DESE CRPLA Facilitators	Sept. 2023-June 2024
	2.1.d	Continue PD partnership with DESE <i>Inclusive Practices Academy</i> .	K-5 Principals (PRS/East) K-5 Educators (PRS/East) DESE Inclusive Practices Facilitators	Sept. 2023-June 2024
	2.1.e	Facilitate professional development to support inclusive and culturally responsive practices during faculty meetings, department meetings, curriculum committees, district/building equity task force meetings, and early release workshops.	Assistant Superintendent Principals Curriculum Directors K-12 Inclusive Practices Fellows K-12 CRPLA Educators & Administrators	Sept. 2023-June 2024
	2.1.f	Provide professional development for paraprofessionals to support the implementation of inclusive and culturally responsive practices.	Assistant Superintendent Director of Student Services Special Educator Administrators Assistant Principals	Early Release 2023-2024
Year Two	2.2.a	Continue professional development for district leadership on inclusive & culturally responsive practices.	Superintendent Assistant Superintendent Director of Student Services	Summer 2023-June 2024
	2.2.b	Continue work of K-12 <i>Inclusive Practices Fellows</i> .	Assistant Superintendent K-12 Inclusive Practices Fellows	Summer 2023-June 2024
	2.2.c	Continue PD partnership with DESE <i>Culturally</i>	K-12 CRPLA Educators & Administrators DESE CRPLA Facilitators	Sept. 2023-June 2024

Goal 2- Implementation of Inclusive & Culturally Responsive Practices

HPS will provide professional development for leaders and educators to foster inclusive and culturally responsive practices.

		<i>Responsive Practices Leadership Academy.</i>		
	2.2.d	Continue PD partnership with DESE <i>Inclusive Practices Academy.</i>	K-5 Principals (PRS/East) K-5 Educators (PRS/East) DESE Inclusive Practices Facilitators	Sept. 2023-June 2024
	2.2.e	Continue to facilitate professional development to support inclusive and culturally responsive practices during faculty meetings, department meetings, curriculum committees, district/building equity task force meetings, and early release workshops.	Assistant Superintendent Principals Curriculum Directors K-12 Inclusive Practices Fellows K-12 CRPLA Educators & Administrators	Sept. 2023-June 2024
	2.2.f	Continue to provide professional development for paraprofessionals to support the implementation of inclusive and culturally responsive practices.	Assistant Superintendent Director of Student Services Special Educator Administrators Assistant Principals	Early Release 2023-2024

Goal 3-Fostering a Safe & Supportive School Environment

HPS will promote safe and supportive school environments that leverage social emotional learning, restorative practices, and MTSS through professional development opportunities for all educators.

		Objective	Person Responsible	Timeline
Year One	3.1.a	Annual Training–Civil Rights, Bullying & Harassment	Assistant Superintendent	September 2023
	3.1.b	Continue PD partnership with DESE S3 <i>Academy</i> to plan for student success based upon a holistic review of their strengths and needs.	HHS Administrators Director of School Counseling HHS Counselors DESE S3 Facilitators	Sept. 2023-June 2024
	3.1.c	Provide professional development opportunities for counselors and student service providers to support the diverse needs of students.	Executive Director of Student Services Special Education Administrators Director of School Counseling	September 2023-June 2024

	3.1.d	Provide professional development for paraprofessionals to support student social emotional learning needs.	Executive Director of Student Services Special Education Administrators Assistant Principals	September 2023-June 2024
	3.1.e	Offer professional development to support the MTSS tiered program for social emotional learning, including outline of support at each level. Provide professional development around behavior interventions (e.g.-- <i>Behavior Code</i>).	Executive Director of Student Services Assistant Superintendent Director of School Counseling	Summer 2023-June 2024
Year Two	3.1.a	Annual Training–Civil Rights, Bullying & Harassment	Assistant Superintendent	September 2023
	3.1.b	Continue PD partnership with DESE S3 <i>Academy</i> to plan for student success based upon a holistic review of their strengths and needs.	HHS Administrators Director of School Counseling HHS Counselors DESE S3 Facilitators	Sept. 2023-June 2024
	3.1.c	Continue to provide professional development opportunities for counselors and student service providers to support the diverse needs of students.	Executive Director of Student Services Special Education Administrators Director of School Counseling	September 2023-June 2024
	3.1.d	Continue to provide professional development for paraprofessionals to support student social emotional learning needs.	Executive Director of Student Services Special Education Administrators Assistant Principals	September 2023-June 2024
	3.1.e	Continue to offer professional development to support the MTSS tiered program for social emotional learning, including outline of support at each level. Provide professional development around behavior interventions (e.g.-- <i>Behavior Code</i>).	Executive Director of Student Services Assistant Superintendent Director of School Counseling	Summer 2023-June 2024

Goal Four-Mentoring & Leadership Development

HPS will continue to strengthen and expand access to high-quality, ongoing, job-embedded professional learning opportunities for all new teachers and administrators.

		Objective	Person Responsible	Timeline
Year One	4.1.a	Continue to strengthen the mentoring program, with emphasis on inclusive practices.	Assistant Superintendent Mentoring Coordinator	Summer 2023-June 2024
	4.1.b	Further develop induction and mentoring resources for new leaders, including introduction to district policies and	Superintendent Assistant Superintendent Human Resources	Summer 2023-June 2024

Goal Four-Mentoring & Leadership Development

HPS will continue to strengthen and expand access to high-quality, ongoing, job-embedded professional learning opportunities for all new teachers and administrators.

		procedures, strategic priorities, and inclusive practices.		
	4.1.c	Provide opportunities for educators to explore leadership roles and access hours needed to pursue administrative licensure.	Superintendent Assistant Superintendent Human Resources	Summer 2023-June 2024
Year Two	4.1.a	Continue to strengthen the mentoring program, with emphasis on inclusive practices.	Assistant Superintendent Mentoring Coordinator	Summer 2023-June 2024
	4.1.b	Further develop induction and mentoring resources for new leaders, including introduction to district policies and procedures, strategic priorities, and inclusive practices.	Superintendent Assistant Superintendent Human Resources	Summer 2023-June 2024
	4.1.c	Provide opportunities for educators to explore leadership roles and access hours needed to pursue administrative licensure.	Superintendent Assistant Superintendent Human Resources	Summer 2023-June 2024

APPENDIX A

2022-2023 Professional Development Survey Results

Professional development surveys were drafted by members of the HPS Professional Development Committee and administered to elementary and secondary educators in January 2023. These surveys will help inform the development of the FY24 professional development plan and related catalog of PD offerings for the 2023-2024 school year. A total of 277 HPS faculty members, including 107 elementary and 170 secondary staff, responded to the survey. Input regarding technology-related professional development needs was gathered through separate surveys administered by the district Technology Task Force.

Some key takeaways of the surveys include:

Elementary Survey Results:

- Early Release Workshops:
 - Behavior Management and De-escalation (45%)
 - Reading Program Adoption (36%)
 - Students with Anxiety and Depression (36%)
 - Positive Behavior (31%)
 - Phonics/ Science of Reading (27%)

- Graduate Course Offerings:
 - UDL (52%)
 - Responsive Classroom (45%)
 - OG (42%)

- Book Studies:
 - The Behavior Code (60%)
 - Disability Visibility (60%)
 - Culturally Responsive Teaching and the Brain (41%)

- Technology:
 - Using digital technology for project-based learning (55%) (Stop-Motion, editing video, Storyboard creation),
 - Google Suite (34%)
 - Creative Digital Assessments (32%)

- Additional Feedback:
 - Instead of providing the same PD to all teachers, could the PD be differentiated for background knowledge and/or grade level? (Math PD)

 - Student service providers cannot use in-district PD for maintaining their licenses.

- Additional Topics:
 - Executive Functioning
 - Self-regulation Strategies
 - ELA : Writing for Struggling Readers (reading/writing connection), writing, understanding dyslexia, small group instruction
 - Supporting Struggling Students or Students with IEPs
 - Family/ Community Engagement,
 - ABA
 - ELL, + Race Equity,
 - Pre-K topics
 - LGBTQ+ at the elementary level,

Secondary Survey Results:

- Early Release Workshops:
 - Very Relevant + Extremely Relevant
 - Content-Specific PD (approx. 85%)
 - Supporting Students with Depression & Anxiety (approx. 72%)
 - Project-Based Learning (approx. 60%)
 - Technology (approx. 60%)
- Graduate Course Offerings:
 - UDL (approx. 60%)
 - Restorative Practices (approx. 38%)
- Book Studies:
 - Grading for Equity (approx. 45%)
 - Disability Visibility (approx. 44%)
 - Culturally Responsive Teaching (approx. 41%)
- Technology:
 - Subject-Specific Apps (approx. 55%)
 - Using Digital Tech for PBL (approx. 44%)
- Additional Feedback:
 - Traveling for PD; want more PD in dedicated buildings
 - More in-service on re-licensure for ELL and SEI
 - Time to collaborate on lesson on unit designs
 - Some smaller departments seeking content specific PD, i.e. Family and Consumer Science, PE, Health



Andrew J. Hoey
Director of Social Studies, K-12

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ahoey@hinghamschools.org

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MEMORANDUM

To: Dr. Margaret Adams, Superintendent of Schools
School Committee Members

From: Andy Hoey, Director of Social Studies K-12

Date: June 12, 2023

Re: Social Studies and Business Departments Program Review Update

The HPS Social Studies and Business Departments began their new, two-year program review cycle during the 2022-2023 school year. These are the first two departments to engage in the updated Hingham Public Schools Program Review process, which is now a multi-year, systematic cycle of improvement to ensure a robust curriculum and comprehensive instructional programming that is aligned to the district mission and vision.

The first part of the program review involves a self-study, comprised of the following steps:

- Develop essential questions to focus the self-study
- Gather curriculum documents, instructional resources, and program data for analysis
- Seek community feedback on program offerings
- Review Program of Studies documents from comparable districts, followed by site visits to select districts and reciprocal site visits to HPS

The second part of the program review involves constructing a written report and developing recommendations and an action plan. The action plan sets the agenda for program development and curriculum updates/changes, identifies professional development needs, and is used in the budgeting process to allocate resources. The program review report and action plan will be presented to the School Committee at the conclusion of Year 2 of the Program Review process and will be implemented during the subsequent four years of the review cycle.

During the 2022-2023 school year, the program review team was assembled of the following staff:

- Andy Hoey, K-12 Director of Social Studies
- Charlotte Bessoud, Grade 1
- Ali Thompson, Grade 4
- Melissa Hamrock, Grade 5
- Julie McDonough, Grade 6 World Geography & Cultures I
- Kaitlin McDougall, Grade 7 World Geography & Cultures II
- Jennifer Driscoll, Grade 8 U.S. History & Civics
- Patrick Doerr, Grade 9 World History I, Grade 11 U.S. History

- Ron Woolley, Grade 10 World History II
- Kathryn Black, Grade 12 A.P. European History
- Steve George, Grades 10-12 Business electives
- Joe Tarantello Grades 9-12 Business electives

Thus far the program review team has completed the following steps:

- Developed the following essential questions to guide the self-study process:
 - a. To what extent is the program aligned to standards and articulated vertically and horizontally?
 - b. To what extent does the program foster the development of student skills?
 - c. To what extent does the program use best instructional practices?
 - d. To what extent does the program meet the needs of all students?
 - e. To what extent does the program prepare students for life?
 - f. To what extent does the program have the necessary resources?
- Conducted site visits to Braintree, Duxbury, Needham, Norwell, Plymouth, and Scituate. (These site visits were conducted in early 2020, prior to the Covid-19 shutdown, in anticipation of the previously scheduled 2021 program review.)
- Gathered and begun to analyze program documents and data

During the 2023-2024 school year, the program review team will

- Complete analysis of the program review documents and data
- Develop and administer stakeholder surveys
- Host a visiting team of educators to provide feedback on current programs
- Write the summary report and action plan

We look forward to presenting our findings and action plan to the School Committee in the spring of 2024.

Declaration of Materials

Approval needed at School Committee Meeting dated June 12, 2023

Details of items to declare as surplus:

- iPads from the Technology department
- Text books from the High School Business and Social Studies Departments and
- Cassettes from the Foster library

Reasons for declaring the items as surplus:

- The iPads are about 10 years old and are obsolete and have no value. Some are irreparable (at least not cost-effectively). None are supported by Apple anymore and no longer receive iOS updates (and haven't for a few years). To some degree, that makes them a (nominal) security risk, but more importantly they won't run a number of software programs that require more recent version of iOS. Battery life is also extremely poor, now, and not worth replacing.
- The text books are outdated, have no value and are not being purchased by used textbook vendors.
- The cassettes are considered surplus because neither we nor the students have the equipment to play them; and the cassettes themselves have not held up to frequent play over the years, so many of them would be impossible to play even if we did have the proper equipment.

Motion: To declare as surplus ipads from the Technology Department listed and to authorize the Director of Business and Support Service to dispose of them at the least cost to Hingham.

SERIAL #	MODEL
dmqmpg05fk10	iPad Air 1 (A1474)
DMQMPPFYLFK10	iPad Air 1 (A1474)
DMQMPPGA7FK10	iPad Air 1 (A1474)
DMQMPPGA6FK10	iPad Air 1 (A1474)
DMQMPPFFCFK10	iPad Air 1 (A1474)
DMQMPPFYHFK10	iPad Air 1 (A1474)
DMQMPPG47FK10	iPad Air 1 (A1474)
DMQMPPG3YFK10	iPad Air 1 (A1474)
DMQMPPFEAFK10	iPad Air 1 (A1474)
dmqmpfh3fk10	iPad Air 1 (A1474)
DMPQNJXKFK11	iPad Air 1 (A1474)
DMQMPPFYCFK10	iPad Air 1 (A1474)
DMQMPPJ2XFK10	iPad Air 1 (A1474)
DMQMPPFXMFK10	iPad Air 1 (A1474)
DMQMPPFE9FK10	iPad Air 1 (A1474)
DMQMPPJ5VFK10	iPad Air 1 (A1474)
DMQMPPGBAFK10	iPad Air 1 (A1474)
DMQMPPG63FK10	iPad Air 1 (A1474)
DMQMPPG5WFK10	iPad Air 1 (A1474)
DMQMPPG5TFK10	iPad Air 1 (A1474)

DMQMPPG1PFK10	iPad Air 1 (A1474)
DMQMPPFZNFK10	iPad Air 1 (A1474)
DMQMPPFY0FK10	iPad Air 1 (A1474)
DMQMPPFXVFK10	iPad Air 1 (A1474)
DMQMPPFS0FK10	iPad Air 1 (A1474)
DMQMPPFPRFK10	iPad Air 1 (A1474)
DMQMPPFJNFK10	iPad Air 1 (A1474)
DMQMPPFCEFK10	iPad Air 1 (A1474)
DMQMPPG40FK10	iPad Air 1 (A1474)
DMQMPPG3EFK10	iPad Air 1 (A1474)
DMQMPPFZJFK10	iPad Air 1 (A1474)
DMQMPPFL6FK10	iPad Air 1 (A1474)
DMQMPPFJTFK10	iPad Air 1 (A1474)
DMQMPPFGGFK10	iPad Air 1 (A1474)
DMQMPPFF8FK10	iPad Air 1 (A1474)
DMPR2613FK11	iPad Air 1 (A1474)
DMPR2602FK11	iPad Air 1 (A1474)
DMPR31XHFK11	iPad Air 1 (A1474)
DMPR31UBFK11	iPad Air 1 (A1474)
DMPR31U9FK11	iPad Air 1 (A1474)
DMPR31SKFK11	iPad Air 1 (A1474)
DMPR30MYFK11	iPad Air 1 (A1474)
DMPR30GHFK11	iPad Air 1 (A1474)

DMPR25YZFK11	iPad Air 1 (A1474)
DMQMPFJ8FK10	iPad Air 1 (A1474)
DMQMPFJMFK10	iPad Air 1 (A1474)
DMQMPFLFFK10	iPad Air 1 (A1474)
DMQMPETYFK10	iPad Air 1 (A1474)
DMQMPEXGFK10	iPad Air 1 (A1474)
DMQMPFY2FK10	iPad Air 1 (A1474)
DMQMPJ7EFK10	iPad Air 1 (A1474)
DMQMPFHDFK10	iPad Air 1 (A1474)
DMQMPEYKFK10	iPad Air 1 (A1474)
DMQMPFG7FK10	iPad Air 1 (A1474)
dmpr26a8fk11	iPad Air 1 (A1474)
DMPR268CFK11	iPad Air 1 (A1474)
DMPR31Y0FK11	iPad Air 1 (A1474)
DMPR262LFK11	iPad Air 1 (A1474)
DMPR31W4FK11	iPad Air 1 (A1474)
DMPR269QFK11	iPad Air 1 (A1474)
DMPR26MLFK11	iPad Air 1 (A1474)
DMPR30JPFK11	iPad Air 1 (A1474)
DMPQNJTTFK11	iPad Air 1 (A1474)
DMPPD19PFK11	iPad Air 1 (A1474)
DMPR31WXFK11	iPad Air 1 (A1474)
DMPR2657FK11	iPad Air 1 (A1474)

DMPR2616FK11	iPad Air 1 (A1474)
DMPR2611FK11	iPad Air 1 (A1474)
DMPR31X6FK11	iPad Air 1 (A1474)
DMPR31WYFK11	iPad Air 1 (A1474)
DMPR31U7FK11	iPad Air 1 (A1474)
DMPR31TTFK11	iPad Air 1 (A1474)
DMPR30LEFK11	iPad Air 1 (A1474)
DMPR30KDFK11	iPad Air 1 (A1474)
DMPR30HBFK11	iPad Air 1 (A1474)
DMPR26NRFK11	iPad Air 1 (A1474)
DMQMPFCZFK10	iPad Air 1 (A1474)
DMQMPFE8FK10	iPad Air 1 (A1474)
DMQMPG0CFK10	iPad Air 1 (A1474)
DMQMPJ38FK10	iPad Air 1 (A1474)
DMQMPFETFK10	iPad Air 1 (A1474)
DMQMPEU9FK10	iPad Air 1 (A1474)
DMQMPF21FK10	iPad Air 1 (A1474)
DMQMPJ4MFK10	iPad Air 1 (A1474)

Motion: To declare as surplus text books from the High School Business and Social Studies Departments listed and to authorize the Director of Business and Support Service to dispose of them at the least cost to Hingham.

List of Textbooks from the Business and Social Studies Departments

TITLE	COPYRIGHT DATE	ISBN	QUANTITY
The Americans	2012	9780547491172	125
Accounting Real World Applications and Connections	2000	0-02-815004-X	60
Understanding Business and Personal Law	1998	0-02-814636-0	40
Consumer Education and Economics	2003	0-07-825155-9	30
Business and Personal Finance	2000	0-02-644128-4	50
Marketing Essentials	2002	0-02-644191-8	30

Motion: To declare as surplus cassette tapes from the Foster Elementary School's library listed and to authorize the Director of Business and Support Service to dispose of them at the least cost to Hingham.

Library Weeding Log

Foster Elementary School

From: 5/8/2023 To: 5/16/2023

5/16/2023 - Copies Removed: 26

A Single Shard (Removed: 1)

Author: Park, Linda Sue ISBN: 0-8072-0702-0

Call Number	Barcode	Price	Acquired	Removed By
FIC PAR	T 201835		10/19/2007	jmarcus

Was Available -- Weeded

Across the wide and lonesome prairie the Oregon Trail diary of Hattie Camp (Removed: 1)

Author: Gregory, Kristiana. ISBN: 1-59519-457-6 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
FIC GRE	T 59238	\$25.95	3/30/2006	jmarcus

Was Available -- Weeded

The austere academy [sound recording] (Removed: 1)

Author: Snicket, Lemony. ISBN: 0-694-52594-4 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
FIC SNI	T 58850	\$20.00	3/30/2004	jmarcus

Was Available -- Weeded

The bad beginning (Removed: 2)

Author: Snicket, Lemony. ISBN: 0-8072-6178-5 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
FIC SNI	T 58851	\$18.00	3/30/2004	jmarcus

Was Available -- Weeded

FIC SNI	T 58929	\$14.99	11/2/2004	jmarcus
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Was Available -- Weeded

Chasing Redbird (Removed: 1)

Author: Creech, Sharon Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
FIC CRE	T 200867		10/20/2004	jmarcus

Was Available -- Weeded

A corner of the universe (Removed: 1)

Author: Martin, Ann M., 1955- ISBN: 0-8072-1671-2 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
FIC MAR	T 201029		3/15/2005	jmarcus

Was Available -- Weeded

The end (Removed: 1)

Author: Snicket, Lemony. ISBN: 0-06-057950-1 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
FIC SNI	T 59519	\$20.00	12/22/2006	jmarcus

Was Available -- Weeded

Esperanza Rising (Removed: 1)

Author: Munoz Ryan, Pam ISBN: 0-8072-8862-4

Call Number	Barcode	Price	Acquired	Removed By
FIC MUN	T 201849		11/6/2007	jmarcus

Was Available -- Weeded

Library Weeding Log

Foster Elementary School

From: 5/8/2023 To: 5/16/2023

5/16/2023 - Copies Removed: 26

Geronimo Stilton (Removed: 1)

Author: Herman, Edward.

ISBN: 1-40009121-7

Published: 2004

Call Number

Barcode

Price

Acquired

Removed By

FIC STI

T 202400

4/9/2009

jmarcus

Was Available -- Weeded

Hatchet (Removed: 1)

Author: Paulsen, Gary.

ISBN: 0-8072-8318-5

Published: 1992

Call Number

Barcode

Price

Acquired

Removed By

FIC PAU

T 203778

3/5/2014

jmarcus

Was Available -- Weeded

The hostile hospital [sound recording] (Removed: 1)

Author: Snicket, Lemony.

ISBN: 0-694-52625-8

Published: 2002

Call Number

Barcode

Price

Acquired

Removed By

FIC SNI

T 58980

\$20.00

3/14/2005

jmarcus

Was Available -- Weeded

Joey Pigza loses control (Removed: 1)

Author: Gantos, Jack

ISBN: 0-8072-8725-3

Published: 2000

Call Number

Barcode

Price

Acquired

Removed By

FIC GAN

T 201199

10/20/2004

jmarcus

Was Available -- Weeded

Last shot a Final Four mystery (Removed: 1)

Author: Feinstein, John.

ISBN: 1-40009934-X

Published: 2005

Call Number

Barcode

Price

Acquired

Removed By

FIC FEI

T 59706

\$26.00

11/2/2007

jmarcus

Was Available -- Weeded

Let's scare the teacher to death! (Removed: 1)

Author: Stone, Tom B.

Published: 1997

Call Number

Barcode

Price

Acquired

Removed By

FIC STO

T 201091

3/17/2005

jmarcus

Was Available -- Weeded

The miserable mill [sound recording] (Removed: 1)

Author: Snicket, Lemony.

ISBN: 0-694-52543-X

Published: 2001

Call Number

Barcode

Price

Acquired

Removed By

FIC SNI

T 58981

\$20.00

3/14/2005

jmarcus

Was Available -- Weeded

Ribsy (Removed: 1)

Author: Cleary, Beverly.

ISBN: 0-7887-0021-9

Published: 1994

Call Number

Barcode

Price

Acquired

Removed By

FIC CLE

T 104651

2/1/2005

jmarcus

Was Available -- Weeded

Sarah's boat : a young girl learns the art of sailing (Removed: 1)

Author: Alvord, Douglas.

ISBN: 0-88448-117-4

Published: 1994

Call Number

Barcode

Price

Acquired

Removed By

Library Weeding Log

Foster Elementary School

From: 5/8/2023 To: 5/16/2023

5/16/2023 - Copies Removed: 26

FIC ALV T 104849 9/13/2001 jmarcus
Was Available -- Weeded

The spiderwick chronicles, volume 1 (Removed: 1)

Author: DiTerizzi, Tony. ISBN: 0-8072-1650-X Published: 2003
Call Number Barcode Price Acquired Removed By
FIC DIT T 201620 \$18.00 9/12/2003 jmarcus
Was Available -- Weeded

The tale of Despereaux (Removed: 2)

Author: DiCamillo, Kate. ISBN: 0-8072-1947-9 Published: 2003
Call Number Barcode Price Acquired Removed By
FIC DIC T 58932 \$25.00 11/2/2004 jmarcus
Was Available -- Weeded
FIC DIC T 204476 11/18/2014 jmarcus
Was Available -- Weeded

The Miraculous Journey of Edward Tulane (Removed: 1)

Author: DiCamillo, Kate ISBN: 0-307-24594-2
Call Number Barcode Price Acquired Removed By
FIC DIC T 201843 10/22/2007 jmarcus
Was Available -- Weeded

The tower treasure (Removed: 1)

Author: Dixon, Franklin W. ISBN: 0-8072-0767-5 Published: 2002
Call Number Barcode Price Acquired Removed By
FIC DIX T 201222 10/21/2004 jmarcus
Was Available -- Weeded

A to Z mysteries. volume 1, A-C (Removed: 1)

Author: Roy, Ron, 1940- ISBN: 0-8072-1631-3 Published: 2003
Call Number Barcode Price Acquired Removed By
FIC ROY T 58641 \$18.00 9/12/2003 jmarcus
Was Available -- Weeded

The vile village [sound recording] (Removed: 1)

Author: Snicket, Lemony. ISBN: 0-694-52624-X Published: 2001
Call Number Barcode Price Acquired Removed By
FIC SNI T 58983 \$20.00 3/14/2005 jmarcus
Was Available -- Weeded

Wayside school gets a little stranger (Removed: 1)

Author: Sachar, Louis ISBN: 0-8072-8140-9 Published: 1995
Call Number Barcode Price Acquired Removed By
FIC SAC T 201051 3/22/2005 jmarcus
Was Available -- Weeded

5/8/2023 - Copies Removed: 89

Library Weeding Log

Foster Elementary School

From: 5/8/2023 To: 5/16/2023

5/8/2023 - Copies Removed: 89

The Amber Brown collection III (Removed: 1)

Author: Danziger, Paula, 1944-	ISBN: 0-8072-1794-8	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
FIC DAN	T 58928	\$26.00	11/2/2004	jmarcus
Was Available -- Weeded				

Artemis Fowl. (Removed: 1)

Author: Colfer, Eoin	ISBN: 0-8072-0890-6			
Call Number	Barcode	Price	Acquired	Removed By
FIC COL	T 201832		10/19/2007	jmarcus
Was Available -- Weeded				

Artemis Fowl : The arctic incident (Removed: 1)

Author: Colfer, Eoin	ISBN: 0-8072-0893-0			
Call Number	Barcode	Price	Acquired	Removed By
FIC COL	T 201828		10/19/2007	jmarcus
Was Available -- Weeded				

Artemis Fowl : The Eternity Code (Removed: 1)

Author: Colfer, Eoin	ISBN: 1-40008595-0			
Call Number	Barcode	Price	Acquired	Removed By
FIC COL	T 201831		10/19/2007	jmarcus
Was Available -- Weeded				

Beezus and Ramona [sound recording] (Removed: 1)

Author: Cleary, Beverly.	ISBN: 0-8072-7385-6	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
FIC CLE	T 59560	\$18.00	2/13/2007	jmarcus
Was Available -- Weeded				

Ben and me (Removed: 1)

Author: Lawson, Robert	ISBN: 0-7887-0180-0	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
FIC LAW	T 201058		3/18/2005	jmarcus
Was Available -- Weeded				

Blubber (Removed: 1)

Author: Blume, Judy	ISBN: 0-8072-1638-0			
Call Number	Barcode	Price	Acquired	Removed By
FIC BLU	T 201829		10/19/2007	jmarcus
Was Available -- Weeded				

Brian's Return (Removed: 1)

Author: Paulsen, Gary	ISBN: 0-8072-0446-3			
Call Number	Barcode	Price	Acquired	Removed By
FIC PAU	T 201834		10/19/2007	jmarcus
Was Available -- Weeded				

Brian's Winter (Removed: 1)

Author: Paulsen, Gary	ISBN: 0-8072-0463-3			
Call Number	Barcode	Price	Acquired	Removed By

Library Weeding Log

Foster Elementary School

From: 5/8/2023 To: 5/16/2023

5/8/2023 - Copies Removed: 89

FIC PAU T 201848 11/6/2007 jmarcus
Was Available -- Weeded

Bud, not buddy (Removed: 1)

Author: Curtis, Christopher Paul Published: 1999
Call Number Barcode Price Acquired Removed By
FIC CUR T 201226 10/20/2004 jmarcus
Was Available -- Weeded

Bunnica strikes again (Removed: 1)

Author: Howe, James, 1946- ISBN: 0-8072-8212-X Published: 2000
Call Number Barcode Price Acquired Removed By
FIC HOW T 201052 11/4/2004 jmarcus
Was Available -- Weeded

The Caldecott video library. Volume II (Removed: 1)

Author: Weston Woods. Published: 1992
Call Number Barcode Price Acquired Removed By
VI FIC OWL T 200071 10/26/2001 jmarcus
Was Available -- Weeded

The carnivorous carnival [sound recording] (Removed: 1)

Author: Snicket, Lemony. ISBN: 0-06-008781-1 Published: 2002
Call Number Barcode Price Acquired Removed By
FIC SNI T 58977 \$20.00 3/14/2005 jmarcus
Was Available -- Weeded

Chasing Vermeer (Removed: 1)

Author: Balliett, Blue, 1955- ISBN: 0-307-20672-6 Published: 2004
Call Number Barcode Price Acquired Removed By
FIC BAL T 59060 \$25.00 9/13/2005 jmarcus
Was Available -- Weeded

Class clown (Removed: 1)

Author: Hurwitz, Johanna. ISBN: 0-7887-0381-1 Published: 1987
Call Number Barcode Price Acquired Removed By
FIC HUR T 103708 2/1/2005 jmarcus
Was Available -- Weeded

Color me dark The story of Nellie Lee Love, The great migration north (Removed: 1)

Author: Scholastic. ISBN: 0-439-26653-X Published: 2000
Call Number Barcode Price Acquired Removed By
VI FIC COL T 200774 9/9/2003 jmarcus
Was Available -- Weeded

Dream Keeper : Patricia Polacco (Removed: 1)

Author: Philomel Books.
Call Number Barcode Price Acquired Removed By
VI 92 POL T 200496 1/30/2003 jmarcus
Was Available -- Weeded

Library Weeding Log

Foster Elementary School

From: 5/8/2023 To: 5/16/2023

5/8/2023 - Copies Removed: 89

Dreams in the golden country (Removed: 1)

Author: Scholastic. ISBN: 0-439-15600-9

Call Number	Barcode	Price	Acquired	Removed By
VI FIC DRE	T 104283		11/25/2002	jmarcus

Was Available -- Weeded

Elizabeth I red rose of the house of Tudor (Removed: 1)

Author: A Scholastic Entertainment Production. ISBN: 0-439-26654-8 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
VI FIC ELI	T 400024	\$9.95	4/11/2006	jmarcus

Was Available -- Weeded

Encyclopedia Brown : The case of the missing time capsule. (Removed: 1)

Author: Sobol, Donald Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
VI FIC ENC	T 200459		5/31/2002	jmarcus

Was Available -- Weeded

Fairy Dust and the Quest for the Egg (Removed: 1)

Author: Carson Levine, Gail. ISBN: 0-307-28293-7

Call Number	Barcode	Price	Acquired	Removed By
FIC LEV	T 201830		10/19/2007	jmarcus

Was Available -- Weeded

Fantastic Mr. Fox. (Removed: 1)

Author: Dahl, Roald. LCCN: 77-741116 Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
FIC DAH	T 201056		11/4/2004	jmarcus

Was Available -- Weeded

Flush (Removed: 1)

Author: Hiaasen, Carl. ISBN: 0-307-28069-1 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
FIC HIA	T 59562	\$26.00	2/13/2007	jmarcus

Was Available -- Weeded

Frindle (Removed: 1)

Author: Clement, Andrew

Call Number	Barcode	Price	Acquired	Removed By
FIC CLE	T 201264		2/7/2006	jmarcus

Was Available -- Weeded

From the Mixed-Up Files of Mrs. Basil E. Frankweiler (Removed: 1)

ISBN: 1-57492-043-X Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
VI FIC FRO	T 100092		6/3/2015	jmarcus

Was Available -- Weeded

Library Weeding Log

Foster Elementary School

From: 5/8/2023 To: 5/16/2023

5/8/2023 - Copies Removed: 89

Fudge-a-mania [sound recording] (Removed: 2)

Author: Blume, Judy.	ISBN: 0-8072-7396-1	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
FIC BLU	T 58731	\$18.00	11/20/2003	jmarcus
Was Available -- Weeded				
FIC BLU	T 201218		2/1/2005	jmarcus
Was Available -- Weeded				

Ghosthunters and the Gruesome Invincible Lightning Ghost (Removed: 1)

Author: Funke, Cornelia	ISBN: 0-7393-3825-0			
Call Number	Barcode	Price	Acquired	Removed By
FIC FUN	T 201839		10/19/2007	jmarcus
Was Available -- Weeded				

Ghosthunters and the Incredibly Revolting Ghost (Removed: 1)

Author: Funke, Cornelia	ISBN: 0-7393-3576-6			
Call Number	Barcode	Price	Acquired	Removed By
FIC FUN	T 201840		10/19/2007	jmarcus
Was Available -- Weeded				

Granny Torrelli makes soup (Removed: 1)

Author: Creech, Sharon.	ISBN: 0-06-056432-6	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
FIC CRE	T 58909	\$18.00	10/20/2004	jmarcus
Was Lost on 12/7/2016 by Appell, Marcia (Faculty: P 60003) -- Weeded				

The grim grotto (Removed: 1)

Author: Snicket, Lemony.	ISBN: 0-06-057946-3	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
FIC SNI	T 59563	\$20.00	2/13/2007	jmarcus
Was Available -- Weeded				

Harriet the spy (Removed: 1)

Author: Fitzhugh, Louise.	ISBN: 0-8072-8068-2	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
FIC FIT	T 201055		11/4/2004	jmarcus
Was Available -- Weeded				

Heartbeat (Removed: 1)

Author: Creech, Sharon.	ISBN: 0-06-059757-7	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
FIC CRE	T 58959	\$18.00	2/1/2005	jmarcus
Was Available -- Weeded				

Henry and the clubhouse (Removed: 1)

Author: Cleary, Beverly.	ISBN: 0-7887-0603-9	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
FIC CLE	T 200481		2/1/2005	jmarcus
Was Available -- Weeded				

Library Weeding Log

Foster Elementary School

From: 5/8/2023 To: 5/16/2023

5/8/2023 - Copies Removed: 89

Here Lies the Librarian (Removed: 1)

Author: Peck, Richard ISBN: 0-307-28595-2

Call Number	Barcode	Price	Acquired	Removed By
FIC PEC	T 201837		10/19/2007	jmarcus

Was Available -- Weeded

Hoot (Removed: 2)

Author: Hiaasen, Carl. ISBN: 0-8072-1595-3 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
FIC HIA	T 201025		3/15/2005	jmarcus

Was Available -- Weeded

FIC HIA	T 203066		4/4/2012	jmarcus
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Was Available -- Weeded

I thought my soul would rise and fly the diary of Patsy, a freed girl (Removed: 1)

Author: Hansen, Joyce. ISBN: 1-59519-469-X Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
FIC HAN	T 59239	\$25.95	3/30/2006	jmarcus

Was Available -- Weeded

Ida B --and her plans to maximize fun, avoid disaster, and (possibly) save (Removed: 1)

Author: Hannigan, Katherine. ISBN: 1-40009093-8 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
FIC HAN	T 59704	\$18.00	11/2/2007	jmarcus

Was Available -- Weeded

Isabel jewel of Castilla (Removed: 1)

Author: A Scholastic Entertainment Production. ISBN: 0-439-26656-4 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
VI FIC ISA	T 400025	\$9.95	4/11/2006	jmarcus

Was Available -- Weeded

James and the giant peach (Removed: 1)

Author: Roald Dahl. ISBN: 0-06-053619-5 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
FIC DAH	T 202729		6/14/2012	jmarcus

Was Available -- Weeded

Journey to Ellis Island : how my father came to America (Removed: 1)

Author: Bierman, Carol. ISBN: 0-7868-0377-0 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
92 Wei	T 20074		2/24/1999	jmarcus

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A journey to the New World the diary of Remember Patience Whipple (Removed: 1)

Author: Lasky, Kathryn. ISBN: 0-439-15601-7 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
VI FIC JOU	T 107110		5/24/2001	jmarcus

Was Available -- Weeded

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The kid who only hit homers (Removed: 1)

Author: Christopher, Matt.	ISBN: 0-8072-7446-1	Published: 1994		
Call Number	Barcode	Price	Acquired	Removed By
FIC CHR	T 200104		11/4/2004	jmarcus
Was Available -- Weeded				

The last holiday concert (Removed: 1)

Author: Clements, Andrew, 1949-	ISBN: 1-40009469-0	Published: 2004		
Call Number	Barcode	Price	Acquired	Removed By
FIC CLE	T 59705	\$18.00	11/2/2007	jmarcus
Was Available -- Weeded				

Lunch Money (Removed: 1)

Author: Clements, Andrew	ISBN: 0-307-28297-X			
Call Number	Barcode	Price	Acquired	Removed By
FIC CLE	T 201841		10/22/2007	jmarcus
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Magic tree house collection Books 9-12 (Removed: 1)

Author: Osborne, Mary Pope.	ISBN: 0-8072-0517-6	Published: 1997		
Call Number	Barcode	Price	Acquired	Removed By
FIC OSB	T 201112		10/22/2004	jmarcus
Was Available -- Weeded				

Magic tree house collection Books 13-16 (Removed: 1)

Author: Osborne, Mary Pope.	ISBN: 0-8072-0705-5	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
FIC OSB	T 201113		11/1/2016	jmarcus
Was Available -- Weeded				

Magic tree house collection Books 25-28 (Removed: 1)

Author: Osborne, Mary Pope.	ISBN: 0-8072-1171-0	Published: 2003		
Call Number	Barcode	Price	Acquired	Removed By
FIC OSB	T 201115		10/22/2004	jmarcus
Was Available -- Weeded				

Maniac Magee [sound recording] : a novel (Removed: 1)

Author: Spinelli, Jerry.	ISBN: 0-8072-0595-8	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
FIC SPI	T 59565	\$25.00	2/13/2007	jmarcus
Was Available -- Weeded				

Martin the warrior (Removed: 1)

Author: Jacques, Brian.	ISBN: 0-8072-8177-8	Published: 1999		
Call Number	Barcode	Price	Acquired	Removed By
FIC JAC	T 201631		10/26/2011	jmarcus
Was Available -- Weeded				

Midnight For Charlie Bone (Removed: 1)

Author: Jenny Nimmo.	ISBN: 0-8072-1662-3			
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FIC NIM T 203059 4/4/2012 jmarcus
Was Available -- Weeded

Molly Moon's incredible book of hypnotism (Removed: 1)

Author: Byng, Georgia. ISBN: 0-06-054273-X Published: 2003
Call Number Barcode Price Acquired Removed By
FIC BYN T 59063 \$34.95 9/13/2005 jmarcus
Was Available -- Weeded

Niagara Falls, or does it? (Removed: 1)

Author: Winkler, Henry, 1945- ISBN: 0-8072-1941-X Published: 2003
Call Number Barcode Price Acquired Removed By
FIC WIN T 59064 \$18.00 9/13/2005 jmarcus
Was Available -- Weeded

Out of the dust (Removed: 1)

Author: Hesse, Karen Published: 1998
Call Number Barcode Price Acquired Removed By
FIC HES T 204495 11/18/2014 jmarcus
Was Available -- Weeded

A picture of Freedom the diary of Clotee, a slave girl (Removed: 1)

Author: McKissack, Pat, 1944- ISBN: 0-439-15599-1 Published: 1999
Call Number Barcode Price Acquired Removed By
VI FIC PIC T 104152 5/24/2001 jmarcus
Was Available -- Weeded

Pictures of Hollis Woods (Removed: 1)

Author: Giff, Patricia Reilly. ISBN: 0-8072-0919-8 Published: 2002
Call Number Barcode Price Acquired Removed By
FIC GIF T 201027 3/15/2005 jmarcus
Was Available -- Weeded

The Polar express. (Removed: 1)

Author: Van Allsburg, Chris. Published: 1986
Call Number Barcode Price Acquired Removed By
VI FIC POL T 104774 12/22/2000 jmarcus
Was Available -- Weeded

Ramona and her father (Removed: 1)

Author: Cleary, Beverly. ISBN: 1-40009499-2 Published: 2004
Call Number Barcode Price Acquired Removed By
FIC CLE T 201030 3/15/2005 jmarcus
Was Available -- Weeded

Ramona Forever (Removed: 1)

Author: Cleary, Beverly ISBN: 0-8072-7265-5 Published: 1989
Call Number Barcode Price Acquired Removed By
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The secrets of Droon. Books 1-3 (Removed: 1)

Author: Abbott, Tony.

ISBN: 1-40009127-6

Published: 2004

Call Number

Barcode

Price

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Removed By

FIC ABB

T 59566

\$18.00

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Was Available -- Weeded

Sideways stories from wayside school (Removed: 1)

Author: Sacher, Louis

Published: 1978

Call Number

Barcode

Price

Acquired

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FIC SAC

T 200714

10/20/2004

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Was Available -- Weeded

Small steps (Removed: 1)

Author: Sachar, Louis, 1954-

ISBN: 0-307-28222-8

Published: 2006

Call Number

Barcode

Price

Acquired

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FIC SAC

T 59567

\$25.00

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Was Available -- Weeded

So far from home the diary of Mary Driscoll, an Irish mill girl (Removed: 1)

Author: Denenberg, Barry.

ISBN: 0-439-17967-X

Published: 1999

Call Number

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Price

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VI FIC SOF

T 111638

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Was Available -- Weeded

Standing in the light the captive diary of Catherine Carey Logan, Delaware (Removed: 1)

Author: Osborne, Mary Pope.

ISBN: 0-439-17968-8

Published: 1999

Call Number

Barcode

Price

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VI FIC STA

T 104860

5/24/2001

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Stink : The Incredible Shrinking Kid (Removed: 1)

Author: McDonald, Megan

ISBN: 0-307-20668-8

Call Number

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Price

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FIC MCD

T 201842

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The Boggart (Removed: 1)

Author: Cooper, Susan

ISBN: 0-8072-7431-3

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Barcode

Price

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FIC COO

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10/23/2007

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Was Available -- Weeded

The boxcar children (Removed: 1)

Author: Warner, Gertrude Chandler.

ISBN: 0-8072-7331-7

Published: 1991

Call Number

Barcode

Price

Acquired

Removed By

FIC WAR

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The Doll People (Removed: 1)

Author: Martin, Ann M.

ISBN: 0-8072-0512-5

Call Number

Barcode

Price

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The Indian in the cupboard (Removed: 1)

Author: Banks, Lynne Reid ISBN: 0-8072-7236-1 Published: 1995
Call Number Barcode Price Acquired Removed By
FIC BAN T 201219 10/21/2004 jmarcus
Was Available -- Weeded

The Last Holiday Concert (Removed: 1)

Author: Clements, Andrew. ISBN: 1-40009470-4
Call Number Barcode Price Acquired Removed By
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The School Story (Removed: 1)

Author: Clements, Andrew. ISBN: 0-8072-0676-8
Call Number Barcode Price Acquired Removed By
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The Shark Encyclopedia for Kids (Removed: 1)

Author: Ethan Pembroke ISBN: 978-1-53219302-6 Published: 2021
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597.3 PEM T 200019 \$9.00 12/14/2022 jmarcus
Was Available -- Weeded

The time warp trio series Volume 1 (Removed: 1)

Author: Scieszka, Jon. Published: 1996
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Book Club T 204699 3/13/2017 jmarcus
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There's a boy in the girl's bathroom (Removed: 1)

Author: Sachar, Louis. ISBN: 0-8072-7357-0
Call Number Barcode Price Acquired Removed By
FIC SAC T 201749 12/14/2007 jmarcus
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The Thief Lord [sound recording] (Removed: 1)

Author: Funke, Cornelia Caroline. ISBN: 0-8072-0976-7 Published: 2002
Call Number Barcode Price Acquired Removed By
FIC FUN T 59568 \$28.00 2/13/2007 jmarcus
Was Available -- Weeded

A to Z mysteries. volume 2, D-G (Removed: 1)

Author: Roy, Ron, 1940- ISBN: 0-8072-1634-8 Published: 2003
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FIC ROY T 58639 \$18.00 9/12/2003 jmarcus
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Tuck everlasting (Removed: 1)

Author: Babbitt, Natalie.

ISBN: 0-8072-8511-0

Published: 1988

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T 201053

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United States Constitution the story of the Constitution (Removed: 1)

Author: Fabian-Baber Communication, Inc. ; produced and directed by Rhonda Fabian, Jerry Baber ; written by Rhonda Fabian [et al.]

ISBN: 1-57225-061-5

Published: 1996

Call Number

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United Tates of America (Removed: 1)

Author: Danziger, Paula, 1944-

ISBN: 0-9717540-5-5

Published: 2002

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Barcode

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The unofficial guide to Minecraft construction (Removed: 2)

Author: Schwartz, Heather E.

ISBN: 978-1-54153884-9

Published: 2019

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\$9.00

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A Visit with Tomie de Paola (Removed: 1)

Author: produced by Red Eft Productions.

Published: 1996

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T 103303

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Walk two moons (Removed: 1)

Author: Creech, Sharon.

ISBN: 0-694-70051-7

Published: 1998

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The wanderer (Removed: 1)

Author: Creech, Sharon.

ISBN: 0-8072-8243-X

Published: 2000

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Barcode

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The wide window [sound recording] (Removed: 1)

Author: Snicket, Lemony.

ISBN: 0-694-52542-1

Published: 2001

Call Number

Barcode

Price

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FIC SNI	T 58984	\$20.00	3/14/2005	jmarcus
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The Winnie-the-Pooh read-aloud collection. Vol. 1 (Removed: 1)

Author: Milne, A. A. (Alan Alexander), 1882-1956. ISBN: 0-525-46111-6 Published: 1998

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FIC MIL	T 201085		3/16/2005	jmarcus

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The winter of red snow the Revolutionary War diary of Abigail Jane Stewart (Removed: 1)

Author: Gregory, Kristiana. ISBN: 0-439-17969-6 Published: 1999

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VI FIC WIN	T 104695		5/24/2001	jmarcus

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The winter of red snow the Revolutionary War diary of Abigail Jane Stewart (Removed: 1)

Author: Gregory, Kristiana. ISBN: 1-59519-446-0 Published: 2005

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FIC GRE	T 59240	\$25.95	3/30/2006	jmarcus

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