

HINGHAM SCHOOL COMMITTEE
June 26, 2023 at 5:00PM
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: 816 4743 2277
Passcode: 769528
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order
2. Approval of minutes
 - 2.1 Minutes of the School Committee meeting held on June 12, 2023
3. Questions and Comments

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

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

4. Superintendent's Report
 - 4.1 To provide the Committee an overview of final draft of the equity audit
5. Communications
 - 5.1 Communications Received by the Superintendent
 - 5.2 Student Communications

- 5.3 Other Communications
- 6. Unfinished Business
- 7. New Business
 - 7.1 To review school handbooks and act as appropriate
 - 7.2 To conduct the summative evaluation of the Superintendent and act as appropriate
 - 7.3 To receive an update on Social Studies Program Review and act as appropriate
 - 7.4 To discuss fee on summer school pilot and act as appropriate
 - 7.5 To discuss grants and donations and act as appropriate
 - 7.6 To discuss School Committee meeting dates for the 2023-2024 school year
- 8. Subcommittee and Project Reports
Warrants Signed
- 9. Other items as may not reasonably be known 48 hours in advance of the meeting
- 10. Adjourn 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 June 12, 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 Meetings:

July 10, 2023 at 5:00 PM

August 7, 2023 at 5:00PM

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.



FOR IMMEDIATE RELEASE

Contact: hkashman@hinghamschools.org

37 Hingham Public Schools Teachers Honored

Friday, May 19, 2023 - Congratulations to all 37 Hingham Public Schools teachers who have been recognized and awarded by the Plymouth County Education Association (PCEA)! All 37 Hingham Public Schools teachers will be honored at the 2023 PCEA Awards banquet on May 22nd.

Professional Service - 35 years

Donna Fennessey

Honorary Life Membership - 30 years

Karen Breen

Daniel Clune

Paul Donovan

Paula Flanagan

Lori Grillo

Peter Healey

Marybeth Lalli

Monica Matthews

Cynthia McKeon

Jonathan Rice

Retirements

Daniel Clune

Susanne Hallisey

Cecilia Hanlon

Madeline Martin

Margaret O'Donnell

Lisa Reith

Deborah Whiting

Rookie Awards - Excellence within the first five years of practice

Alexis Bays

Alice Caldwell

Matthew Dwyer

Janette Harrington

Melissa Hodgdon

Janine Jackson



FOR IMMEDIATE RELEASE

Contact: hkashman@hinghamschools.org

After School Strings Registration Begins June 17th

Registration for the After School Strings Fall Session begins on **June 17th at 9:00 am** and will be open until **July 1st**. This program is offered to all Hingham Public Schools students who will be in grades 3 or 4 in the fall. After School Strings is operated by Kids in Action (KIA).

After School Strings is designed as an introductory class for grades 3 and 4 students to expose them to instrumental enrichment and technique before the formal start of the instrumental program in grade 5. No prior experience with string instruments is required.

After School Strings will operate out of all four HPS elementary schools directly after school. The classes will run for 15 weeks, one class per week, and will finish with a class concert.

You may register your student for ONE of the sessions found below. The school your student attends will be the location for their strings classes.

Fall Sessions:

East Elementary:

Thursdays (September 21 - January 11)

- 1st Session 3:05-3:50pm
- 2nd Session 4:20-5:05pm

Foster Elementary:

Tuesdays (September 19 - January 9)

- 1st Session 2:30-3:15pm
- 2nd Session 3:45-4:30pm

Plymouth River Elementary:

Thursdays (September 21 - January 11)

- 1st Session 2:30-3:15pm
- 2nd Session 3:45-4:30pm

South Elementary:

Mondays (September 18 - January 22)

- 1st Session 3:05-3:50pm

Tuesdays (September 19 - January 9)

- 1st Session 3:05-3:50pm
- 2nd Session (Advanced Class) 4:20-5:05pm

*Students who participated in beginner strings last year are eligible to sign up for the advanced class



Tuition is **\$325.00 per 15 week session**, not including instrument rental fees. Families are responsible for arranging their own rental or purchase of instruments.

Enrollment opens at **9:00 am on June 17, 2023** and will close at 11:59 pm **on July 1, 2023**.

If you would like more information or to find registration links, please visit hinghamschools.org/strings





FOR IMMEDIATE RELEASE

Contact: hkashman@hinghamschools.org

Hingham Public Schools Announce the Appointment of Dr. Barbara Cataldo as Interim Executive Director of Student Services

Monday, May 8, 2023 - Hingham Public Schools is pleased to announce the appointment of Dr. Barbara Cataldo as the Interim Executive Director of Student Services by the School Committee at their May 8th meeting. Her appointment is effective July 1, 2023. She replaces Dr. Suzanne Vinnes who has accepted another position outside of HPS.

Dr. Cataldo will serve in the role of the Interim Executive Director of Student Services for the 2023-2024 school year. The search for a permanent executive director will begin in January of 2024.

Dr. Cataldo has been working as a public education administrator for over fifteen years and has held positions including Interim Director of Student Services, Director of Student Support, Assistant Superintendent for Pupil Personnel Services, Director of Special Education, and Superintendent of Schools. In addition, she has served as a reading teacher and special education teacher.

Dr. Cataldo's educational background includes a Bachelor of Arts from Wheaton College, a Master of Education from Harvard University, and a Doctorate of Educational Leadership from Northeastern University.

Dr. Cataldo's appointment is contingent upon a successful critical shortage waiver from the Massachusetts Department of Elementary and Secondary Education.





FOR IMMEDIATE RELEASE

Contact: hkashman@hinghamschools.org

Hingham Public Schools Appoint Kathryn Roberts as Permanent Assistant Superintendent of Curriculum and Instruction

Monday, May 22, 2023 - Hingham Public Schools is thrilled to announce the appointment of Kathryn (Katie) Roberts as permanent Assistant Superintendent of Curriculum and Instruction by the School Committee at their May 22nd meeting.

During the 2022-2023 school year, Roberts held the role of Interim Assistant Superintendent for Hingham Public Schools. During her time as interim, Roberts coordinated the district's efforts to support curriculum efforts across grades K-12 and support the professional development of staff. In addition, she has supported the implementation of the district's strategic plan in multiple ways this year including coordinating many efforts to strengthen the Multi-Tiered Systems of Supports in our elementary grades.

"Katie Roberts has been instrumental in supporting the implementation of many facets of our district's teaching and learning efforts this year. We are excited to have her as a permanent member of the Central Office as we continue to move into the second year of our Strategic Plan," shared Margaret Adams, Superintendent of Schools.

Roberts has been with the Hingham Public Schools for over twenty-five years and has held several roles in her tenure. Before becoming Interim Assistant Superintendent, Roberts served as K-12 Science Director for eleven years. While maintaining her curriculum director position, Roberts also worked with central office staff alongside then Superintendent Dr. Austin to strengthen the district's communication. Roberts has also served as K-5 Science Specialist, Hingham High School science teacher, and Hingham Middle School science and math teacher.

Kathryn Robert's educational background includes a Bachelor of Arts in Biology and Government from Dartmouth College and a Master of Science degree from Northeastern University. Roberts is currently pursuing her Doctorate in Innovative Curriculum and Instruction from Northeastern University and holds a Massachusetts Superintendent License.





FOR IMMEDIATE RELEASE

Contact: hkashman@hinghamschools.org

May 23, 2023

New Student Registration Now Open

New student registration is now open for all students, Kindergarten through Grade 12, for Hingham Public Schools. Parents and caregivers can register students by navigating to hinghamschools.org/registration.

On this webpage, you will find links to grade-specific registration packets. These packets can be printed at home or you can proceed to your assigned school to pick up registration information. Not sure which elementary school your student will attend? Follow [this link](#) to find your assigned elementary school by looking up your street listing.

Please include the following documents with your completed registration:

1. Original birth certificate – please scan a copy or bring the original to the school office
2. Proof of Residency – a current electric/gas bill, signed lease, purchase and sale agreement
3. Most recent report card
4. Current immunizations and physical
5. Request for Release of Records form (available from past school)
6. [FACTS Tuition Management Registration](#) (Full Day Kindergarten Only)

You can email the packet and scanned documents to your assigned building's administrative assistant or drop them off at your respective school. If you opt to email, please see the contact information below.

If you have any additional questions, please contact the HPS Central Office at **781-741-1500**. We look forward to welcoming your child to Hingham Public Schools!

School Office Admin Contact Information

East Elementary:

Karen Mariani
781-741-1570
kmariani@hinghamschools.org
2 Collins Rd Hingham, MA 02043

Foster Elementary:

Maria Sandberg
781-741-1520
msandberg@hinghamschools.org
55 Downer Ave, Hingham, MA 02043



Plymouth River Elementary:

Suzanne Price
781-741-1530
sprice@hinghamschools.org
200 High Street, Hingham, MA 02043

South Elementary:

Pamela Graham
781-741-1540
pgraham@hinghamschools.org
2 Collins Street, Hingham, MA 02043

Hingham Middle School

Susan McKay
781-741-1550
smckay@hinghamschools.org

Hingham High School

Denise Stanley
781-741-1560
dstanley@hinghamschools.org

HPS Central Office

781-741-1500
220 Central St. 3rd fl. Hingham, MA 02043





FOR IMMEDIATE RELEASE

Contact: hkashman@hinghamschools.org

Hingham Public Schools Selects Michelle Romano as Permanent K-12 Science Director

Monday, June 26, 2023 – Hingham Public Schools is pleased to announce that Michelle Romano has been appointed as K-12 Science Director after serving as an interim in this role for the past year.

Romano was selected as Interim Science Director last summer to replace Katie Roberts who took on the role of Interim Assistant Superintendent. Roberts has since been selected to be the permanent Assistant Superintendent leaving the permanent role of Science Director vacant. After a successful year serving as interim, Romano applied for and was selected to be the permanent K-12 Science Director. During her time as interim, Romano coordinated efforts to support science curriculum and instruction in grades K-12.

Romano has been a science educator for over thirteen years and has been with the Hingham Public School's science department for ten years. Prior to her work as interim, Romano held the position of 7th and 8th grade Science Teacher.

Romano's educational background includes a Bachelor of Science degree in Secondary Science Education with a focus in Biology from the University of South Florida and a Master of Education degree in Curriculum & Instruction with a focus in Educational Leadership from Northeastern University.



Hingham Public Schools

Equity Audit



Margaret Adams, Superintendent of Schools
Katie Roberts, Assistant Superintendent

June 20, 2023



Equity Task Force

- **Dr. Margaret Adams**, Superintendent
- **Kathryn (Katie) Roberts**, Assistant Superintendent of Curriculum & Instruction
- **Dr. Suzanne Vinnes**, Executive Director of Student Services
- **Mary Eastwood**, Principal (South School)
- **Erica Pollard**, K-12 World Language Director
- **Nes Correnti**, Hingham School Committee
- **Reena Patel**, HPS Parent & Community Member
- **Kara Roth**, HHS English Teacher
- **Melissa Goldman**, MTSS Coordinator/HMS Reading Teacher
- **Jenna Nelson**, HMS Reading Teacher
- **Lindsey Troy**, HMS Inclusion Facilitator
- **Sarah Cassidy**, HMS Science Teacher



Equity Audit Purposes

- Provide critical reflection of the ongoing efforts required to establish and maintain an exceptional learning environment for all students.
- Examine and address the fundamental question of how to collaboratively develop and implement an equitable education system that is relevant for the present and future.
- Based on research, it is a comprehensive benchmarking tool that assesses, remarks, and provides recommendations to support a more inclusive school environment for all including adults.





Equity Audit Process



- Phase I includes delving into the scope of the project through protocols that allow us to closely examine all written materials such as policies and procedures.
- Phase II includes a series of processes in which we conduct surveys and facilitate discussions with diverse stakeholders/community members.
- Phase III summarizes the process by creating a report that includes findings and recommendations offered to the district.



Datasets Reviewed

- Policies, procedures, and practices
- Handbooks
- District Observation Day – Equity Walk
- Core values of the schools
- Superintendent Entry Plan
- 2022-2025 Strategic Plan
- HPS's Professional Development Plans
- Student data via DESE public profiles
- School Committee meetings via video
- Blind Districtwide evaluation feedback
- Fiscal management and non-instructional operation guide
- Personnel updated sections
- Community vibe (e.g., a sense of belonging) both within and outside of HPS
- Publicly available information from various websites





HPS Structures and Policies

Findings

- The strategic plan is very easy to follow. The plan is heavily based on HPS community expectations as well as HPS community values.
- A Human Resource handbook that included policies that support diversity in the workplace or diversity hiring does not exist. The information that we reviewed was compliance driven by labor laws.

Recommendations

- Create an HR handbook to consist of policies, procedures, and expected practices
- Revise school handbooks to be student centered.





Student Discipline



Findings

- Overall Hingham Public Schools has a very low student discipline rate. Most of the students who are disciplined are identified in the data as “high needs” or students with disabilities (SWD).

Recommendations

- Drill down to understand which students are classified as “high needs”.
- Data entry expanded details for student discipline was inconsistently entered year over year. Create a system of accountability for reporting and record keeping of discipline data.



Equity Walks

Findings

- Core teams visited specific 6 schools to observe practices in classrooms, common spaces (hallways, cafeteria, playground, etc.), and offices.
- The community of elementary schools exhibited a shared commitment to creating calm, welcoming environments that prioritized the social and emotional well-being of students as well as high standards for academics.
- The teams recognized that meaningful learning was taking place in the secondary classrooms of both schools within the HPS system. The emphasis on cultural diversity and the intentional inclusion of various identities and abilities in the educational materials and lessons indicated a commitment to fostering an inclusive and enriching learning environment for all students.





Equity Walks



Recommendations

- Allow visual displays to provide opportunities to mirrors, windows, and sliding doors for all in your community.
- Explore ways that HPS could engage students in collaboratively developing classroom spaces.
- Support opportunities for collaborative learning and student-led engagement can enhance social interaction and foster independent thinking and problem-solving skills.
- Create a sense of community where all staff carefully monitor spaces to ensure any hurtful language and actions are immediately.



Surveys

Findings

- Students and families still report feeling that there are opportunities for strengthening the relationships between students and staff.
- When it comes to engagement, HPS elementary staff self-responded with nearly similar rating at all school levels. There is a noticeable decline within the responses towards voice and choice, based students' responses at the middle and high school levels.
- When it comes to challenging content and academia, teachers and staff indicate they are helping students to develop critical thinking skills. Families and students did not agree at the same rate with the statements as teachers and staff.
- The impact of lessons and curriculum scored highly across the board as rated by teachers, staff, and students.
- Some concern expressed by students in regard to public spaces in the middle and high school per responses





Data Review



Findings

- Black student sub-group consistently had the lowest percentage of students meeting or exceeding expectations on the ELA MCAS from 2019 to 2022.
- Math performance varied greatly depending on student group.
- Students with disabilities consistently had among the lowest percentage of students meeting or exceeding expectations across MCAS exams.
- Each year from 2020 to 2022, a substantially higher percentage of students completed advanced courses in math than ELA, both when looking at all students and when looking across each student group.
- Certain student groups—including Hispanic/Latino students, Black students, and students with disabilities—were particularly less likely to complete advanced courses in ELA.



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Recommendations

- Considering other internal data to which Hingham has access, what does ELA, math, and science performance look like at the primary level versus the secondary level.
- Black students showed an impressive increase in growth on the ELA MCAS from 2021 to 2022. What efforts were taken to support and accelerate ELA growth among Black students? What can be done to sustain these efforts over time?
- Consider specific actions and steps to encourage and support the completion of advanced courses among Black, Latino/Latinx/Hispanic and including high needs students.





Next Steps



- Plan for year long training of Leadership Team to facilitate equity and inclusion in their school and department.
- Implement Inclusion Fellows to support the development of teacher leaders who can foster and support best practices in their classrooms and share with colleagues.
- Support strengthening of efforts for recruitment, hiring, and retention of staff.
- Develop a plan with short term and long term goals to address equity audit funding and recommendations.

Hingham Public Schools

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Katie Roberts, Assistant Superintendent

June 20, 2023



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- Develop a plan with short term and long term goals to address equity audit funding and recommendations.

THE EQUITY PROCESS

Hingham School District Hingham, MA Equity Audit Report

June 2023



Author:
Cyndi Weekes Bradley
Editors:
Andrea Weekes Tulloch
Denise Wolk

Humanity

Politics TM

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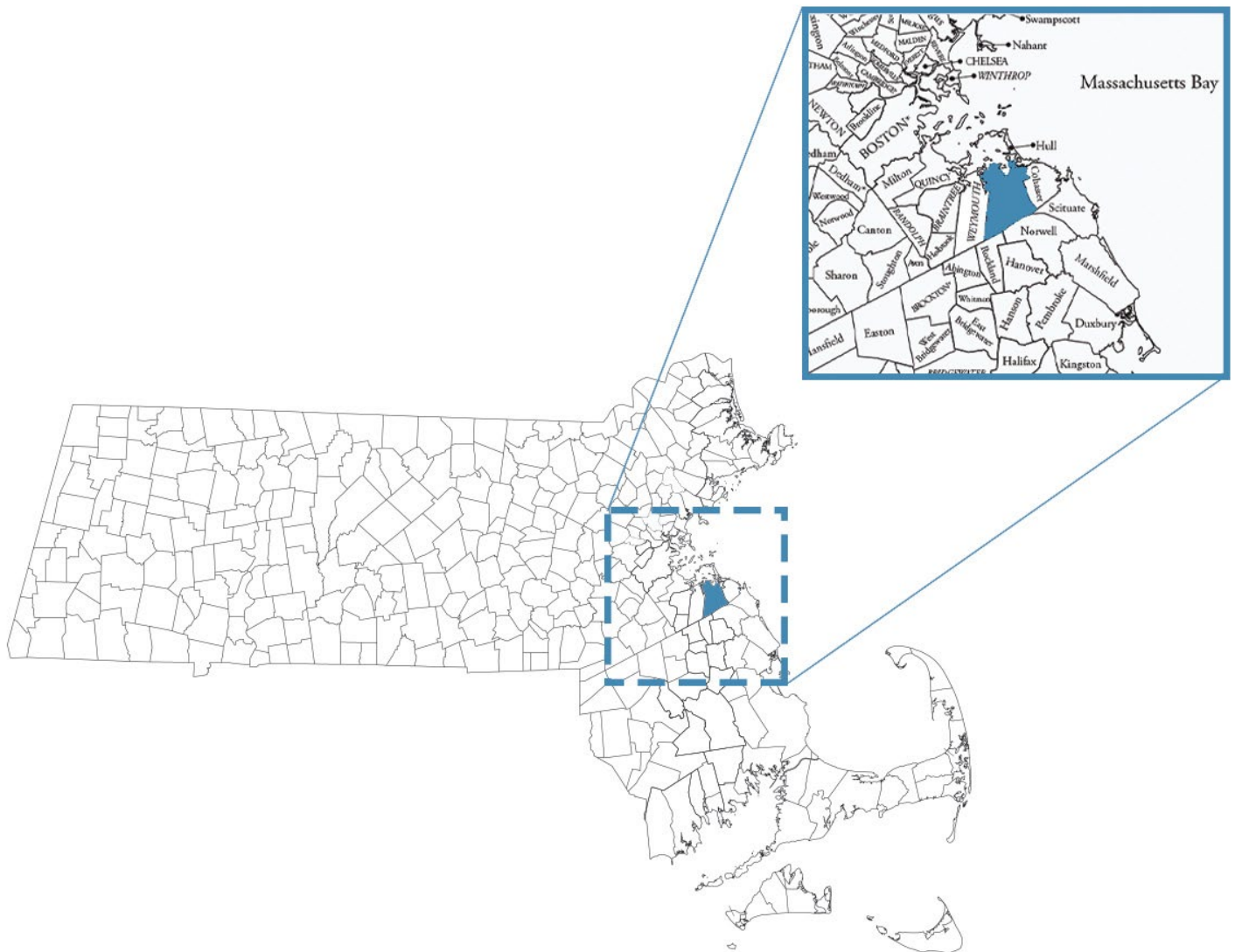
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WELCOME TO HINGHAM MASSACHUSETTS

Home of Hingham Public Schools:

East Elementary School, Foster Elementary School, Plymouth Elementary School, South Elementary School, Hingham Middle School, and Hingham High School



ACKNOWLEDGEMENTS

This Equity Audit serves as a critical reflection of the ongoing efforts required to establish and maintain an exceptional learning environment for all students, particularly in the context of the knowledge and understanding of those who are often marginalized by others. It aims to examine and address the fundamental question of how to collaboratively develop and implement an equitable education system that is relevant for the present and future. The collaborative process involved Superintendent Dr. Margaret Adams, her leadership team, the Equity Taskforce (ETF), and various stakeholders who actively contributed to the creation of this Audit. Their participation reflects a strong commitment to advancing equity and inclusion within the Hingham Public Schools (HPS) and the broader Hingham community.

Throughout the course of our time together, members of the Hingham School Committee, students, parents/guardians, staff, and community members played an integral role in identifying ways to enhance the culture of equitable learning and practices within HPS. The findings and recommendations presented in this Equity Audit are rooted in the needs expressed by the community and supported by relevant data. The collaborative nature of this endeavor demonstrates a shared commitment to meaningful progress and an unwavering pursuit of meeting the core excellence grounded in a sense of belonging.

The Equity Process sincerely acknowledges and appreciates the courage, candor, support, and hospitality demonstrated by all participants. Their commitment to fostering an equitable learning environment has made this Audit possible. The opportunity to engage in this transformative work is deeply valued. The collective dedication to achieving greatness for all students, in ways that also matter to them, is highly admired.

Moving forward, the insights and recommendations outlined in the Equity Audit will serve as a guide for the next steps in ongoing efforts to strengthen equity in action within the Hingham community. By continuously learning, growing, and working together, HPS is poised to create an education system that empowers all students to thrive in the 21st Century and beyond.

EXECUTIVE SUMMARY

“Courage is resistance to fear, mastery of fear – not absence of fear.” ~ Mark Twain

In the school year of 2021 Harvard University’s RIDES Program and Hingham Public Schools began to examine the presence of equity within the school system. By the end of the examination there was a strong recommendation that the community of HPS work closely together to strengthen its relationships through the art of having courageous conversations with its stakeholders. Upon the arrival of The Equity Process, it was desired by the Equity Task Force that the conversations become a part of the living culture of the HPS community. The

Equity Process and Hingham Public Schools committed to carrying forth the processes of this Audit with courage, compassion, humility, and intention as a result.

During the collaborative Equity Audit experience, The Equity Process (TEP) and Hingham Public Schools (HPS) embarked on an enlightening journey. Together, they co-created a process that would not only result in the completion of the Equity Audit but also empower HPS to continue leading its equity and inclusion work in the future.

TEP acknowledged the importance of maintaining objectivity and reliability throughout the process. To achieve this, they devised a method incorporating three phases of the Audit, with the support of the Equity Task Force(ETF). Utilizing TEP's RECIII Philosophy© and Framework©, along with the guidance of The Ladder of Inference, the teams were able to make observations, gather evidence, and provide recommended suggestions based on data analysis, and overall findings. These processes were integral to the entire Audit.

The coach-like approach adopted by TEP provided an opportunity for HPS leadership staff to receive training in the RECIII tools and techniques. This approach allowed them to use the tools within HPS and train others in the future. Throughout the Audit, RECIII tools were utilized to deeply examine policies, conduct an Equity Walk Day, and stimulate various discussions. TEP and HPS collaborated to create a survey, which allowed staff, students, and families to express their perspectives. Going forward, HPS plans to continue using the some RECIII tools in their internal processes.

A unique aspect of HPS's involvement was the active participation of the Equity Task Force(ETF), consisting of teachers, parents, community members, a School Committee member, and members from the leadership team. The ETF played an instrumental role in every phase of the Audit. During Phase I, they reviewed selected policies identified as crucial by TEP and provided valuable feedback based on their lived experiences both within and beyond HPS. They shared their views on the impact of the policies and offered recommended suggestions. The ETF participated with trust, confidentiality, and the understanding that the final recommendations would be ultimately determined by TEP.

In Phase II, the ETF engaged in RECIII-driven discussions, received feedback from the Equity Walk Day, and demonstrated equity in action through a case study developed with the support of an ETF member. Members of the ETF conveyed profound experiences and shared their key takeaways from these experiences.

During Phase III, the ETF reviewed and provided their final thoughts on the Draft Audit. They offered pivotal feedback, made corrections, challenged and agreed with findings, shared their experiences of the process, discussed next steps, and provided suggested recommendations and questions for further consideration. Their voices are represented in the final Audit.

Through the coach-like approach, the ETF ensured that TEP remained aligned with HPS's priorities and needs throughout the Audit. By utilizing this approach, the executive leadership

team of HPS will be able to integrate RECI tools into their daily practices and explore opportunities for longitudinal information gathering.

This collaborative effort between TEP, the HPS community, and the ETF has resulted in a comprehensive Equity Audit reflecting the voices and experiences of diverse stakeholders. It lays the foundation for continued progress and the sustained implementation of equity and inclusion focused practices within Hingham Public Schools. The Audit offers a compassionate and culturally-inclusive path forward.



Do you ever need a little pick-me-up? Well, Kindness Rocks can be found in the main office of Hingham High School. They are great mood motivators for students, staff, and guests. Also, they are personally designed by students.

ABOUT THE EQUITY PROCESS, LLC

Our Why

Ubuntu, the Zulu word for HUMANITY, and its principles will sustain us during our most celebrated and challenging times while we journey together. Here at The Equity Process, we believe in Umoja and Ujima/Ujamaa, the Swahili words for Unity, Collective Work, and Responsibility! These two principles center our work. We aim to create awareness and disrupt unkind, non-compassionate and biased practices and policies that create inequities in common spaces. We are here because we believe in your community and you do, too!

Our Mission

Through social and academic discourse, coaching, leadership and the implementation of research and evidence-based practices, our mission is to create a symbiotic relationship between equity and cultural inclusivity in all communities that we serve.

We focus on incorporating systems and structures that allow our clients to foster positive relations and relationships with people of all races, cultures, ethnicities, ages, socioeconomic backgrounds, (dis)abilities, genders, and sexual orientations to create learning environments wherein all people feel valued and welcomed. Equity is not simply about access. It is also about honoring and celebrating each other as humans in the most compassionate, mindful, and humble ways.

Project Team Members

This audit was conducted and led by the following team members of The Equity Process:

Cyndi Weekes Bradley - Auditor, Author, Founder, and CEO

Cacia Weekes-Christopher - Auditor, Senior Project Manager, and Technology Specialist

Marjorie Bostwick - Auditor

Kyeesha Clayborne - Auditor

Kiesha Lamb - Auditor

Denise Wolk - Auditor and Editor

Andrea Weekes Tulloch - Editor

Consultants

Fenton Bradley, AIA, Education Facilitator, and LEED - Facilities Specialist

Jennifer Glickman - Data Specialist

Dr. Janet Williams - Leadership Coach

HPS Collaborative Participants – The Equity Task Force

Dr. Margaret Adams, Superintendent

Kathryn (Katie) Roberts, Assistant Superintendent of Curriculum & Instruction

Dr. Suzanne Vinnos, Executive Director of Student Services

Mary Eastwood, Principal (South School)

Erica Pollard, K-12 World Language Director

Nes Correnti, Hingham School Committee

Reena Patel, HPS Parent & Community Member

Kara Roth, HHS English Teacher

Melissa Goldman, MTSS Coordinator/HMS Reading Teacher

Jenna Nelson, HMS Reading Teacher

Lindsey Troy, HMS Inclusion Facilitator

Sarah Cassidy, HMS Science Teacher



What Should You Know About the Equity Audit?

The Equity Process is dedicated to incorporating structures that allow our clients to foster positive, safe, brave, courageous, and intellectual relationships with people of all races, cultures, ethnicities, ages, socioeconomic backgrounds, (dis)abilities, genders, and sexual orientations. It is our objective to co-establish environments where all people feel valued and welcomed to benefit all stakeholders with an emphasis on students' needs.

An equity audit is informed by research and evidence-based tools used specifically to gather data on the School District's community at large. It can be a partial (department, school, policies, etc.) or complete District Audit. The time it takes to complete the Audit ranges from 96 to 180 days. Through our work, we will be able to discover and uncover information regarding both equitable and inequitable practices within our clients' school system. We do so by working through a series of Phases and by using vetted tools.

Phase I includes, but is not limited to, delving into the scope of the project through protocols that allow us to closely examine all written materials such as policies and procedures. Phase II includes, but is not limited to, a series of processes in which we conduct surveys and facilitate discussions with diverse stakeholders/community members. Phase III summarizes the process by creating a report that includes findings and recommendations offered to the district. All our Phases are conducted through the lens of our **RECI Philosophy**®.

The **RECI Philosophy**®, focused on relationships, engagement, challenges, impact, instruction, and inclusion, is equity in compassionate, mindful, and humble action for K-20/K20 education systems. It is one of the frameworks used to conduct our Equity Audits, Equity Walks, Equity Surveys, and Facilitated Discussions. The framework is student and community centered and measures transferable skills across datasets, human behaviors, observations, and interactions. It also helps to maintain a core objective and global lens. We believe that building sustainable and authentic relationships with students fosters trust, which in turn leads to their active engagement. This engagement and trust empower students to develop confidence and the desire to rise to the challenges present in their classrooms. It also helps to build student leaders. It provides valuable data to educators leading to increased awareness, intentionality, and the best impactful, instructional, and socioemotional practices. Consequently, leading to an environment for authentic and culturally inclusive success for each student in the community.

During an Audit, The Equity Process collects data and information by working closely with the district's superintendent and designees. In summary, the Equity Audit is a comprehensive benchmarking tool that assesses, remarks, and provides recommendations to support a more inclusive school environment for ALL including adults. It has a strong focus on compassion, mindful awareness, justice, equity, diversity, and inclusion for school communities. While we recognize that many outcomes of strong Belonging, Justice, Equity, Diversity, and Inclusion (B-JEDI) work can't necessarily be measured or quantified, we do believe that there are key

metrics throughout our research and evidence-based processes that serve as reliable indicators for progress in areas of concern and/or point to directional trends.

Key Equity Driven Vocabulary

It is important to recognize and understand that there is diversity and individual experiences within any ethnic or racial group, and to avoid generalizations or assumptions based on stereotypes.

All - 100% of Hingham's stakeholders or students depending upon context.

Belonging - The ongoing culture created to have all community members feel welcome across differences by honoring, celebrating, and accepting those differences.

BIPOC - Black, Indigenous, and People of Color

Cultural Inclusivity - A pedagogy grounded in mutual awareness, acceptance, and actions of bringing together people of all ages and levels of society both in and out of the classroom.

Culturally Responsive Practices - Formulated practices derived from asset-based pedagogies that include, own, honor and celebrate students' cultural identities and lived experiences into the classroom as tools for effective instruction. They center the knowledge of marginalized communities in classroom instruction. As a result of CRP, all students are empowered to become lifelong learners and critical thinkers.

DEI - Diversity, Equity, and Inclusion

Diverse Learning Communities - Learning communities that support collaborative partnerships between students and staff to restructure curriculum to address structural barriers to educational excellence. They are inclusive of all races, ethnicities, genders, creeds, sexual orientations, and abilities.

Diversity - The practice or quality of including or involving people from a range of different social, racial, and ethnic backgrounds, genders, sexual orientations, abilities, etc.

Diversity Hiring - Hiring based on merit with exceptional care taken to ensure procedures have reduced biases related to a candidate's age, race, gender, religion, sexual orientation, and other personal characteristics that are unrelated to their job performance.

Equity - The quality of being fair and impartial to all while having the wherewithal needed to gain and or offer access and entry to opportunities without barriers against abilities, races, genders, ages, sexual orientations, religions, etc.

Equality - The state of being equal, especially in status, rights, and opportunities.

Global Lens - The practices, understanding and outlook of belonging, diversity, equity, and inclusion that fosters a mutual respect across cultures locally, nationally, and internationally to focus on the unique authenticity of deepening our connections to the current and future world.

Inclusion - The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.

Micro-aggression - Indirect, subtle, or unintentional discrimination against members of a marginalized group.

Racial Equity - A process and outcome. As an outcome, we achieve racial equity when race no longer determines one's socioeconomic outcomes; when everyone has what they need to thrive, no matter the color of their skin. As a process, we apply racial equity when those most impacted by structural racial inequities are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

RECIII[®] - Relationship Building, Engaging, Challenging, Impact, Instruction, and Inclusion

SEL (Social Emotional Learning) - According to **CASEL**, SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Please see their website for more information and deeper understanding of SEL.

Traditions - The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way. (Source: Oxford Dictionary)

Equity Vocabulary Specifically Selected For HPS

Bystander - A person who is present at an event or incident but does not take part. (Source: Oxford Dictionary)

Cultural Appropriation - The offensive, unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society. (Source: www.britannica.com)

Mirrors, Windows, and Sliding Doors - A metaphor dubbed by Dr. Roudine Sims Bishop that promotes life, cultural inclusivity, and belonging through literature. A mirror allows us to see ourselves in the context of our own lives. A window allows us to gain an understanding and value for people and places that are different than us. A sliding door allows us to form connections to others grounded in humility, humanity, empathy, and compassion.

Model Minority - Refers to a demographic group, typically an ethnic or racial minority that is perceived to have achieved a higher level of success or socioeconomic status compared to other minority groups or even the majority population. The stereotype originated in the United States and has often been applied to Asian Americans.

Representation - Includes, but is not limited to, the basic idea that images, media, writing, and or music should be reflected in a body of diverse works and populations. The act of

representing many can create safe and inclusive environments where ideas are diverse, perspectives are varied, and everyone feels valued, included, and a sense of belonging.

Up-stander - A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied. (Source: Oxford Dictionary)

Values - 1. The regard that something is held to deserve; the importance, worth, or usefulness of something 2. A person's principles or standards of behavior; one's judgment of what is important in life. (Source: Oxford Dictionary)

Datasets Requested

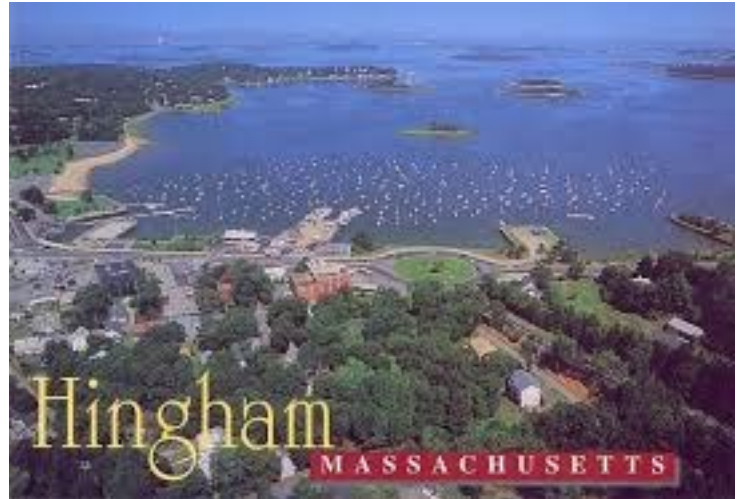
- Policies, procedures, practices, and plans
- Handbooks
- School websites
- HPS - Opportunity to visit in-person.
- Opportunity to engage stakeholders with District support
- Mission, vision, core values, and theory of action of the schools and District
- HPS's Professional Development Plan
- Blind Districtwide evaluation feedback
- Community vibe (e.g., a sense of belonging) both within and outside of HPS

Datasets Reviewed

- Policies, procedures, and practices
- Handbooks
- District Observation Day – Equity Walk
- Core values of the schools
- Superintendent Entry Plan
- 2022-2025 Strategic Plan
- HPS's Professional Development Plans
- Student data via DESE public profiles
- School Committee meetings via video
- Blind Districtwide evaluation feedback
- Fiscal management and non-instructional operation guide
- Personnel updated sections
- Community vibe (e.g., a sense of belonging) both within and outside of HPS
- Publicly available information from various websites

HINGHAM, MA COMMUNITY OVERVIEW

Hingham is a coastal community in Plymouth County about 18 miles southeast of Boston, Massachusetts. According to the 2020 US Census there were 24,061 people living in Hingham. Census results report 95.2% white, 2% African American, 2.2% Hispanic/Latino, 0.2% Asian, and 2.1% two or more races. 81.8% of residents own their homes, and the median value of homes is \$1.020 million, and the median household income is \$206,384. 98.6% of residents are high school graduates, and 76.8% hold a bachelor's degree or higher.



Source: [Massachusetts Census Data](#)
Source: [US Census](#)

HINGHAM PUBLIC SCHOOLS

Hingham Public Schools educate 3,864 students in six schools serving grades pre-k through 12. The district includes four elementary schools (East, South, Plymouth River, and Foster Elementary one of which houses the integrated preschool, and three of which offer integrated full-day kindergarten), Hingham Middle School (grades 6-8) and Hingham High School (grades 9-12). There are also 5 private schools located in Hingham.

Mission, Vision, Core Values and Theory of Action

Strategic Plan | 2022-2025
Hingham Together
Navigating Our Future

Our Mission
Together with students, staff, families and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.

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

Our Core Values

- Community Well-being
- Student Centered
- Innovative Learning
- Inclusivity and Belonging
- Lifelong Learning
- Personal Excellence
- Civic and Global Responsibility

Strategic Objectives

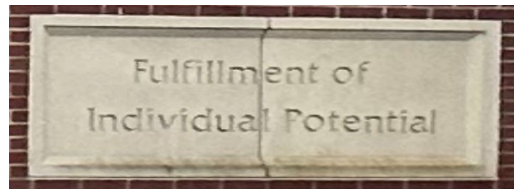
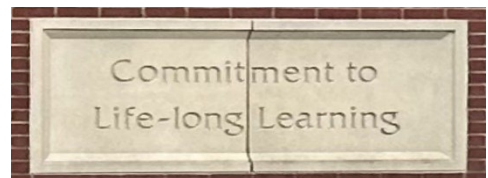
- Spoke #1:** Culture of Collaboration and Community
- Spoke #2:** Culturally Responsive Teaching and Learning
- Spoke #3:** Healthy, Equitable, and Inclusive Communities
- Spoke #4:** Capital and Finance
- Spoke #5:** Human Resources and Leadership

Hingham Public Schools | 220 Central Street, Hingham, MA 02043 | (781) 741-1500 | www.hinghamschools.org

THEORY OF ACTION

Through effective collaboration, two-way communication to ensure an inclusive culture and a sense of belonging, aligned, high-quality PK-12+ curriculum, innovative research-based practices, data-informed instruction, and strong leadership, equitable and inclusive environments, funding to provide effective, safe, and modern facilities, and a system of resources and support to ensure consistency in leadership, and a diverse staff that reflects the student, we will cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.

Pictures Taken by TEP at HMS:



HPS STRUCTURES AND POLICIES

Purpose

The Equity Process examined various structures, policies, and procedures through a RECIII® lens. Our goal was to investigate, interrogate, and capture evidence of alignment and misalignment of systems that support the district’s mission statement, core verbalized values and practices that support learning and teaching. Areas examined included the school committee, employee evaluations, employee manual, and student handbooks.

Summary

A short summary represents some notices made during our review of the included documents listed in this section. Bullets will offer our suggested recommendations for each category.

School Handbooks and Policies

HIGH SCHOOL HANDBOOK:

- Did not notice a welcome statement for students and families.
- The mission, core values, beliefs about learning, and expectations for student learning did not share a student-centered approach, appeared outdated, and not directly aligned to the most recent Strategic Plan.
- Limited SEL and or restorative language is embedded within the “CODE OF DISCIPLINE”.
- The philosophy statement in the athletics section of the handbook has language targeted SEL and student support language more than other parts of the handbook.

MIDDLE SCHOOL HANDBOOK

- The mission statement is on the cover.
- Begins with a welcome letter and states that translation is available.
- Page 3, family-school partnership is spelled out using inviting language.
- Limited evidence of equity and inclusion language throughout.

ELEMENTARY SCHOOL HANDBOOK

The elementary school handbook appears to be a base model for welcoming others, striving for committed behaviors over compliant ones, and aligned to district expectations. However, the use of the word “respect” can be subjective.

Recommendations:

- Create a districtwide Code of Conduct and Student Support that covers PK-12 (Example: [Syracuse, NY](#). This is an opportunity for the district to operationalize Spoke 1 of the Strategic Plan in a way that will be inclusive and rewarding.)
- The word equity itself does not appear in any of the handbooks. However, equity is a huge part of the strategic plan. Handbooks should be aligned with the strategic plan.

- The **Harassment Policy** is not specific and only reads that it will be “handled appropriately by the Administration. Wording should reflect the recommendation made in the previous audit that references that there is a *“Perception that when issues relative to bias arise, they are not dealt and swept under the rug and that there is a need for a systematic way to address incidents of bias within our schools.”*”
- What are the appropriate measures? Terms such as violations, enforcement, penalties, disciplinary, misconduct and offenses are used as opposed to “code of conduct infractions. Note: the term “disrespectful” is subjective.
- *Excessive parent conferences can minimize the attention given to students.* Parents should feel welcome to have access to the educators without limitations.
- “Extreme dress or appearance which is disruptive to the educational environment” This can be problematic when addressing Black girls and hair styles or pieces.
- Additional PD in restorative practices /further work on **Chapter 177 of the Acts of 2022** , which required alternative remedies prior to suspensions and expulsions.
- Ensure that all handbooks include a welcoming statement that directly addresses students and families in an effort to recognize them as a part of HPS’ collaborative community.
- Ensure the mission, core values, beliefs about learning, and expectations for student learning are clear, comprehensible, and aligned to that of the district’s in all handbooks
- Consider rewording policies to embody socio-emotional learning, culturally responsive, and compassionate practices.
- HHS should consider using the philosophy statement in the athletics section of the handbook for language that targets SEL and student support as a model for other parts of the handbook.

Human Resources

At the time of request, there was not a formal Human Resource handbook that included policies that support diversity in the workplace or diversity hiring. The information that we reviewed was compliance driven by labor laws. However, during our time in HPS, the processes for the handbook were under design as listed below.

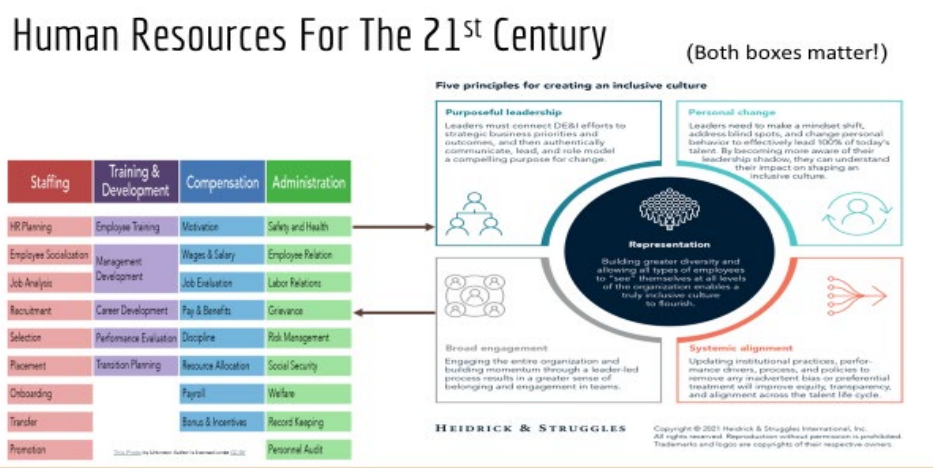
- In progress of developing a strong system
- Recreating a system of management, resources, and inclusive hiring practices
- Redefining the system of equity by moving beyond regulations and towards building a culture of belonging grounded in celebrating differences and successes with a focus on sustainability and inclusivity
- Exploring best practices to improve the current operational practices and school-based hiring practices

Recommendations:

Create an HR handbook to consist of policies, procedures, and expected practices that include but are not limited to:

- Consider including language in the handbook to support the district’s goals surrounding teacher quality, equity, and expectations in making sure the district staff reflects the student body.
- Consider incorporating language of anti-discrimination or equal opportunity statements.
- Review the Ed Trust Report: [Is Your State Prioritizing Diversity](#) and compare Massachusetts to the states who are finding success in diversifying their workplace. Then find more information and evidence of what works, to see if you can use others’ best practices to inform your policies and practices.
- Include a diversity statement that speaks to the environment HPS will create (see most recent strategic plan) to support, empower, and celebrate members of the district’s minority groups. The statement should not be buried within the policies but distinctly highlighted and explicitly state your intentions on the matter.
- Include statements and processes on values, performance management, talent development, retention, confidentiality, constructive/cooperative discipline, dress code, the evaluation process at all staffing levels, clear and transparent expectations of reciprocal communication between HR and staff and name how you will celebrate and incentivize achievements, milestones, and uniqueness.
- Ensure up-to-date and relevant job descriptions are created.
- Create a hiring handbook with common practices and strategies to guide school-based leaders and all who support the HR hiring process.

The below images offer an opportunity to envision the shift needed as you take a deeper dive into strengthening your HR Department:



(Sources: [Lumen Learning](#) and [Heidrick & Struggles](#))

Strategic Objectives

The Strategic Plan suggests to co-create, grow, and sustain a system of belonging for all through the following:

- Sustaining a culture of collaboration and community
- Practicing culturally Responsive Teaching and Learning
- Operating as healthy, equitable, and inclusive communities
- Ensuring structured, practical, and responsible fiscal management through capital and finance planning and operations
- Rebranding and supporting a strong human resources department
- Co-creating, implementing, and growing innovatively within 21st Century leadership practices for all leaders
- 26 Strategic Initiatives
- Budget/ Priority needs, capital needs — should go towards professional development
- Working to improve teaching, learning, and safe and supportive schools

The strategic plan is very easy to follow. The plan is heavily based on HPS community expectations as well as HPS community values.

QUESTIONS FOR HINGHAM TO CONSIDER

As the district continues to work toward the implementation of the Strategic Plan, the district and school leadership can consider how the plan is leveraged to support equity and inclusion of all students. Questions to consider include but are not limited to:

1. How does the implementation of the objectives in the plan disrupt inequity where it exists?
2. What is Hingham's vision of equity in action? What does the vision look like in practice?
3. How are incidents of bias addressed systemically, individually, and with follow-up?
 - a) During our time in Hingham, we heard dialogue centered on belonging. We did not observe sufficient alignment to the expectation in actionable ways - (Note: The Strategic Plan is new and was created by the current Superintendent, et al).
4. What does inclusion mean to Hingham? Who or what demographics are being left out? How do you know (where's the data)?
 - a) We noticed a persistent disparity in academic performance among student groups/ student subgroups. (it's suggested to be racial as Black students continuously seem to struggle almost 40% more than White or Asian students – see MCAS data)
 - b) We wonder if any disparities in academic performance also have to do with how students are grouped? Seminal research by organizations such as the National Education Association (NEA), ASCD, and [Wright Psych](#) indicate that leveling students increase the achievement gap and further promote inequities.

STUDENT DISCIPLINE

Purpose

The Equity Process reviewed publicly available data on student discipline to understand how disciplinary policies affect students. TEP reviewed 10 years of data going back to when they first began reporting in the 2012-13 school year. This data can be found on the MA DESE website.

Summary

Overall Hingham Public Schools has a very low student discipline rate. We noticed that most of the students who are disciplined are identified in the data as “high needs” or students with disabilities (SWD).

Recommendations:

- It is important to drill down to understand which students are classified as “high needs” and identify specifically what is meant by that label. Even though the district reports low numbers of students who are disciplined, it is important to make every effort to keep every student in class.
- Overall, it appeared that the data entry expanded details for student discipline was inconsistently entered year over year. Create a system of accountability for reporting and record keeping of discipline data.

FACILITATED DISCUSSIONS

Purpose

The Equity Process conducted a series of facilitated discussions with Hingham Public School’s teachers, parents, school committee members, school-based leaders, and district leaders. This was done using our equity tool RECIII[®] to gauge each individual's perception and experiences in the district. Additionally, this step was necessary to take notice of the community’s perceptions through a system’s lens.

Summary

The questions were prepared for both school and district leaders. The questions were designed to address key areas, which included but were not limited to the following: years worked within/with the district, evidence of equitable practices, support, and capacity to execute potential next steps by using the **RECIII Framework**[®].

The prepared questions focused on leadership, teaching, and learning practices within Hingham Public Schools. The data that has been collected represents the perspectives of the participants.

TEP will not share personal information about those who participated. Below you will find a sampling of responses from various participants.

The Full Complement of RECIII® Based Questions

Relationship Building

- In what ways do adults set the tone for positive energy to foster and balance openness towards learning? How is it manifested in the classroom?
- What opportunities exist for students to build relationships with each other in classes?

Engaging

- How are students' interests incorporated into the curriculum and/or teaching methods? Do students have voice and choice in their learning opportunities?

Challenging

- In what ways do the curriculum and teaching methods create opportunities for students to use critical thinking and higher-order learning skills on a regular basis?

Impact

- How do you know that the lessons/curriculum taught in your school have the targeted impact on student learning at each grade level? Do they support students' needs based on the Portrait of a Graduate?

Instruction

- Do teachers and instructional staff receive adequate support to use the latest instructional strategies?
- How can you know that teachers are using instructional techniques that allow for student interaction and expression?

Inclusion

- How do you know that all your students feel a sense of belonging in their classes and within the wider school community?
- Do you feel that the classroom environments and public areas in your school are a warm, welcoming, and safe space for 100% of your community members?

THE FOLLOWING RESPONSES CAME FROM SCHOOL-BASE LEADERS AND DISTRICT LEADERS

In what ways do adults set the tone for positive energy to foster and balance openness towards learning? How is that manifested in the classroom?

- "Haven't observed."
- "Rules of the road: Respect, Kind staff/leadership does a good job of upholding the rules. Staff, model behavior in the classrooms and for kids."
- "Through respectful interactions together leading by example and bringing in positive energy."
- "Set the example. Part of the issue is everyone has their own biases when any biases are unchecked and not known it affects students. If they address these biases, then they won't come out in the classroom."

- “Celebrating routines, learning about students, creating co-created commitments, student small groups, reaching out to families, relationships between home and school, inviting parents in, students and staff work together to ensure students feel like they belong here.”
- “All of us have an open-door policy and offer multiple ways to maintain an open line of communication.”
- “Communication. Inquiring about their days and their feelings. Also just allow yourself to be open with students and share your life with them.”
- “Teachers start off trying to get to know students as individuals, learn who they are, about their experiences, and the things they like. Teachers also make appropriate connections outside of school.”
- “Group culture all school events, ‘One book, one student, one read’ , and Toolbox curriculum.”
- “Evidence of a growth mindset, Teachers work hard for students to understand that anyone can achieve, and skills can be built. It can also be seen through posters on the walls, scaffolding, Mantras, UDL (tier 1 intervention), and open mindedness.”
- “First thing comes to mind: Yes, we want history, but we really want some good and nice people. Who have a well-rounded personality; but love working with kids and developing positive groups of collaborative-ness.”
- “Primarily through modeling the expectations. Teachers are expected to model respect, care, maturity, and helping to grow and build the community.”

What opportunities exist for students to build relationships with each other in classes?

- “Group time (recess, lunch, think/peer/share) Especially Superhero of the week which students share everything about themselves and be the leader for the week.”
- “Depends on the school level. Elementary kids have recess, after school programs. But a lot of those programs cost money. In middle school and the High school, it is harder to say. Perhaps they have the time on their way to school, lunchtime, and sports.”
- “Opportunity lies a little further than the Rules of the Road. Kindness is good but we don't have a sense of others and that leads us to understand all.”
- “80% sports, extracurriculars/clubs, day to day classroom group work or paired work”
- “Different clubs and groups students have. Not sure how adults create the atmosphere for this though.”

How are students' interests incorporated into the curriculum and/or teaching methods? Do students have voice and choice in their learning opportunities?

- “Teachers are piloting UDL (foundations) for example math games, work partners, alone work, small groups. An American Indian (Indigenous) Research Project where students have more of a choice of the direction, they want to go in following a rubric.”
- “Not sure if they are incorporate. Maybe being able to pick their projects but it's definitely more teacher led. Perhaps they have more choices in the gym? But from my understanding its mainly teacher led.”
- “Recently, very recently, students have had a voice and choice within the last year (pathways). Previously the district was focused on athletics and academics.”
- “Students have a fair amount of choice in the building of their schedules. Teachers do a good job with integration in the classroom (sitting, partner, individual work, small groups, using the protectors)”
- “They have a choice in what they can produce after 12th grade.”
- “Asking students to think about identity and think about easy to take action.”
- “Based on current events, including today's civics.... Choice is offered through course selection.”
- “I don't know a ton about that, but students can have a choice.”
- “Enrichment activities, new ways, new ideas, and new clubs etc.”

In what ways do the curriculum and teaching methods create opportunities for students to use critical thinking and higher-order learning skills on a regular basis?

- “Math: Using math in a workshop model where students have productive struggles. ELA/Reading: Productive struggle with teachers - which reading program do teachers want to go with looking at student pilot gaps and learning.”
- “In homework maybe? In history class students lead discussions that help with critical thinking. Also, on different levels of reading books etc. It's hard because the curriculum really doesn't call for it.”
- “I think for the strong academically leading students we are. It's selective. We have not channeled our SWF, METCO, or BIPOC.”
- “Strong in that area, there is room for growth, right along with culture and climate. The Promotion across disciplines where teachers are focused on higher order thinking beyond content and memorization.”
- “Essential questions guide our work. Lots of writing as young as 6th grade working with documents. Different writing styles like debating, research, and Socratic summaries etc.”
- “Finding the joy in teaching and having high standards.”

How do you know that the lessons/curriculum taught in your school have the targeted impact on student learning at each grade level? Do they support students' needs based on the Portrait of a Graduate?

- “Looking at what's being taught.”
- “They do support student needs. From a parent’s perspective my middle school has progressed because of the curriculum even though it's very hard. They have progressed because I see their interest in the school changing which means that the impact is there.”
- “Test results and all of that but I measure it by how kids feel after they've left and what did they do after they've left.”
- “The methods of assessments being used, and the variety of different assessments being used.”
- “See if goals are met based on IEP’s.”

Do teachers and instructional staff receive adequate support to use the latest instructional strategies?

- “Sure, in house PDS are very focused.
- “As of late, yes, things are changing. The culture is also changing and becoming more inclusive than it has been in the past.”
- “PDs could be a lot stronger and offer a commitment to ‘see a big improvement’.”
- “We have over the last few years enabled teachers to have a high degree of choice in PD (in service time). Lots were a result of teacher leadership.”
- “Varies based on my department. What’s a place where we can move our instruction? Where teachers get observed, support, from general leadership and content leadership.”
- “Not always, in the past there were a number of offerings and staff would select. In the present the choice has been completely lost.”

How can you know that teachers are using instructional techniques that allow for student interaction and expression?

- “Based on talks with my kids.”
- “You would see it from the vibe of the classroom: are they smiling? Are they happy? Are they joyful or playful?”
- “Based on regular observations.”
- “Sometimes it’s just a feeling of knowing that I get when I walk into a classroom or get asked a question by a teacher.”

How do you know that all your students feel a sense of belonging in their classes and within the wider school community?

- “For my own kids I see it because they are interested, they have friends, they feel that they are heard but that is not the case for everybody.”
- “I think you know it when you see the smiles and joy within the kids. Are they happy? Are they off by themselves? How are we celebrating differences of others that do not look like the majority?”

Do you feel that the classroom environments and public areas in your school are a warm, welcoming, and safe space for 100% of your community members?

- “100% we make sure that everyone feels like they belong. Look at our library, a very diverse set of books with messaging in mind. The classrooms have birthday walls, Superhero of The Week and Gratitude board.”
- “Not for everybody but for some.”
- “Not 100% but for many, yes, but not for all. We do not have enough representation in all areas. We need to do more, especially around holidays. Adding more accessibility for students for instance a ramp should be added to the outdoor stage.”
- “No, there's a vision about where we are and what we want. Keep trying to get there but it's hard.”
- “No, there are some very safe and welcoming spaces but not 100%. There is lots of talking about this kind of work but not a lot of doing.”
- “Physically all are safe. However, Adults don't receive students with that attitude; it more so happens at the secondary level.”
- “A lot of veteran teachers want kids to mold into the box that they have built.”
- “No, no excitement shown toward teaching and learning. Staff does not have transparency during the process to include students.”
- “No but I think that we made great grains.”

PLEASE NOTE THAT THE ABOVE WAS FOR YOUR INFORMATION. THERE ARE NO RECOMMENDATIONS FOR THE SECTION.

FOCUS GROUPS

Purpose

One of the most important things we do when conducting an equity audit is to actively listen and learn from the people in the community. TEP held facilitated focus group discussions with a cross-section of stakeholders in the HPS community. These groups included:

- The Equity Committee (subgroups included staff, parents/guardians, and families, plus students)
- The METCO Program's middle and high school parents

Focus questions centered on the culture and climate in schools, student-connectedness, opportunity, equity, and safety. Asking and exploring the questions helped TEP to understand the lived experiences of students, staff, families, stakeholder engagement, and the wider community surrounding HPS.

Summary

We met with focus groups to gain their unique perspectives of life within HPS. Within this section you will notice a few specific findings, generalized findings, and information on how participants perceive their experiences within HPS.

The full complement of questions asked and their responses for the METCO Program and Equity Task Force Focus Groups:

Name some things that are going well.

METCO Program Parents:

- "I am impressed by a principal's attentiveness and intentionality, but at times he appears to be indecisive"
- "The awareness of hate and disrespect is swiftly handled and communicated by the schools."
- "Teachers have been very good at emotional support."

Equity Task Force:

- "I want to see autistic students receive services with a good transition; expressive language, well known positivity, and embracing the differences."
- "METCO Advocacy Day a few days ago was great. I saw students were standing up for themselves in ways that would improve their time here in HPS."
- "GSA at the middle school has shifted to students feeling safer, more seen, more comfortable. I'd say that they are finding a stronger sense of community in the general population."

What might you want to improve if you could?

METCO Program Parents:

- “After-school is difficult. We need a bus and perhaps try host families.”
- “Increased representation in teaching staff with other people of color or perhaps a motivational speaker who is BIPOC can speak to our kids on a monthly basis.”
- “Would love to see ongoing monthly (Not Black History Month) workshops for students. They need to see BIPOC greatness too.”
- “I would like for parents who have SWD to have more intimate updates that go beyond generalizations. I think a stronger family involved process can help build stronger and sustainable systems of reciprocal relationships and two-way communication.”
- “Because we are a METCO family, maybe just take the time to build stronger relationships with the METCO community.”

Equity Task Force:

- “Improvement in principal communication at the elementary level.”
- “Would love to see a more diverse staff in HPS.”
- “More staff should explore why this work is important.”
- “An improved and broadened understanding of SPED and its purpose would benefit the entire community.”
- “I want to see the middle school become more of a community.”
- “Wishing grades were not the only measure. An adoption of a more equitable grading system and practices.”
- “Cultivate a professional culture of growth, be a staff that is happy, growing and learning.”
- “A schedule that allows us to be human.”
- “Look closely at PLC so that we can be together more and grow from each other.”

How do your child/children feel about school from your perspective?

METCO Program Parents:

- “I think that my child is finding their way, NOW (implying that there were some initial challenges).”
- “It seems like a one-way street. It’s hard to articulate.”
- “That they are still Black no matter where they go.”

Equity Task Force:

- “Pressure to perform well vs buying into the learning process. I want them to grow their internal love for learning and their journey.”
- “Having a good time and are excited about the electives and different options offered this year.”
- “Some days kids have good things and some days there's room for growth.”
- “Elementary students are stressed out with MCAS. It's like how do we support their journey and not just the results?”
- “Happy, up and down, stressed.”

Tell me more about your experience in Hingham.

METCO Program Parents:

- “I wish more METCO parents would show up to meetings.”
- “It’s all the same ecosystem just different zip codes.”

Equity Task Force:

- “I’ve worked here 10+ years and I feel stressed but supported.”
- “I’m a better person because of the leaders I work with.”

How would you like to enhance unity in Hingham?

METCO Program Parents:

- “Students gather both ways; The City is beautiful. There are transportation systems. It's vibrant, diverse, has great food, a lot of sightseeing, and embraces a true picture of diversity.”
- “Have three mandatory meetings a year and add the dates to the school calendar.”
- “If we had better connections to Boston and in Boston.”
- “Create a survey to send out and ask what the needs of the parents are, those who have kids in METCO.”
- “Build stronger systems for Boston families to connect with other Boston families. Allow other METCO students to be intentionally engaged with other METCO students outside of the buses.”

Equity Task Force:

- “Look at best practices to see how we can make things better. ‘Building a better system with them in mind.’”

- “Look deeply at the wear and tear of the staff. How do we as a whole manage with being ripped to shreds or burn out?”
- “A program to visit other schools. Maybe ‘teacher for a day’ or a ‘visiting program.’”
- “Shifting to an understanding of intentions vs impact through clarity, understanding, openness, visibility, values, and our mission.”
- “Trust, creating more authentic partnerships and sustaining cultural practices.”
- “Take on a culture of ‘anti-racism’ with a strong stance.”

PLEASE NOTE THAT THE ABOVE WAS FOR YOUR INFORMATION. THERE ARE NO RECOMMENDATIONS FOR THE SECTION

EQUITY WALK DAY

Purpose

The Equity Process spent a day observing classrooms and common spaces within Hingham Public Schools. We used an observation tool called **RECIII**®. TEP believes The Framework is necessary to promote and document equitable practices observed in classrooms with a powerful sense of academic excellence and social engagement for all. Each member of the observation team has been trained on **RECIII's**® tools prior to the day of observations. They were also trained in how to calibrate observations with relevant feedback to the school community which was observed.

Summary

Core teams including TEP consultants joined HSD leaders and staff to visit specific schools. On January 13, 2023, they visited 6 schools. They observed practices in classrooms, common spaces (hallways, cafeteria, playground, etc.), and offices. Using the **RECIII**® protocol, they recorded observations for each school and then conferenced to calibrate the observations, as well as offer feedback to school based leaders.

ELEMENTARY SCHOOLS

24 classrooms were officially visited: 6 classrooms at each school, while many others were unofficially visited and or observed from the doorway. During the visits to the elementary schools, there was an overall theme noticed. The theme encompassed exceptional care given to student development and growth.

The community of elementary schools exhibited a shared commitment to creating calm, welcoming environments that prioritized the social and emotional well-being of students as well as high standards for academics. Teachers across the schools addressed their students as “friends” or “warmly by name”, fostering a sense of inclusivity and belonging. Handicap accessible lockers were available at one school, ensuring accessibility for students with diverse needs. Sensory movement breaks were implemented along the hallways and in classrooms

visited, recognizing the importance of accommodating students' developmental, physical, and sensory requirements.

The schools collectively emphasized diversity and inclusivity through their book collections in both classroom libraries and main school libraries. Students openly shared their voice and had the autonomy to make many independent and collaborative choices. Students had access to a wide range of books that represented different cultures, backgrounds, and perspectives, promoting a broader understanding of the world. Lessons across the schools were culturally relevant, integrating significant historical events, various cultures, and individuals into the curriculum.

Evidence of teacher support and student confidence was apparent through goal-setting assignments displayed in classrooms. Some classrooms proudly displayed LGBTQIA+ flags, demonstrating support and acceptance for LGBTQIA+ students within the community. Artwork and classwork produced by students were thought-provoking and encouraged critical thinking, reflecting the community's commitment to challenging conventional thinking.

Student manipulative used within classrooms were diverse and inclusive, ensuring that all students felt represented and valued. Visitors to the schools were warmly invited to sit with the students, displaying a curiosity and openness that mirrored the community's commitment to strive for acceptance and belonging.

While each school had its unique attributes, the community as a whole strived to foster inclusive atmospheres that valued acceptance and promoted the social and emotional well-being of all students. During our visits, efforts were made to create engaging environments that supported students' growth and provided equal opportunities for participation and success. Collectively, the community of schools aimed to create a positive and inclusive educational experience for all students within their care on a systems level.

SECONDARY SCHOOLS

8 classrooms were officially visited: 4 classrooms at each school, while many others were unofficially visited and or observed from the doorway. During the visits to the secondary schools, there was an overall theme noticed. The theme encompassed a regard for rigorous instruction and learning.

At both secondary schools, teams observed bookshelves in the classrooms that celebrated and honored diverse cultures, races, various genders, religions, and abilities. These bookshelves showcased a shared commitment to inclusivity and provided students with the opportunity to learn about and explore cultures and ethnicities beyond those represented in their immediate environment.

The implementation of lessons in the secondary classrooms demonstrated a clear focus on promoting cross-cultural understanding and appreciation. Teachers led students in learning

experiences that expanded their knowledge of different cultures and encouraged them to explore diverse perspectives. It was evident that the schools' objective is to foster an environment where students could develop a global mindset and appreciate the richness of diversity.

The teams recognized that meaningful learning was taking place in the secondary classrooms of both schools within the HPS system. The emphasis on cultural diversity and the intentional inclusion of various identities and abilities in the educational materials and lessons indicated a commitment to fostering an inclusive and enriching learning environment for all students.

It was noticed that students were appropriately engaged in the social aspects of learning within the secondary classrooms. However, there was an observation made in 3 out of 4 classrooms in both schools where social engagement or collaborative engagement seemed to be primarily led or inspired by the adults in the room. This indicated a potential imbalance in the opportunities for students to take the lead in their own collaborative learning experiences.

In addition, the seating arrangements in these classrooms featured more rows of desks rather than collaborative clusters. This layout limited the opportunities for students to engage in deep learning through collaborative consultations with their peers. The arrangement of desks also seemed to create a dynamic where students relied more heavily on teacher support, potentially limiting their opportunities for productive struggle and independent problem-solving.

*To gain a broader sense of the seating arrangements at the secondary level, the teams informally looked into every classroom whose doors were opened as they passed. Those observations led to a microcosmic perspective, which indicated that there was a trend towards similar seating arrangements throughout the secondary level in many rooms. These observations shed light on the potential need for the district to reevaluate and reconsider the seating arrangements at the secondary level.

The kindness factor was evident at the secondary level in both schools. Spirited leaders played a crucial role in creating a positive and supportive atmosphere. They made a point to recognize students by name in the hallways and subtly during classroom visits, fostering a sense of personal connection and acknowledgement.

We observed many students with cheerful expressions, radiating confidence and displaying a strong sense of engagement. The classrooms were filled with vibrant energy as learners actively participated by eagerly raising their hands and demonstrating enthusiasm. These observations strongly suggested that the majority of students felt valued and supported in their learning environment.

In one of the schools, the main office had a basket filled with "kindness rocks," which likely served as a reminder of the importance of kindness and compassion within the school community. Additionally, during a school lunch period, the team was greeted by the district's support dog and her caretaker, further enhancing the warmth and positive atmosphere of the

school. These gestures demonstrated a desired commitment to creating a nurturing and inclusive environment for students.

Lastly, the teachers in both schools exuded energy and were seen smiling and laughing with students in ways that were infectious and appropriate. This positive interaction between teachers and students fostered a strong sense of connection and rapport, contributing to a positive and supportive learning environment.

Overall, the secondary schools displayed a desired commitment to kindness, warmth, and supportive relationships. The spirited leaders, presence of a support dog, and engaging teachers all played a role in creating a positive and joyful atmosphere where students felt valued, supported, and motivated to learn.

* NOTE: It was later shared that some classrooms are shared amongst staff. i.e., some teachers do not have a permanent classroom.

Recommendations:

- Allow visual displays to provide opportunities to mirrors, windows, and sliding doors for all in your community.
- The district should further assess its own capacity in understanding the concept of mirrors, windows, and sliding doors and its direct connection to global and civic engagement grounded in confidence and a sense of belonging.
- The district should further assess its curriculum to align through the lens of mirrors, windows, and sliding doors.
- Collaboratively create a process that extends to a seating policy for classroom set-up, especially for shared classrooms. Offer PD to staff on the benefits of collaborative seating for students and shared space(s). We suggest that district work with school-based leaders to create a districtwide plan that supports classroom space sharing goals and shared expectations. The plan must not negatively impact teaching and learning.
 - Creating more opportunities for collaborative learning and student-led engagement can enhance social interaction and foster independent thinking and problem-solving skills. It may be beneficial to explore alternative seating arrangements that promote a more interactive and collaborative learning environment in secondary schools.
- Create a sense of community where all staff carefully monitor spaces to ensure any hurtful language and actions are immediately addressed. (*Note: The district should see student comments in Student Survey for further context.*)

TEACHING AND LEARNING: SURVEYS

Purpose

The purpose of the surveys was to gain deeper knowledge about the Hingham School District and the values of varying stakeholders using the **RECIII Framework**[®]. Survey respondents answered a series of brief statements centered around community values through relationship building, level of engagement, challenging experiences, the impact of teaching and learning, the school community, the level of global instruction and a strong sense of belonging to an inclusive environment.

Summary

Survey questions focused on **RECIII**[®] areas of **Relationship Building, Engagement, Challenge, Impact, Instruction, and Inclusion**. Please see the following pages in this section for the full complement of questions that were administered among participants. Three stakeholder groups were surveyed. There was a total of 1,589 participants including 287 staff some of which were teachers, 1,227 students, and 75 parents/guardians and families from across the district. This portion of the report includes notable findings from stakeholder responses.

The charts shared in this section represent areas in which participants have a slight to significant difference. The responses showed a difference in the perceptions of the participants.

Survey Key

Survey Response Color	Representation
Blue	Strongly Agree
Red	Agree
Orange	Neutral
Green	Disagree
Purple	Strongly Disagree

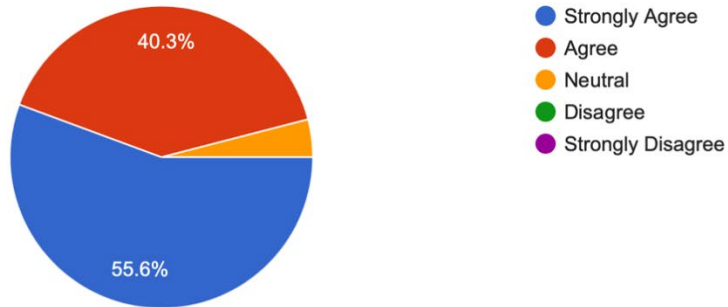
Relationship Building

The vast majority of staff and teachers in elementary schools believe there is a school culture that fosters a positive climate that fosters openness to learning, and opportunities for students to build relationships. There is a noticeable shift in perception at the middle and high school levels. With that, students and families still report feeling that there are opportunities for strengthening the relationships between students and staff.

ELEMENTARY SCHOOL TEACHERS AND STAFF

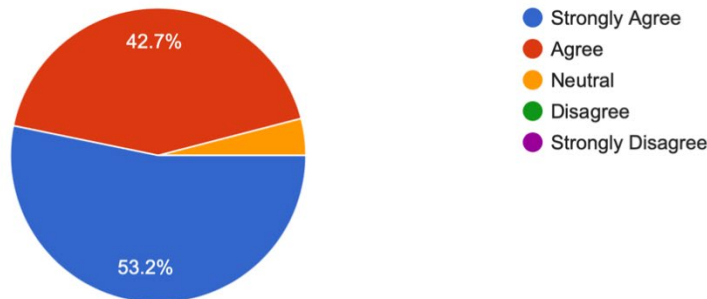
Relationship Building: Our school culture promotes a positive climate that fosters openness towards learning.

124 responses



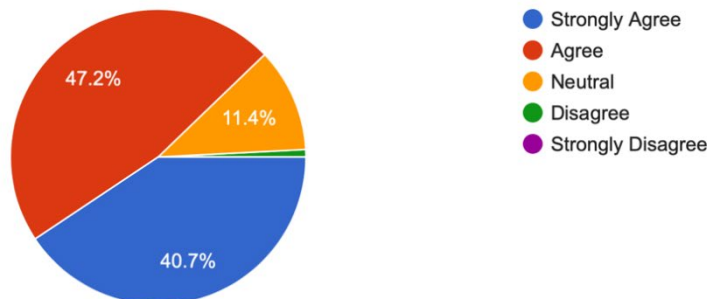
Relationship Building: Do you believe that at least 80% of students in our school have a trustworthy adult to confide in?

124 responses



Relationship Building: Opportunities exist for students to build relationships within our school community.

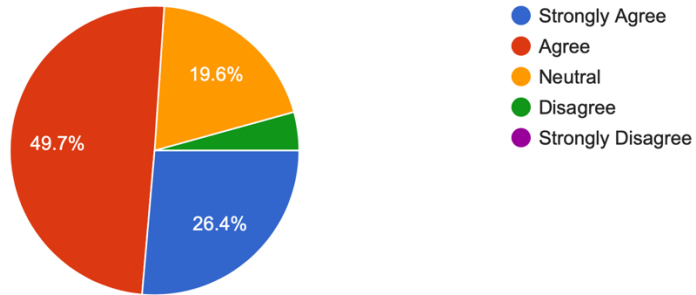
123 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

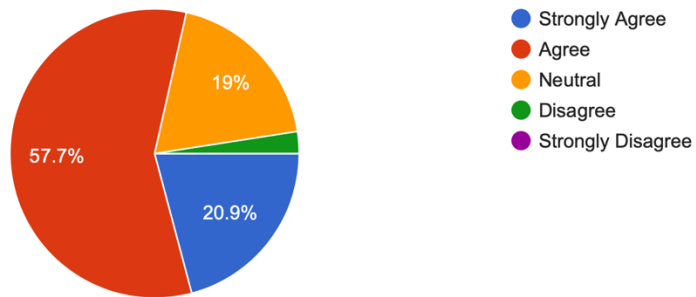
Relationship Building: Our school culture promotes a positive climate that fosters openness towards learning.

163 responses



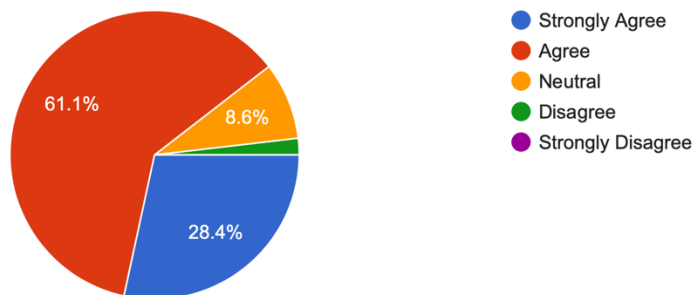
Relationship Building: Do you believe that at least 80% of students in our school have a trustworthy adult to confide in?

163 responses



Relationship Building: Opportunities exist for students to build relationships within our school community.

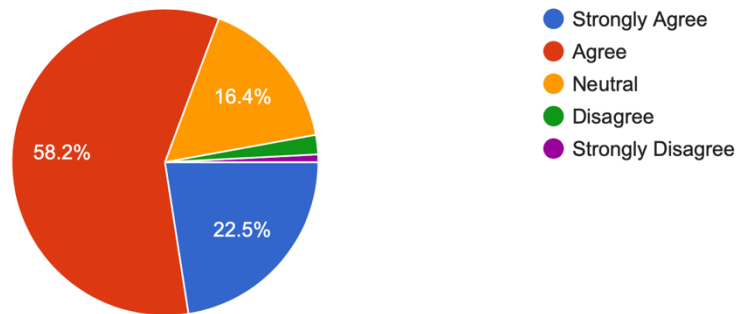
162 responses



MIDDLE AND HIGH SCHOOL STUDENTS

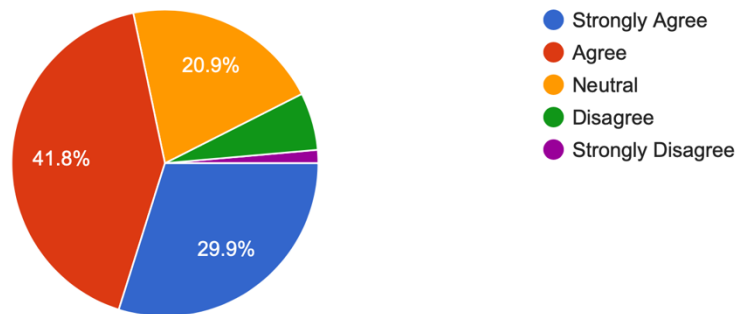
Our school culture promotes a positive climate that fosters openness towards learning.

1,224 responses



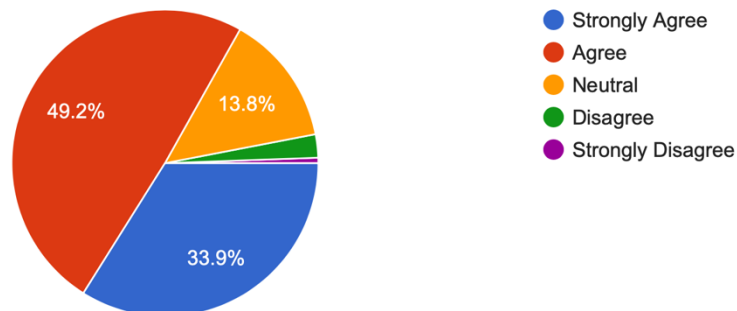
I have a trustworthy adult at school to confide in.

1,222 responses



Opportunities exist for me to build relationships with other students in our classes.

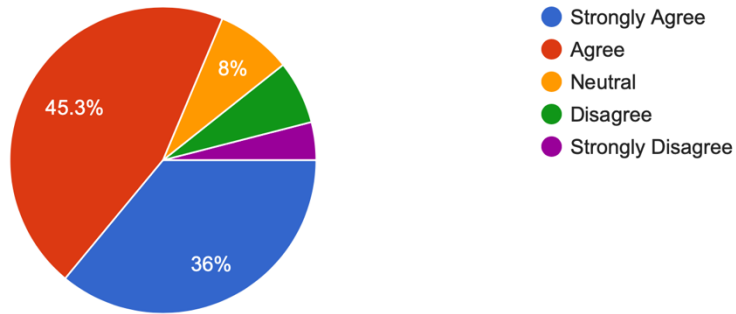
1,223 responses



PARENTS/GUARDIANS AND FAMILIES

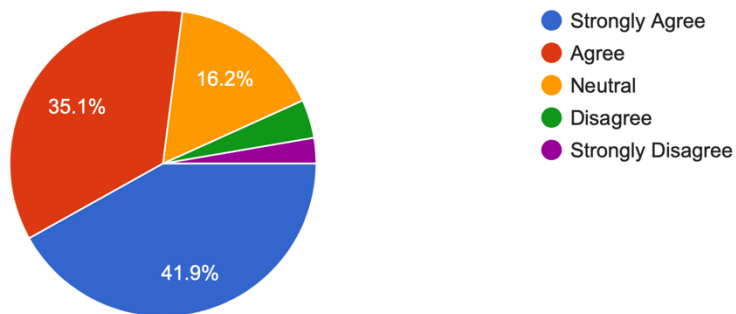
Relationship Building: My child's school fosters a positive and supportive learning environment.

75 responses



Relationship Building: Do you believe that your child has a trustworthy adult at school that they can depend on?

74 responses



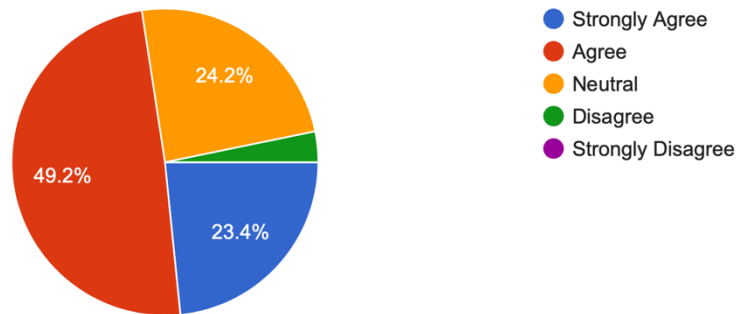
Engaging

When it comes to engagement, HPS elementary staff self-responded with nearly similar ratings at all school levels. There is a noticeable decline within the responses towards voice and choice, based students' responses at the middle and high school levels.

ELEMENTARY SCHOOL TEACHERS AND STAFF

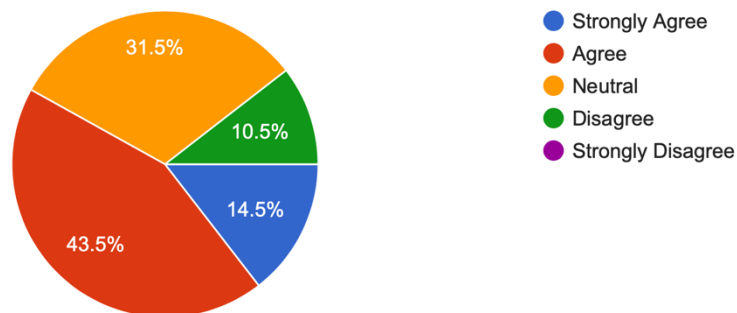
Engaging: Students' interests are incorporated into the curriculum and/or instructional practices used in our building.

124 responses



Engaging: Students at our school have voice and choice in their learning.

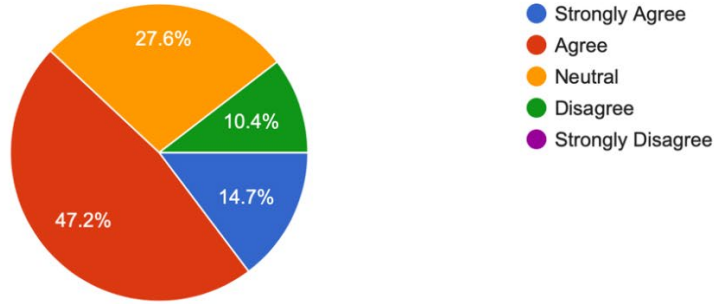
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

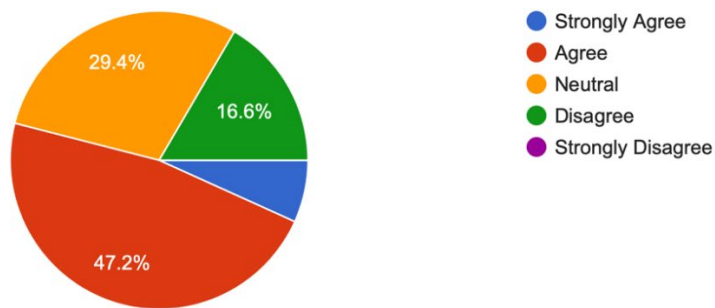
Engaging: Students' interests are incorporated into the curriculum and/or instructional practices used in our building.

163 responses



Engaging: Students at our school have voice and choice in their learning.

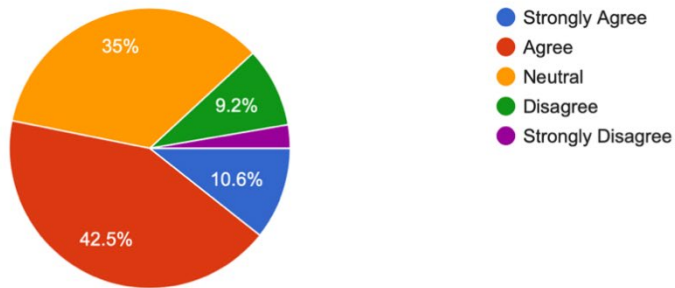
163 responses



MIDDLE AND HIGH SCHOOL STUDENTS

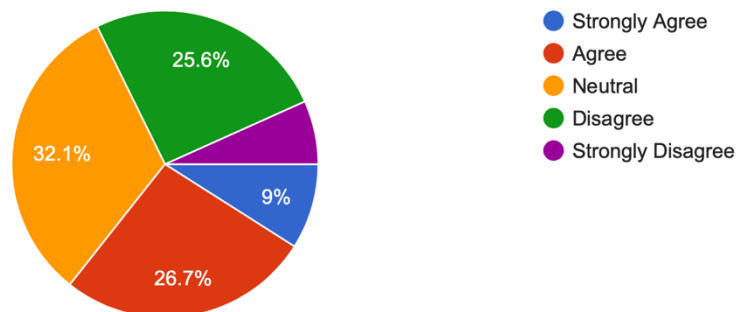
My interests are incorporated into the curriculum and/or teaching methods used in our classes.

1,221 responses



I have a voice and a choice in how I learn in my classes (for example, a voting process to choose projects/literature/topics that matter to students).

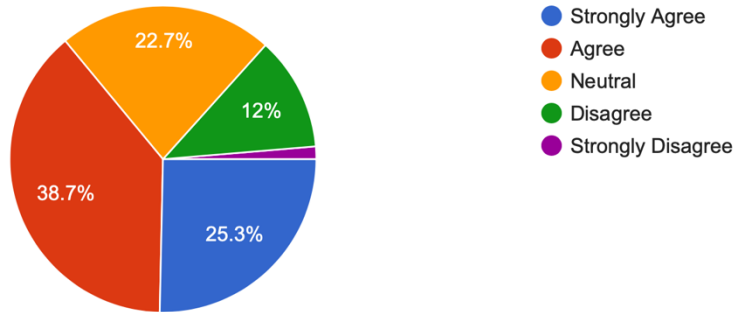
1,223 responses



PARENTS/GUARDIANS AND FAMILIES

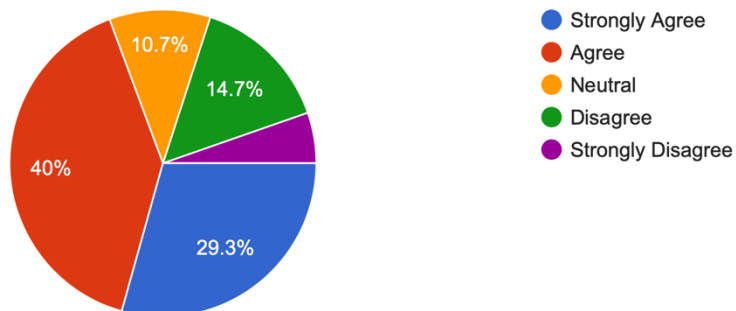
Engaging: My child has opportunities to pursue their interests through the school's curriculum.

75 responses



Engaging: I believe that my child has choices and opportunities to express their needs and opinions in class(es).

75 responses



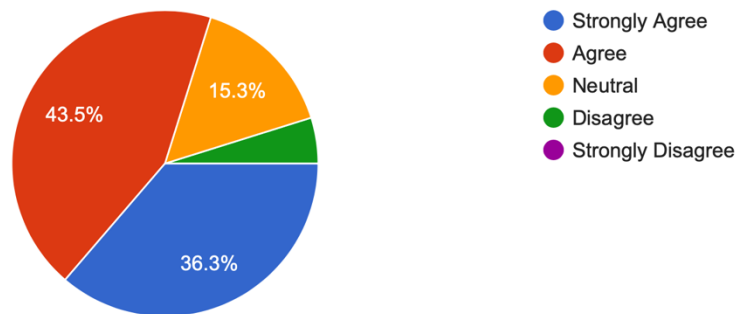
Challenging

When it comes to challenging content and academia, teachers and staff indicate they are helping students develop critical thinking skills. Families and students did not agree at the same rate with the statements as teachers and staff.

ELEMENTARY SCHOOL TEACHERS AND STAFF

Challenging: The curriculum and instructional practices used in our school create opportunities for students to apply critical thinking skills and engage in higher-order learning on a regular basis.

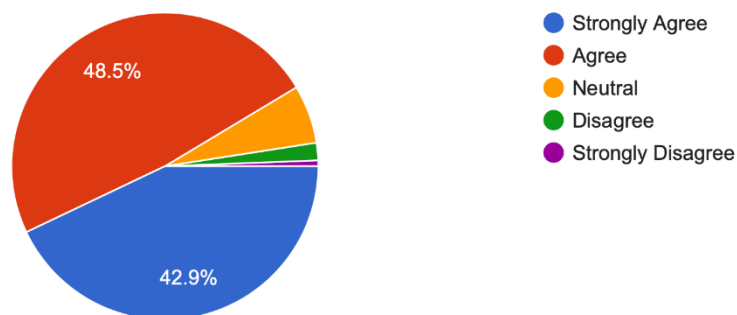
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

Challenging: The curriculum and instructional practices used in our school create opportunities for students to apply critical thinking skills and engage in higher-order learning on a regular basis.

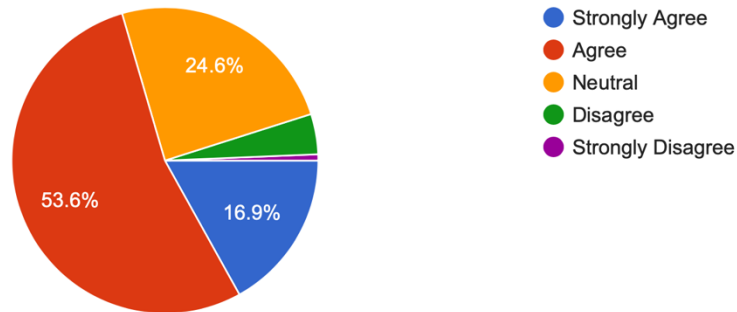
163 responses



MIDDLE AND HIGH SCHOOL STUDENTS

The curriculum and teaching methods used in my classes create opportunities for students just like me to use critical thinking.

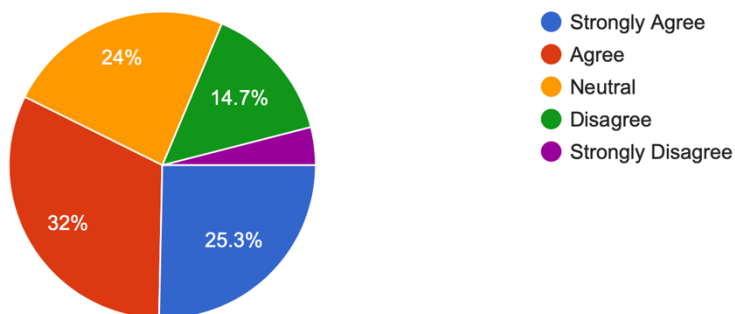
1,223 responses



PARENTS/GUARDIANS AND FAMILIES

Challenging: The curriculum and teaching methods used in my child's classes create opportunities for students to use critical thinking.

75 responses

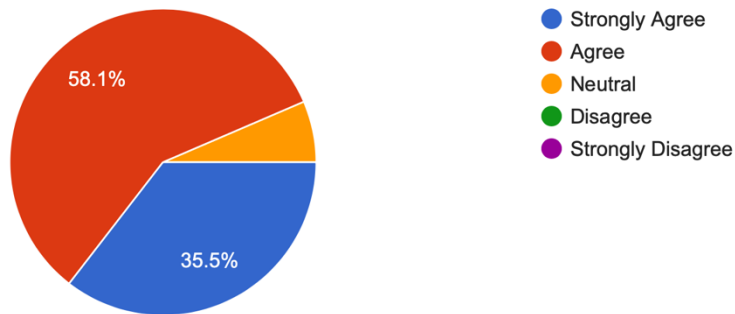


Impact

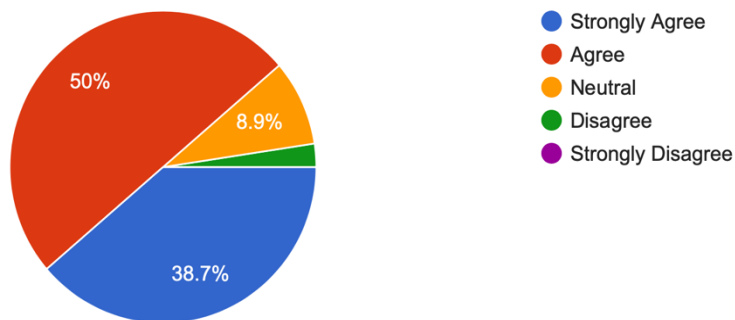
The impact of lessons and curriculum scored favorably across the board as rated by teachers, staff, and students.

ELEMENTARY SCHOOL TEACHERS AND STAFF

Impact: The lessons/curriculum taught in our school have the intended impact on student learning.
124 responses



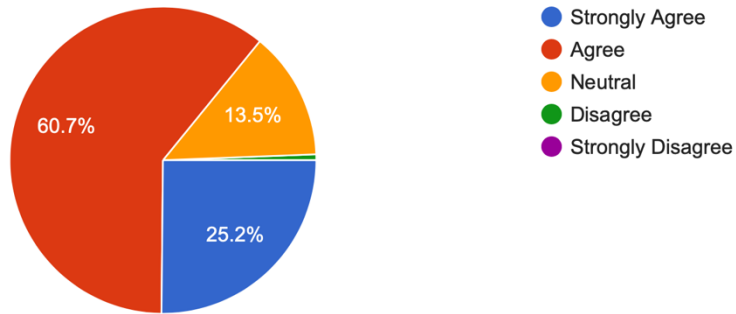
Impact: The curriculum and teaching methods used in our school support students' future paths.
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

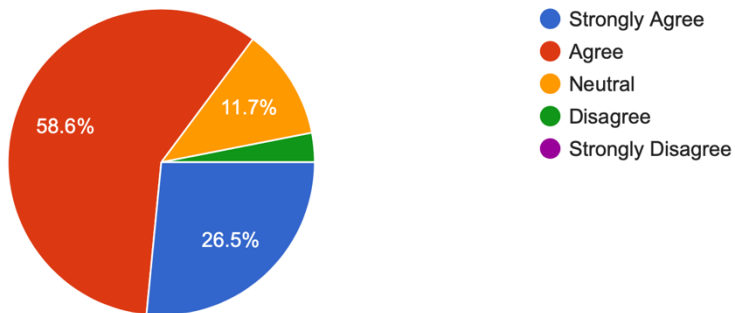
Impact: The lessons/curriculum taught in our school have the intended impact on student learning.

163 responses



Impact: The curriculum and teaching methods used in our school support students' future paths.

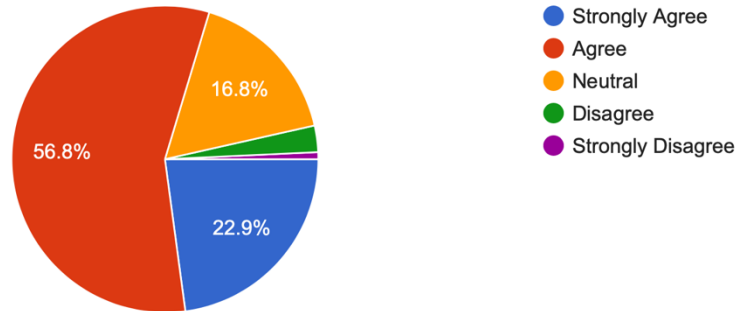
162 responses



MIDDLE AND HIGH SCHOOL STUDENTS

The lessons/curriculum taught in my classes have helped me to grow and advance my learning.

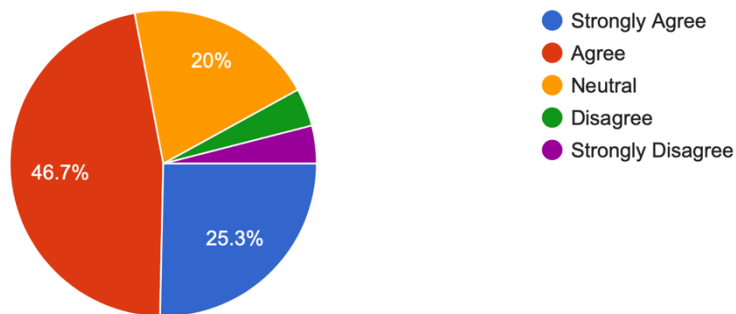
1,220 responses



PARENTS/GUARDIANS AND FAMILIES

Impact: The lessons/curriculum taught in my child's classes have helped them to grow personally and progress academically.

75 responses



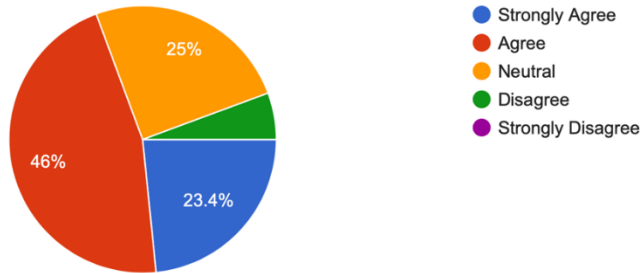
Instruction

Teachers indicated that they need more support to implement best practices and desire more input on professional development offerings and opportunities.

ELEMENTARY SCHOOL TEACHERS AND STAFF

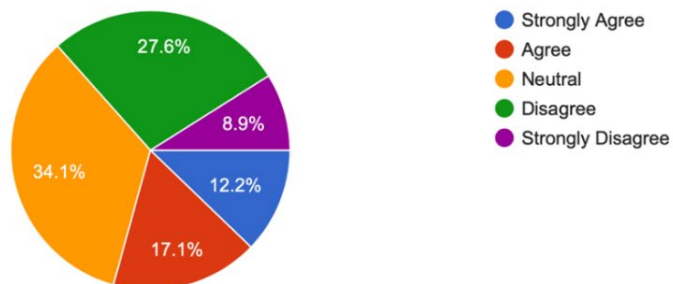
Instruction: Teachers and instructional staff in my school receive adequate support in the implementation of best instructional practices.

124 responses



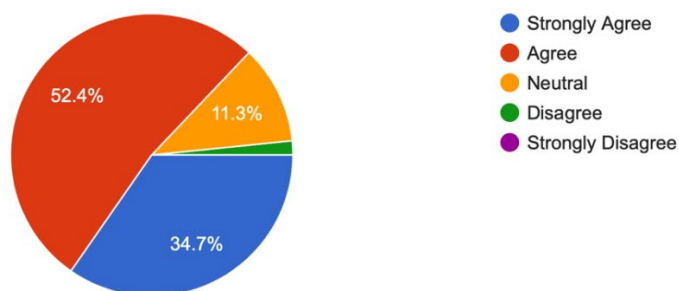
Instruction: Teachers and instructional staff in my school have input on the professional development offered in our district.

123 responses



Instruction: Instructional techniques are employed in our school that allow for student interaction and expression.

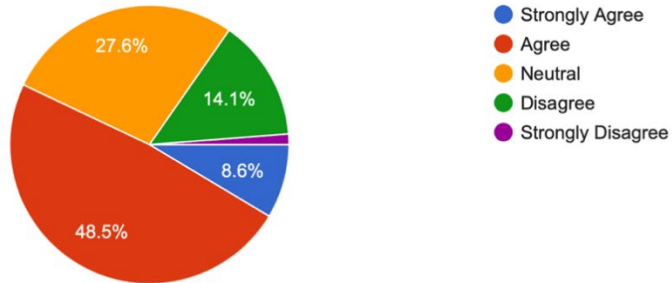
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

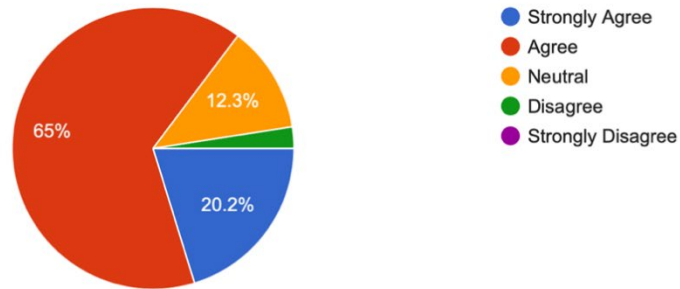
Instruction: Teachers and instructional staff in my school receive adequate support in the implementation of best instructional practices.

163 responses



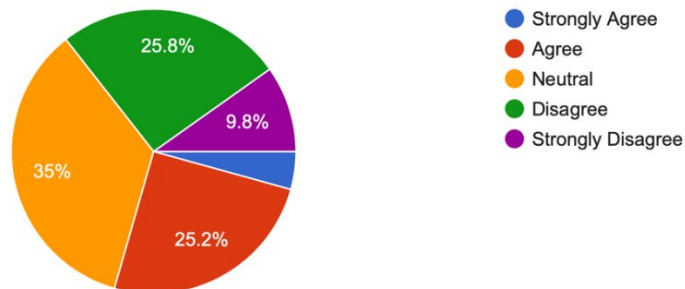
Instruction: Instructional techniques are employed in our school that allow for student interaction and expression.

163 responses



Instruction: Teachers and instructional staff in my school have input on the professional development offered in our district.

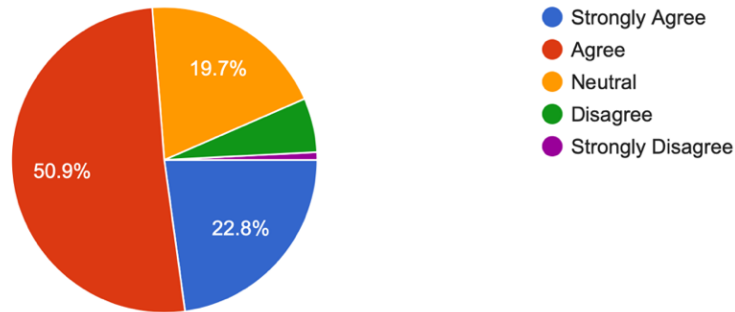
163 responses



MIDDLE AND HIGH SCHOOL STUDENTS

During my classes I have opportunities for interaction with other students and opportunities to express my ideas.

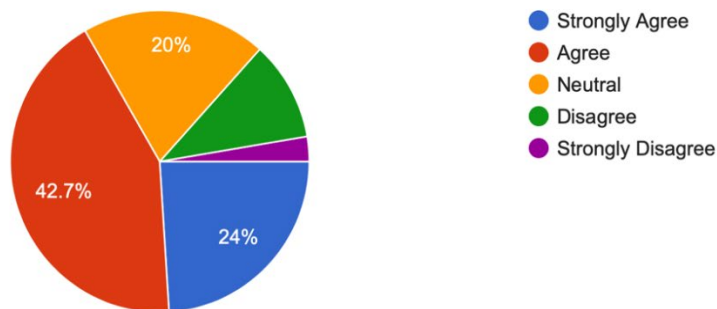
1,222 responses



PARENTS/GUARDIANS AND FAMILIES

Instruction: The instructional strategies used in my child's school allow for student interaction and expression.

75 responses



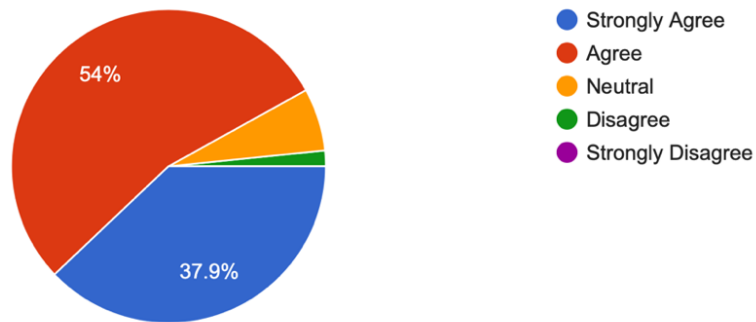
Inclusion

Some concern was expressed by students in regard to public spaces in the middle and high school per responses. Also, this was noticed in the narrative responses *not* shared in this Audit but reported to the Senior Leadership Team of HPS.

ELEMENTARY SCHOOL TEACHERS AND STAFF

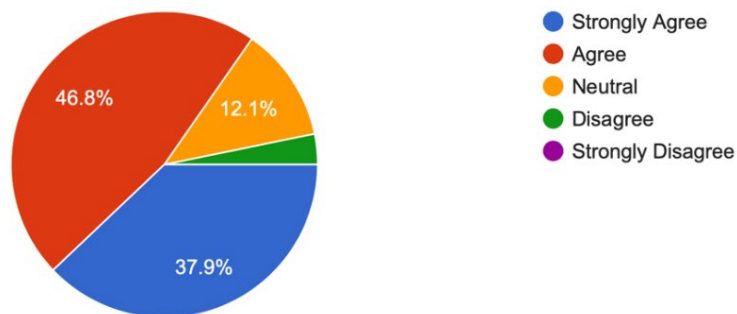
Inclusion: Students in our school feel a sense of belonging in their classes and within the wider school community.

124 responses



Inclusion: The classroom environments and public areas in our school are warm, welcoming, and safe spaces for 100% of our community members.

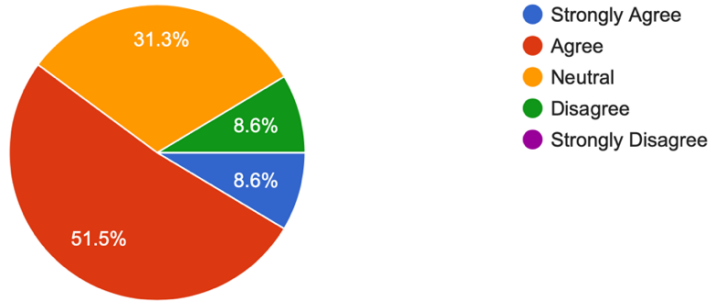
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

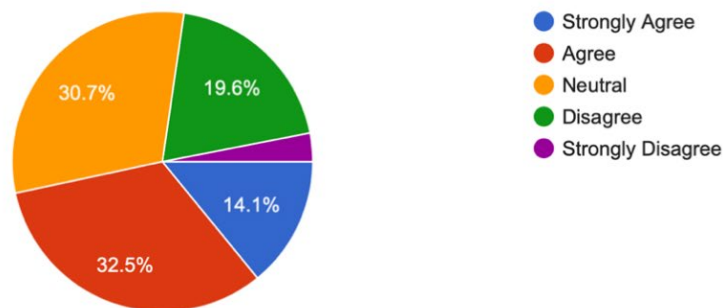
Inclusion: Students in our school feel a sense of belonging in their classes and within the wider school community.

163 responses



Inclusion: The classroom environments and public areas in our school are warm, welcoming, and safe spaces for 100% of our community members.

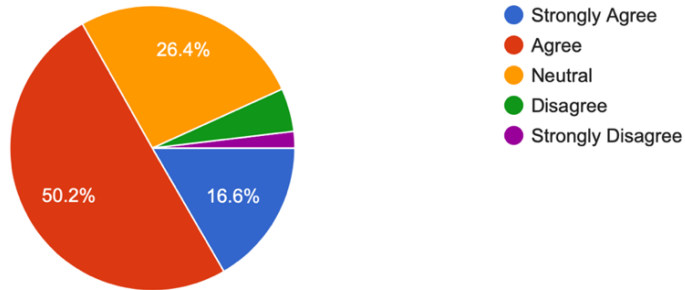
163 responses



MIDDLE AND HIGH SCHOOL STUDENTS

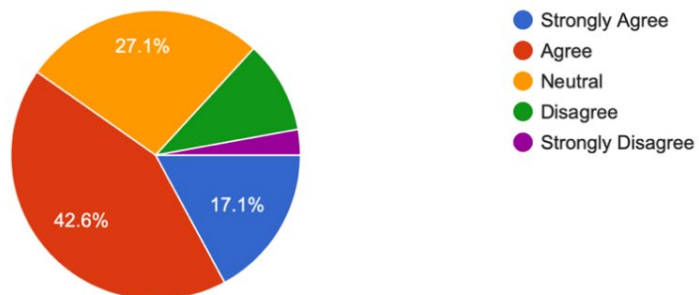
My fellow students and I feel a sense of belonging in our classes and within the wider school community.

1,221 responses



The classroom environments and public areas in my school are a warm, welcoming safe space for 100% of our community members.

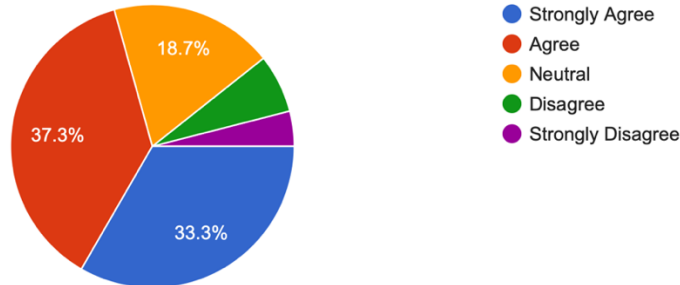
1,222 responses



PARENTS/GUARDIANS AND FAMILIES

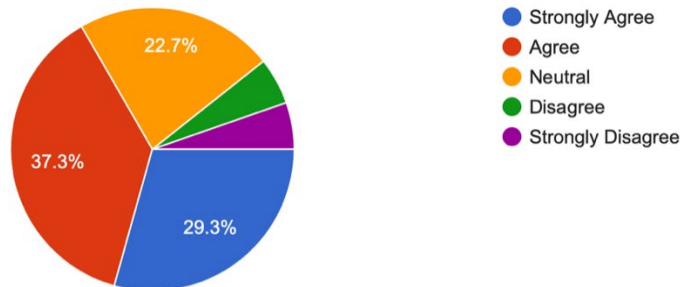
Inclusion: My child feels a sense of belonging within their classes and the wider school community.

75 responses



Inclusion: The classroom environments and public areas in my child's school are warm, welcoming, and safe spaces for all community members.

75 responses



Recommendations:

The following recommendations are based on the findings of the surveys and feedback from HPS administrators.

- The town did an ADA compliance audit of HPS buildings. Please see it here. In addition to the Town Audit, consider a physical accessibility reevaluation. Some instructional spaces may be inaccessible to the general public and may be challenging to people with mobility challenges. The district is aware of these needs and is working toward addressing these physical plan concerns. However, funding for larger capital projects is a concern for the district.
- Q: We wondered if every member of the classroom community is able to reach the supplies or the bathroom pass?
- Assess and identify accessibility to technology. Text-to-speech and speech-to-text is directly written into IEPs and 504 plans (and should be a part of UDL practices).

- Consider how technology can be used to provide equal access and reduce barriers for all students.
- To further form a stronger sense of belonging, offer both students and adults opportunities to intentionally develop and or enhance active listening skills through a compassionate and empathetic lens. Sample Resource: [Positive Psychology](#)
- Explore the use of restorative practices as a tool to build empathic listening and enhance positive interactions. Restorative justice is a means to strengthen the community, support a culture and create a sense of belonging. It can also serve as a means to repair harm when it occurs in a community.
 - Use restorative practices as a tool for exploring concerns that deny students of their opportunities to access [physical space, technology, curriculum, learning, communicating, joy, etc.].
- TEP believes that it would be amazing to hear about students' lived experiences with both physically accessing the building; and with technology that can help them. Consider a short survey given to students that explores the concept of disabilities and how they are impacted.
- In the narrative section of the Student Survey, several students indicated feeling isolated and bullied in the middle and high schools, particularly those that do not participate in sports. Examine this more deeply. HPS has stated their commitment towards fostering a sense of belonging. We also noticed their commitment to action during our time in HPS. Please continue to center your students who feel othered and or invisible.
- Consider an annual student, staff, and family survey to collect data to inform the district and schools' efforts on a sense of belonging.

Student Performance by Race

From 2019 to 2022, there were fewer than 10 Black, Asian, Hispanic/Latino, and/or multi-race students enrolled at each grade level in Hingham (i.e., some grade levels had fewer than 10 Black students, some had fewer than 10 Asian students, etc.). Because MCAS achievement level percentages are **only calculated for groups with 10 or more students**, grade-by-grade comparisons of student performance by race could not be made. Instead, data was compared at the aggregate level for students across grades 3-8 for ELA and math, and for students in grades 5 and 8 for science.

MCAS Acronym Key

SGP	Student Growth Percentile
EL	English Learners
SWD	Students with Disabilities

ELA MCAS

As Figure 1 shows, the Black student group consistently had the lowest percentage of students meeting or exceeding expectations on the ELA MCAS from 2019 to 2022. In 2022, only about half of Black students met or exceeded expectations. In contrast, the Asian student group consistently had the highest percentage of students meeting or exceeding expectations. In 2022, over 80% of Asian students met or exceeded expectations.

While there was a slight decrease in performance for all racial/ethnic groups in 2022, multi-race students and white students had the biggest decline in the percentage of students meeting or exceeding expectations. In 2022, 69% of multi-race students met or exceeded expectations, compared to 86% in 2019. Similarly, in 2022, 73% of white students met or exceeded expectations, compared to 84% in 2019.

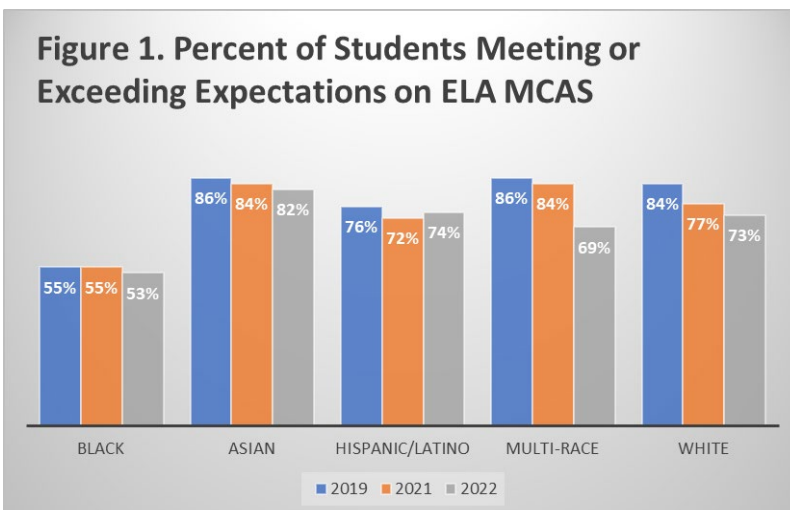
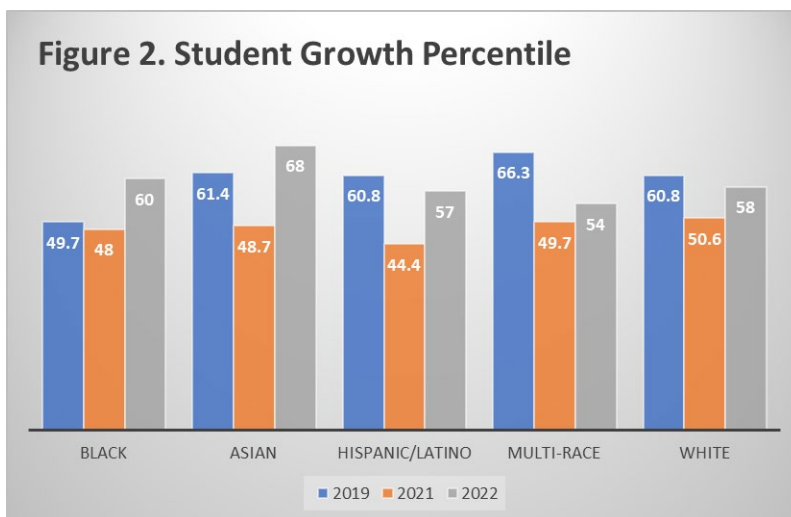


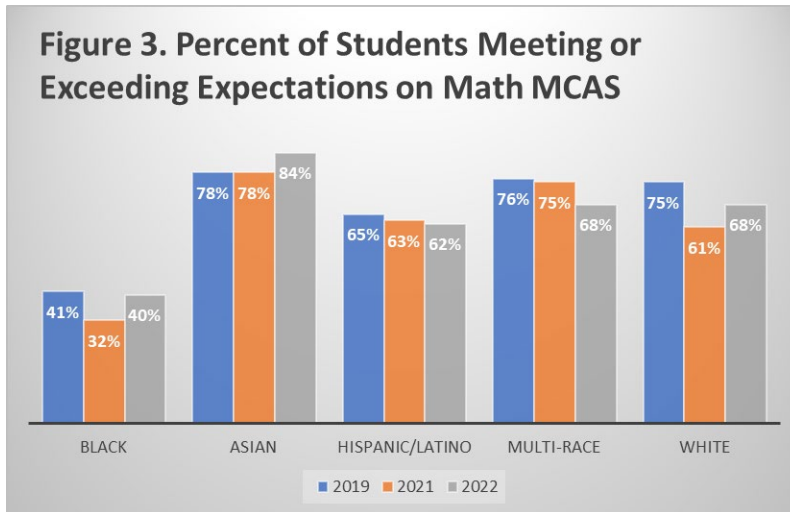
Figure 2 shows that Black students and Asian students are the only student groups who had a higher average student growth percentile (SGP) in 2022 than in 2019. In 2022, Asian students had the highest average SGP at 68—meaning that Asian students in Hingham showed more improvement between 2021 and 2022 than 68% of students with similar MCAS score histories statewide. Black students had the second-highest average SGP at 60—meaning that Black students in Hingham showed more improvement between 2021 and 2022 than 60% of students with similar MCAS score histories statewide. This SGP is a large increase from 2019 when Black students had the lowest SGP of all racial/ethnic groups in Hingham at 49.7.



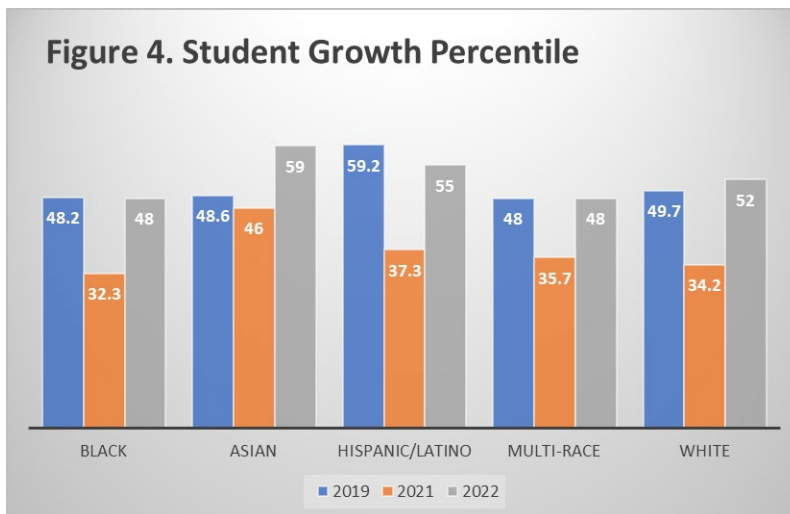
Math MCAS

As with the ELA MCAS results, the Black student group consistently had the lowest percentage of students meeting or exceeding expectations on the math MCAS from 2019 to 2022 (see Figure 3). Fewer than half—40%—of Black students met or exceeded expectations on the math MCAS in 2022. Additionally, the gap between the percentage of Black students meeting or exceeding expectations and the percentage of students of other racial/ethnic groups meeting or exceeding expectations is larger in math than in ELA.

Once again, the Asian student group consistently had the highest percentage of students meeting or exceeding expectations across the three years. In 2022, over 80% of Asian students met or exceeded expectations on the math MCAS. Asian students were also the only group to not experience a drop in performance at any point between 2019 and 2022.



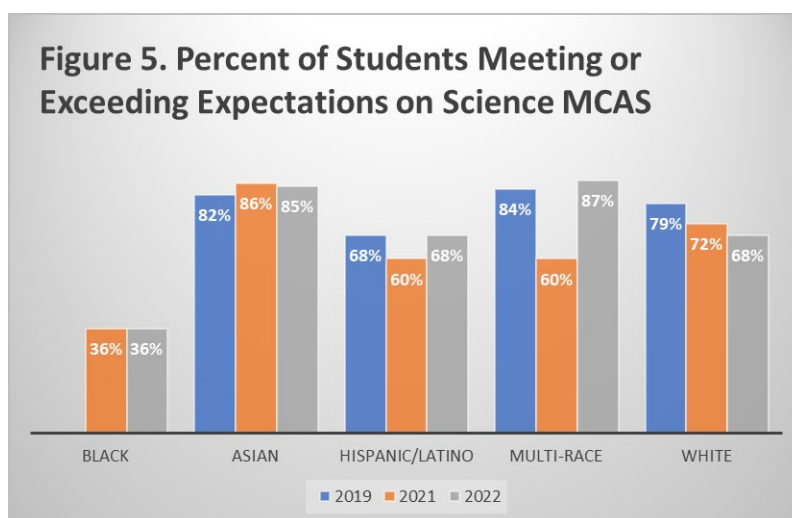
The drop in performance between 2019 and 2021—indicative of the pandemic—was greatest for Black students and white students. This drop was specific to math and was not seen on the ELA MCAS. By 2022, a similar percentage of Black students met or exceeded expectations as in 2019. For white and multi-race students, however, their 2022 performance remains notably lower than their 2019 performance.



Unlike what was seen on the ELA MCAS—where Black students had one of the highest SGPs in 2022—Black students consistently had the lowest or near lowest average SGP in math from 2019 to 2022 (see Figure 4). Asian students again had the highest average SGP in 2022 with 59. All racial/ethnic student groups returned to their pre-pandemic SGPs in math in 2022, with the exception of Hispanic/Latino students.

Science MCAS

When analyzing science MCAS data, it is important to remember that each year's results are different groups of students (i.e., the students in grades 5 and 8 in 2019 are not the same students as those in grades 5 and 8 in 2021). It is for this reason that we do not have SGP data for the science MCAS: students are not taking the science MCAS year after year. However, in the case of the data shown in Figure 5, some students represented in the 2022 results will indeed be the same as some students in the 2019 results. Namely, students who were in grade 5 in 2019 were in grade 8 in 2022.



Looking at Figure 5, the Black student group once again had the lowest percentage of students meeting or exceeding expectations on the science MCAS each year (note that there were fewer than 10 students in grades 5 and 8 in 2019, so data is not reported). Just over a third of all Black students met or exceeded expectations in both 2021 and 2022. The Asian student group once again had among the highest percentage of students meeting or exceeding expectations. In 2022, the only student group that had a higher percentage was the multi-race student group. A substantially higher percentage of multi-race students met or exceeded expectations on the science MCAS in 2022 than in 2021: 87% compared to 60%. Lastly, the white student group saw a consistent decline in students meeting or exceeding expectations over the three years.

Questions for Consideration:

- Black students showed an impressive increase in growth on the ELA MCAS from 2021 to 2022. What efforts were taken to support and accelerate ELA growth among Black students? What can be done to sustain these efforts over time?
- Math performance seemed to be particularly affected by the pandemic/remote year, especially for Black students. What efforts were made between 2021 and 2022 to

accelerate math learning for all students? For Black students specifically? How can these efforts be expanded and/or sustained?

- The disparity between the percentage of Black students meeting or exceeding expectations and the percentage of students of other races/ethnicities meeting or exceeding expectations was largest on the science MCAS. Why might that be? Are there supports, practices, resources, etc. that are provided in ELA and math that are not provided in science?
- Considering other internal data to which Hingham has access, what does ELA, math, and science performance look like at the primary level versus the secondary level? Are there differences in practices and/or achievement worth exploring?

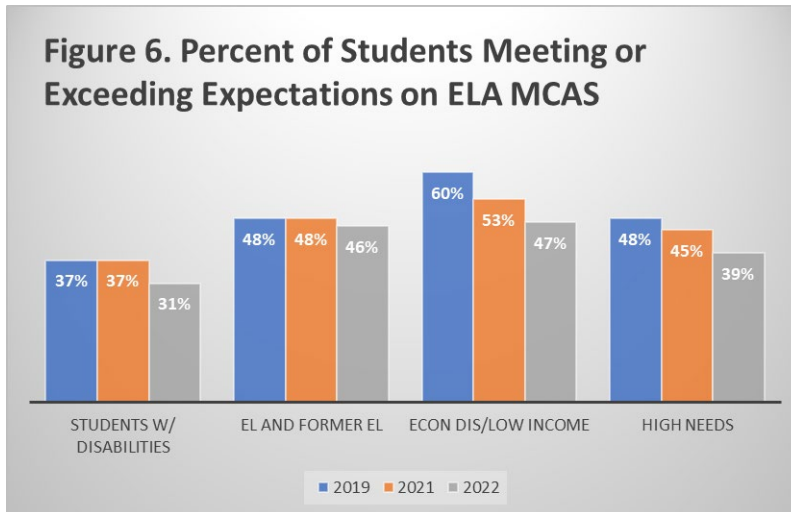
Student Performance by Selected Populations

From 2019 to 2022, there were fewer than 10 EL and former EL students enrolled at each grade level in Hingham. Because MCAS achievement level percentages are **only calculated for groups with 10 or more students**, grade-by-grade comparisons of student performance for the selected populations could not be made. Instead, data were compared at the aggregate level for students across grades 3-8 for ELA and math, and for students in grades 5 and 8 for science (with the exception of EL and former EL students, who had fewer than 10 students in grades 5 and 8 each of the three years).

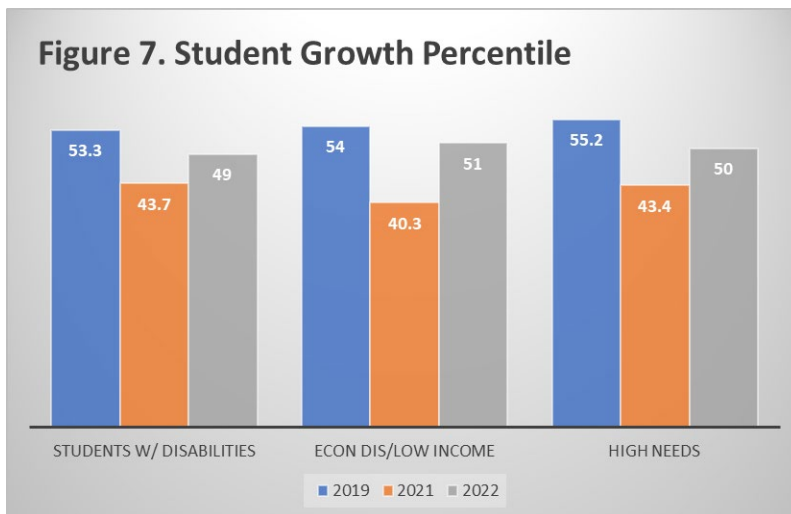
Additionally, there were fewer than 20 EL and former EL students who could be included in the SGP calculation each year. Because SGP is **only calculated for groups with 20 or more students**, SGP for EL and former EL students was not reported and cannot be compared.

ELA MCAS

In 2022, fewer than half of students in any of the student groups met or exceeded expectations on the ELA MCAS (see Figure 6). Students with disabilities had the lowest percentage of students meeting or exceeding expectations from 2019 to 2022. In contrast, the low-income student group had the highest percentage of students meeting or exceeding expectations, but this percentage dropped notably each year. EL and former EL students performed the most consistently across the three years.



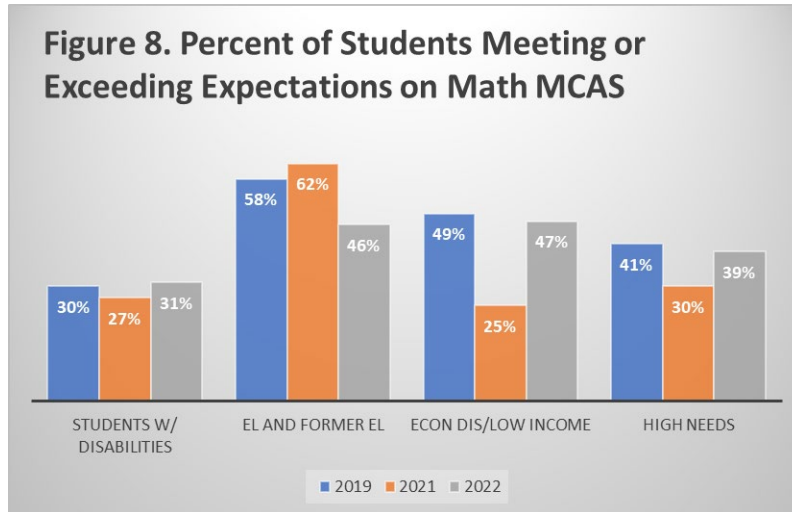
Looking at Figure 7, students with disabilities and low-income students had similar growth each year, with both groups showing a near average growth (an SGP of around 50). In other words, students with disabilities and low-income students in Hingham showed more growth than about half of students with similar MCAS histories across the state.



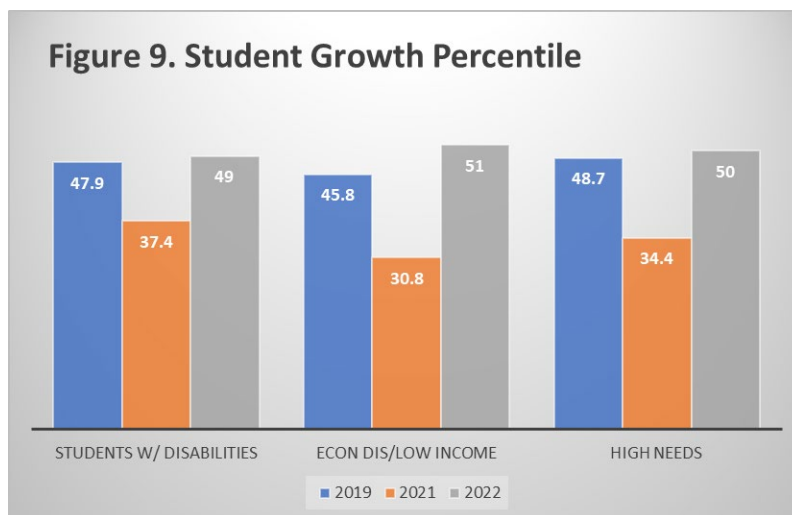
Math MCAS

Figure 8 shows that once again, students with disabilities had the lowest percentage of students meeting or exceeding expectations on the math MCAS, with the exception of 2021, when low-income students had a slightly lower percentage. Also in ELA, the performance of students with disabilities stayed relatively consistent across the three years. This consistency was not the case for EL and former EL students and low-income students. The percentage of EL and former EL

students meeting or exceeding expectations on the math MCAS increased from 2019 to 2021, only to decrease notably in 2022. In contrast, the percentage of low-income students meeting or exceeding on the math MCAS decreased by over 25 percentage points from 2019 to 2021, only to increase back to near 2019 levels in 2022.

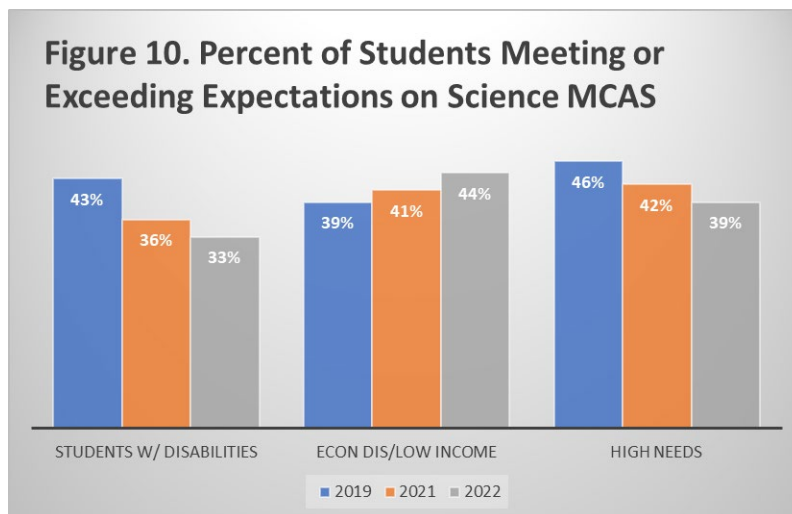


As with the ELA MCAS, students with disabilities and low-income students saw relatively similar growth year to year on the math MCAS (see Figure 9). Both groups showed a nearly average growth compared to students with similar MCAS histories across the state.



Science MCAS

Students with disabilities and low-income students had opposite performance trajectories from 2019 to 2022 on the science MCAS (see Figure 10). Whereas the percentage of students meeting or exceeding expectations decreased year to year for students with disabilities, the percentage of students meeting or exceeding expectations increased year to year for low-income students.



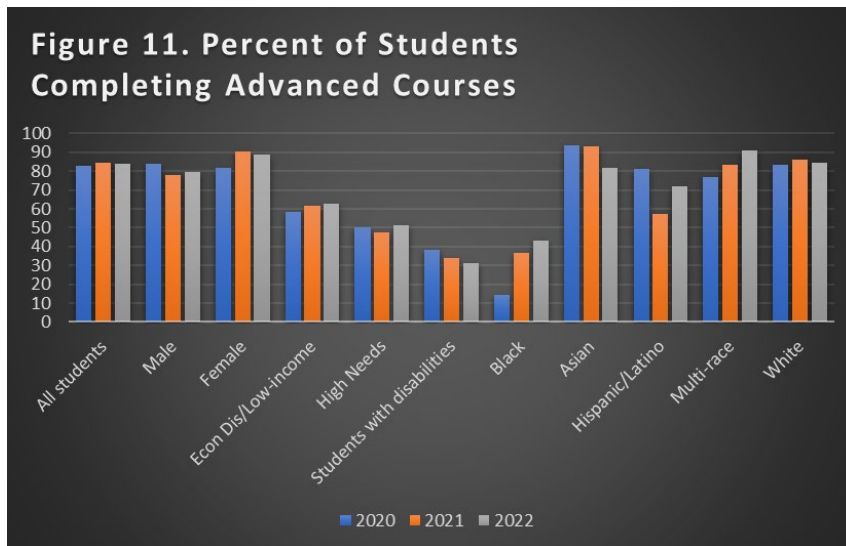
Questions for Consideration:

- For students with disabilities and EL and former EL students, there was little change in the percentage of students who met or exceeded expectations on the ELA MCAS during the pandemic/remote year (i.e., the same percentage of students met or exceeded expectations in 2021 as in 2019). However, students with disabilities, EL and former EL students, and low-income students all saw a decline in the percentage of students meeting or exceeding expectations in 2022. What additional supports were provided between 2019 and 2021 that were no longer provided in 2022, if any? What new supports could be provided to accelerate ELA learning for these groups of students?
- Math performance varied greatly depending on student group. Considering the math supports and practices implemented over the past few years, what may account for these differences? Additionally, what supports and practices used in 2022 might have accelerated math learning for low-income students, and could these practices and supports be provided to all students?
- Students with disabilities consistently had among the lowest percentage of students meeting or exceeding expectations across MCAS exams. What practices and policies can

be reviewed to determine the root cause of this lower performance? What additional supports can be provided?

*Advanced Course Completion Data

As Figure 5 shows, the overall percentage of students completing advanced courses stayed relatively the same from 2020 to 2022. Black students and students with disabilities had the lowest percentage of students completing advanced courses over all three years. Fewer than half of all Black students and students with disabilities completed advanced courses. Notably, though, the percentage of Black students completing advanced courses consistently increased over time—most substantially between 2020 and 2021—whereas the percentage of students with disabilities consistently decreased.



While the Asian student group had the highest percentage of students completing advanced courses in 2020, this percentage dropped quite a bit from 2021 to 2022. Instead, in 2022, multi-race students and females were among those with the highest percentage of students completing advanced courses, with the percentage for multi-race students consistently increasing year over year.

Hispanic/Latino students saw the biggest drop in the percentage of students completing advanced courses between 2020 and 2021. This percentage increased in 2022.

Complete Results

Each year from 2020 to 2022, a substantially higher percentage of students completed advanced courses in math than ELA, both when looking at all students and when looking across each student group (see tables with full student group data over three years below). For example, in 2022, 83% of all students completed advanced courses in math, compared to only 14.5% completing advanced courses in ELA. This 14.5% is a notable increase from 2020, though, only 9.8% of all students completed advanced courses in ELA. Certain student groups—including Hispanic/Latino students, Black students, and students with disabilities—were particularly less likely to complete advanced courses in ELA. For example, no students with disabilities completed advanced courses in ELA in any of the three years.

2022

Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject							Ch 74 Secondary Cooperative Program
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects	
All Students	636	533	83.8	14.5	83.0	24.8	1.4	6.6	1.9	11.2	0.0
Male	344	273	79.4	7.3	78.8	22.4	2.0	6.1	2.3	9.0	0.0
Female	291	259	89.0	23.0	88.0	27.8	0.7	7.2	1.4	13.7	0.0
High needs	103	53	51.5	5.8	51.5	5.8	2.9	1.0	1.0	1.9	0.0
English learner (EL)	1										
Students with disabilities	61	19	31.1	0.0	31.1	0.0	1.6	0.0	0.0	0.0	0.0
African American/Black	7	3	42.9	14.3	42.9	0.0	0.0	0.0	0.0	0.0	0.0
Asian	22	18	81.8	22.7	77.3	40.9	13.6	4.5	4.5	9.1	0.0
Hispanic or Latino	25	18	72.0	4.0	72.0	24.0	0.0	4.0	0.0	8.0	0.0
Multi-race, non-Hispanic or Latino	22	20	90.9	22.7	86.4	36.4	0.0	18.2	9.1	18.2	0.0
White	560	474	84.6	14.3	84.1	24.1	1.1	6.4	1.6	11.3	0.0
Low income	56	35	62.5	10.7	62.5	10.7	1.8	1.8	1.8	3.6	0.0

2021

Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject							Ch 74 Secondary Cooperative Program
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects	
All Students	639	539	84.4	14.6	83.6	26.9	0.2	5.0	2.5	17.1	0.0
Male	311	243	78.1	9.6	77.2	24.1	0.3	4.2	1.6	10.9	0.0
Female	328	296	90.2	19.2	89.6	29.6	0.0	5.8	3.4	22.9	0.0
Economically Disadvantaged	55	34	61.8	3.6	58.2	10.9	1.8	1.8	3.6	10.9	0.0
High needs	105	50	47.6	1.9	45.7	6.7	1.0	1.0	1.9	5.7	0.0
English learner (EL)	1										
Students with disabilities	62	21	33.9	0.0	33.9	0.0	0.0	0.0	1.6	0.0	0.0
African American/Black	11	4	36.4	0.0	36.4	0.0	0.0	9.1	0.0	0.0	0.0
Asian	14	13	92.9	28.6	92.9	50.0	0.0	0.0	0.0	28.6	0.0
Hispanic or Latino	21	12	57.1	14.3	57.1	19.0	0.0	0.0	0.0	14.3	0.0
Multi-race, non-Hispanic or Latino	18	15	83.3	22.2	83.3	38.9	0.0	0.0	0.0	27.8	0.0
White	575	495	86.1	14.3	85.2	26.8	0.2	5.4	2.8	16.9	0.0

2020

Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject							Ch 74 Secondary Cooperative Program
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects	
All Students	624	516	82.7	9.8	82.2	21.0	1.4	6.3	2.1	12.5	0.0
Male	301	252	83.7	6.0	82.7	19.3	2.3	7.0	2.3	6.0	0.0
Female	323	264	81.7	13.3	81.7	22.6	0.6	5.6	1.9	18.6	0.0
Economically Disadvantaged	43	25	58.1	7.0	55.8	7.0	0.0	2.3	4.7	4.7	0.0
High needs	96	48	50.0	3.1	49.0	3.1	0.0	2.1	2.1	2.1	0.0
English learner (EL)	1										
Students with disabilities	60	23	38.3	0.0	38.3	0.0	0.0	1.7	0.0	0.0	0.0
African American/Black	7	1	14.3	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0
Asian	16	15	93.8	18.8	93.8	43.8	0.0	12.5	0.0	6.3	0.0
Hispanic or Latino	21	17	81.0	4.8	81.0	23.8	0.0	0.0	4.8	28.6	0.0
Multi-race, non-Hispanic or Latino	13	10	76.9	0.0	76.9	7.7	0.0	0.0	0.0	15.4	0.0
White	567	473	83.4	10.1	82.9	20.8	1.6	6.5	2.1	12.2	0.0

Questions for Consideration:

- What actions or steps have been taken, if any, to encourage and support the completion of advanced courses among Black, Latino/Latinx/Hispanic and including high needs students? How can these actions be sustained and expanded over time?
- What supports are in place, if any, to encourage and allow students with disabilities to complete advanced courses? What further support(s) can be provided, or actions be taken to ensure students with disabilities have access to advanced courses?
- What challenges or barriers exist when it comes to students completing advanced coursework in ELA/Math? For all students? For specific student groups?
- What strengths, skills, supports, etc. can be leveraged to support the completion of advanced coursework in ELA/Math?

Process for Course Enrollment

The process for course enrollment occurs in five steps, starting from teacher recommendations—which are considered the default/priority—and ending with guidance counselor review and confirmation. Hingham’s secondary schools’ [2022-2023 Program of Studies](#) describes the process as follows on page 7:

Teacher recommendations for level placement and realistic assessments of ability and work habits should be considered seriously by students and parents during the course selection process. These recommendations and assessments are intended to place students in courses where the pace, expectations and standards are appropriate to their needs and abilities, thereby allowing students to learn, grow and succeed in an optimal fashion. As students formulate their course registration plans, attention to the Program of Studies is essential because it contains statements of prerequisites, course recommendations, and course expectations.

The Course Selection Procedure:

1. *Students and counselors discuss the overall course selection process.*
2. *The current teacher makes course recommendations for the next year (for leveled courses only).*
3. *Students and parents discuss program choices for the following year, review specific language in the Program of Studies, and review the student’s report card.*
4. *The student and parent review the teacher recommendations, choose the courses using the Program of Studies, and make their selections through the Aspen X2 portal.*
5. *Guidance Counselors review the course selections of the students.*

As noted, teacher recommendations are considered the default/priority. When guidance counselors review course selections made by students and parents, any disparities between teacher recommendations and student selections must undergo a formal resolution process, also described on page 7:

In academic courses where there is a disparity between teacher recommendation and the course the student wishes to select, the level recommended by the teacher will be recorded. In order to resolve the disparity, the student and parent will follow the Placement Review Process.

Placement Review Process: *Teachers carefully consider their level recommendations for each student. It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher recommendation differs from the level that the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the student and parent are encouraged to talk with the teacher and, if necessary, the appropriate department head. If the decision is to override the teacher's recommendation, the parent/student will select the original course recommended on the Aspen X2 portal and then request a Parent Override Form from the student's counselor.*

Once classes are selected and the school year begins, students can change levels under certain circumstances. That process is described on page 8 of the Program of Studies:

Level Changes:

- *Students in academic courses are assigned levels on the basis of ability and past achievement. Any questions regarding levels may be directed to the counselor.*
- *In the case of full-year classes, level changes may not occur after the first five weeks of terms one and two; no level changes may occur after mid-year. For semester courses level changes may not occur after the first five weeks of the course.*
- *No level changes nor course withdrawals may occur without teacher input and department chair approval.*
- *All level changes will require a discussion involving the student, parent, teacher, counselor, and department chair. Parents must provide written approval for changes.*
- *If a level change does occur, the grade received in the prior level will be adjusted up or down by ten points for the purposes of calculating the student's GPA.*

- *No new course may be added to a student’s schedule after the first two weeks of either semester without the permission of the principal.*

Questions for Consideration:

- Which district level protocols are in place to remove biases from the course recommendation process?
- How are teachers expected to name and check their biases before making course recommendations for students, especially for SWD, students who are BIPOC, and all students with high needs?
- What “assessments of ability and work habits” do teachers use to ensure bias-free recommendations?
- When considering “ability and past achievement,” in what ways do teachers consider the extent to which students have been historically misplaced?
- How do teachers determine expectations that are “appropriate to [students’] needs and abilities”?

**Please note that advanced course data is impacted by how the Massachusetts Department of Elementary and Secondary Schools of Education determines courses that count as advanced. More information can be found by accessing the link below:*

[List of Advanced Courses for Accountability Reporting](#)

THE PAGE LEFT BLANK ON PURPOSE

The Equity Process has assembled recommendations based on the results of the Equity Audit. The audit was conducted through a detailed process to gather information and evidence including 1:1 interviews, surveys, and a review of current policies, processes, and procedures, including a visit to District schools and ongoing meetings with District leaders. TEP reviewed publicly available data on student demographics, staffing, MCAS/Accountability, and discipline. TEP held facilitated discussions with stakeholders to understand how equitable and inequitable practices present themselves and affect students. During research, observations, meetings, interviews, and conversations, stakeholders were actively engaged in discussions around the changes that needed to occur within HPS. As a result, we noticed opportunities to sustain best practices.

The Equity Process Makes the Following Recommendations Based on HPS' Shared and Perceived Values:

TEP believes that core values can be the pulse of an organization. As a growing district that desires to ensure it meets the needs of all students and adults, it is important to name the values that can help you pause, center, embrace all and move forward together. We recommend that you honor, celebrate, and use your core values to guide all future work, create and update policies and procedures, and implement best practices as well as evaluate them. We further recommend that you continue to deeply engage with stakeholder groups and co-create an integrated system of practices, policies, and procedures that sustain 21st Century civic and global learning that centers a deep level of belonging for ALL; especially those who often feel “othered” within your community. In addition to intentionally committing to the objectives in your Strategic Plan, TEP suggests that the Superintendent along with a group of stakeholders meld the list of the below values. Living your HPS Core Values, *while incorporating those that the community/TEP has shared, along with operating in ways that support the actualization of your strategic objectives shall assist you in achieving your desired outcomes.

From the HPS Mission Statement, HPS Theory of Action, words etched into the outside brick of HMS, survey response, and feedback from various facilitated discussions, the following core values are aligned to the desired hopes and aspirations for co-creating the best possible spaces that foster an authentic sense of belonging, academic engagement, civic and global understanding, and growth, and includes all outcomes that benefit all members of the Hingham Public Schools:

- Inclusivity and belonging
- Community wellbeing
- Lifelong learning
- Student centered
- Personal excellence
- Innovative learning

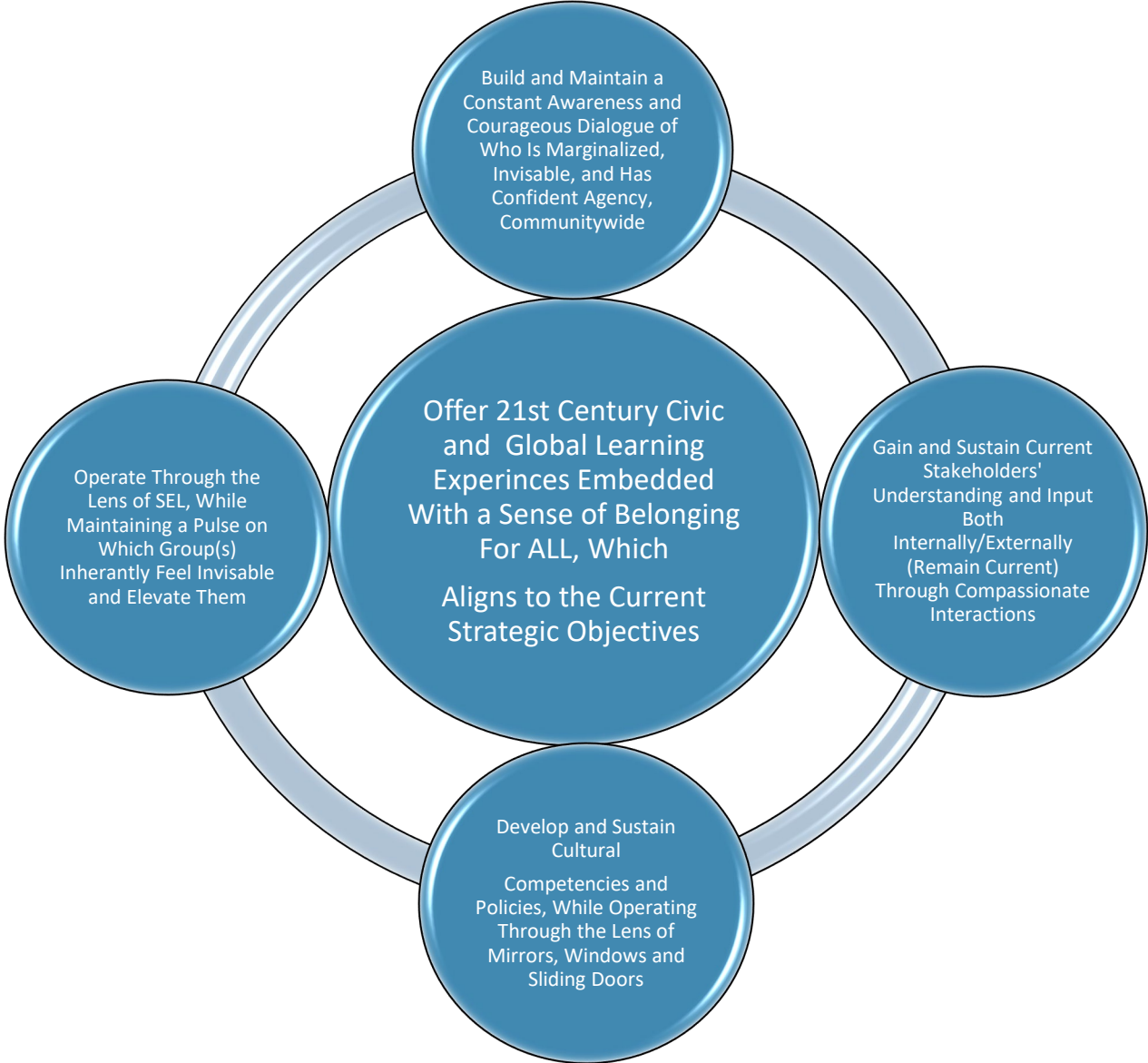
- Civic and global responsibility
- *Strong leadership
- *Informal instruction
- *Research based practices
- *TEP would also like to add evidence base practices
- *TEP would also like to add equitable and unbiased hiring practices
- *TEP would also like to add lived experiences: *“Lived experience refers to representation and understanding of an individual’s human experiences, choices, and options and how those factors influence one’s perception of knowledge” based on one’s own life.* (Source: [US Department of Health and Human Services](#))

Furthermore, TEP highly encourages HPS to take a deeper dive into the operations of the Human Resources Department. For your information on a full complement to our recommendations please refer back to pages 17-18. Your objectives and commitment to civic and global engagement, prompts TEP to **STRONGLY** suggests that the district further assesses its communication, curriculum, policies, and best practices to match the opportunities outlined in the theory and practices of **mirrors, windows and sliding doors** to create a real sense of belonging for ALL.

TEP offers the visual on the next page as an additional way for readers to visualize the narrative above, as well as sum up the first 68-pages of the Audit’s information including its recommendations.

A visual path forward for Hingham Public Schools

Created by The Equity Process as part of the HPS Audit, June 2023



Appendix A: Complete MCAS Results

ELA

2022

Student Group	District										State									
	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)		
			E	M	PM	NM						E	M	PM	NM					
Accountability Subgroups																				
Students w/ Disabilities	332	99	5	26	54	16	490	49	256	84,925	97	1	11	43	46	475	42	61,507		
EL and Former EL	22	100	5	41	45	9	498		17	73,143	99	2	18	46	34	481	48	54,496		
Low Income	159	99	10	37	41	12	498	51	113	184,908	98	2	22	48	28	484	47	139,477		
High Needs	445	99	7	32	49	13	495	50	337	232,868	98	2	22	48	28	485	47	175,462		
African Amer./Black	36	100	22	31	39	8	504	60	27	37,458	99	2	23	47	27	485	49	28,319		
Asian	54	100	39	43	17	2	518	68	42	29,552	99	15	48	29	8	507	59	22,866		
Hispanic/Latino	73	100	11	63	19	7	507	57	59	91,696	99	2	20	47	31	483	46	69,057		
Multi-Race, Non-Hisp./Lat.	60	100	22	47	28	3	511	54	48	17,742	98	8	39	38	14	498	52	13,361		
White	1,517	99	19	54	24	3	512	58	1,210	222,288	99	7	42	40	11	498	50	173,859		
Other Subgroups																				
Male	890	99	17	51	27	5	509	57	705	205,647	99	4	32	43	20	491	48	157,934		
Female	851	98	23	56	20	1	515	60	681	194,096	99	8	39	40	14	497	52	150,252		
Title 1	41	100	7	37	44	12	496	54	24	187,443	99	3	26	47	24	487	48	138,134		
Non-Title 1	1,699	99	20	53	23	3	512	59	1,362	212,524	99	8	44	37	11	500	51	170,264		
Non-Disabled	1,408	99	23	60	17	0	517	61	1,130	315,055	99	7	42	41	9	499	52	246,891		
Non-Low Income	1,581	99	21	55	22	2	513	59	1,273	215,061	99	9	47	36	8	503	53	168,923		
EL	5								3	38,836	98	0	6	42	53	470	42	25,023		
Former EL	17	100	6	41	47	6	501		14	34,308	99	4	33	50	13	493	53	29,473		
Ever EL	32	100	13	44	38	6	502	63	27	83,354	99	3	21	45	31	483	49	63,922		
Foster	3								3	3,051	95	1	15	46	39	478	42	2,196		
Homeless	4								4	7,660	98	1	14	44	41	477	44	5,186		
Military	5								2	3,878	98	4	37	45	14	495	48	2,846		
All Students																				
2022	1,741	99	20	53	24	3	512	59	1,386	400,101	99	6	35	42	17	494	50	308,424		

2021

Student Group	District										State									
	Students Included #	Part. Rate %	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included #	Part. Rate %	% at Each Level				SS	SGP	Incl. in SGP (#)		
			E	M	PM	NM						E	M	PM	NM					
Accountability Subgroups																				
Students w/ Disabilities	322	99	7	30	50	13	495.3	43.7	181	80,423	93	1	15	43	41	478.1	31.5	47,693		
EL and Former EL	21	100	19	29	48		504.1		10	71,291	96	3	21	44	32	482.8	33.9	37,208		
Economically Disadvantaged	134	97	10	43	36		1,500.8	40.3	79	156,726	94	3	24	45	28	485.2	30.8	92,652		
High Needs	418	99	9	36	44		1,499.3	43.4	241	213,387	94	3	25	45	27	485.9	32.1	125,843		
African Amer./Black	38	100	13	42	42		3,504.7	48.0	24	36,997	95	3	25	45	27	486.4	32.4	22,073		
Amer. Ind. or Alaska Nat.	1								1	852	96	4	31	43	21	490.7	35.6	553		
Asian	55	100	33	51	11		5,519.0	48.7	34	29,229	98	17	48	27	8	508.5	43.3	17,694		
Hispanic/Latino	71	100	21	51	27		1,513.2	44.4	47	88,599	94	3	23	45	29	484.3	30.6	51,539		
Multi-Race, Non-Hisp./Lat.	69	99	29	55	14		1,519.0	49.7	37	16,795	94	10	41	35	14	499.7	36.5	10,136		
White	1,592	99	26	51	20		3,516.6	50.6	1,002	222,854	96	9	45	36	10	501.3	37.2	143,741		
Other Subgroups																				
Male	936	99	22	49	25		4,512.9	49.7	582	203,493	96	6	35	40	19	493.4	34.3	125,834		
Female	889	98	30	53	16		1,519.9	50.7	562	192,080	95	10	41	36	13	499.9	37.4	120,017		
Title 1	116	100	12	48	36		3,505.0	50.3	69	179,969	95	4	29	44	23	488.9	31.5	100,203		
Non-Title 1	1,710	99	27	51	20		2,517.1	50.2	1,076	215,694	96	11	46	33	10	502.9	38.7	145,749		
Non-Disabled	1,504	99	30	56	14		0,520.7	51.4	964	315,256	96	10	44	36	10	501.0	36.8	198,259		
Non-Economically Disadvantaged	1,689	99	27	52	19		2,517.5	50.9	1,066	238,660	96	12	47	33	8	503.9	38.8	153,288		
EL	5								1	36,247	95	0	8	43	49	471.5	30.2	12,300		
Former EL	16	100	25	31	44		0,512.4		9	35,044	96	5	35	45	14	494.3	35.7	24,908		
Ever EL	31	100	19	32	42		6,504.8		19	81,782	96	3	24	43	29	484.9	34.3	46,593		
Foster	5								2	2,876	92	1	18	48	33	481.5	31.0	1,667		
Homeless	4								1	7,812	92	2	16	44	39	478.1	29.2	3,821		
Military	3								1	3,624	96	7	41	40	12	497.8	36.5	2,027		
All Students																				
2021	1,826	99	26	51	21		3,516.3	50.2	1,145	395,744	95	8	38	38	16	496.5	35.8	245,966		

2019

GRADES 03 - 08 - ENGLISH LANGUAGE ARTS																		
Student Group	District							State										
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	309	100	4	33	50	13	495.8	53.3	224	85,469	98	1	15	49	35	481.1	44.4	63,657
EL and Former EL	19	100	16	32	53	0	502.3		13	71,206	99	4	28	46	22	489.3	50.4	52,071
Economically Disadvantaged	119	98	11	49	29	11	504.4	54.0	95	154,184	99	4	29	47	20	490.6	46.7	117,961
High Needs	397	100	7	41	42	10	500.6	55.2	299	217,919	99	4	29	47	20	490.7	47.4	166,706
African Amer./Black	27	96	11	44	33	11	501.6	49.7	21	38,596	99	4	30	47	19	491.2	47.7	29,581
Asian	58	100	29	57	12	2	522.9	61.4	47	29,315	99	21	51	23	5	512.8	56.6	22,891
Hispanic/Latino	61	100	20	56	25	0	512.6	60.8	47	88,599	99	4	29	46	21	490.6	47.7	67,811
Multi-Race, Non-Hisp./Lat.	65	100	37	49	14	0	524.1	66.3	51	16,649	99	12	44	35	9	503.6	50.1	12,935
White	1,795	99	28	56	15	2	519.3	60.8	1,457	249,542	99	11	48	34	7	504.9	50.2	202,046
Other Subgroups																		
Male	1,049	99	22	55	20	3	515.1	59.0	846	217,855	99	7	39	40	14	497.3	48.1	171,717
Female	957	99	34	55	10	15	23.5	62.9	777	206,142	99	13	46	33	8	505.3	51.8	164,558
Title 1	68	100	3	59	37	1	503.9	58.3	50	179,578	99	5	34	45	16	494.4	48.2	135,286
Non-Title 1	1,938	99	28	55	14	2	519.7	60.9	1,573	244,408	99	13	49	31	7	506.2	51.0	201,012
Non-Disabled	1,697	99	32	59	9	0	523.2	62.1	1,399	338,520	100	12	49	34	5	505.9	51.2	272,641
Non-Economically Disadvantaged	1,887	99	29	56	14	1	520.1	61.3	1,528	269,802	99	13	50	31	6	507.2	51.6	218,337
EL	4									38,235	98	1	14	50	36	479.0	48.2	23,293
Former EL	15	100	20	33	47	0	504.4		13	32,971	100	7	44	41	7	501.0	52.2	28,778
Ever EL	38	100	13	45	37	5	503.8	58.2	32	79,509	99	5	30	45	21	490.8	50.6	60,081
Military	2								1	3,335	100	7	43	40	9	500.3	49.1	2,474
All Students																		
2019	2,006	99	28	55	15	2	519.2	60.8	1,623	424,052	99	10	42	37	11	501.2	49.9	336,316

Math

2022

GRADES 03 - 08 - MATHEMATICS																		
Student Group	District									State								
	Students Included	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	332	99	3	29	53	15	491	51	254	84,748	98	1	11	43	45	475	43	61,283
EL and Former EL	22	100	14	50	27	9	506		17	73,199	99	2	19	47	32	482	49	54,479
Low Income	157	98	3	38	46	13	494	48	111	184,811	98	1	19	50	29	483	46	139,175
High Needs	444	99	4	34	50	12	494	50	334	232,740	98	2	20	50	28	484	47	175,075
African Amer./Black	35	97	6	34	46	14	496	48	25	37,470	99	1	18	50	31	482	47	28,299
Asian	53	98	26	58	15	0	520	59	41	29,589	100	23	46	25	6	512	60	22,890
Hispanic/Latino	71	97	10	52	31	7	506	55	57	91,697	99	1	17	50	32	481	46	68,960
Multi-Race, Non-Hisp./Lat.	60	100	18	50	28	3	511	48	48	17,696	98	9	35	40	16	497	51	13,308
White	1,518	99	12	56	29	3	508	52	1,210	222,085	99	6	41	42	11	498	50	173,380
Other Subgroups																		
Male	890	99	15	53	27	4	510	54	704	205,639	99	6	34	41	18	494	50	157,731
Female	848	98	9	57	32	3	507	50	677	193,940	99	5	33	46	17	493	50	149,827
Title 1	39	95	0	31	59	10	492	54	22	187,325	99	2	23	49	25	485	48	137,882
Non-Title 1	1,698	99	12	56	29	3	509	52	1,359	212,443	99	9	42	38	10	501	52	169,885
Non-Disabled	1,405	99	14	61	24	1	512	52	1,127	315,035	99	7	39	44	10	498	52	246,484
Non-Low Income	1,580	99	13	57	28	2	510	53	1,270	214,959	99	10	46	38	7	503	53	168,594
EL	5									38,940	99	0	9	44	47	473	44	25,060
Former EL	17	100	18	47	29	6	509		14	34,260	99	5	31	51	14	493	52	29,419
Ever EL	32	100	19	44	31	6	508	58	27	83,410	99	4	21	46	29	484	49	63,913
Foster	3								3	3,059	96	0	11	45	44	475	41	2,202
Homeless	3								3	7,669	98	1	11	46	42	475	44	5,155
Military	5								1	3,885	99	3	34	48	14	493	49	2,848
All Students																		
2022	1,738	99	12	55	29	3	508	52	1,381	399,938	99	6	33	43	17	493	50	307,794

2021

GRADES 03 - 08 - MATHEMATICS																		
Student Group	District									State								
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	321	98	3	24	53	20	488.5	37.4	181	80,299	93	1	9	40	50	472.5	29.9	47,582
EL and Former EL	21	100	10	52	29	10	501.2		10	71,333	96	2	15	43	40	477.8	29.2	37,281
Economically Disadvantaged	133	96	3	22	55	20	488.6	30.8	77	156,651	94	1	13	48	38	477.4	26.1	92,681
High Needs	415	98	4	26	54	16	490.8	34.4	238	213,275	94	1	15	47	36	479.0	27.8	125,815
African Amer./Black	37	97	0	32	43	24	487.0	32.3	23	37,051	95	1	14	47	38	477.3	26.8	22,147
Amer. Ind. or Alaska Nat.	1								1	846	95	2	19	52	27	483.2	28.8	548
Asian	55	100	22	56	18	45	514.9	46.0	34	29,250	98	19	44	28	8	508.6	42.2	17,737
Hispanic/Latino	70	99	10	53	36	15	503.3	37.3	46	88,597	94	1	13	47	40	476.5	25.4	51,575
Multi-Race, Non-Hisp./Lat.	68	97	16	59	21	45	511.0	35.7	37	16,789	94	7	31	42	20	492.1	31.2	10,120
White	1,587	98	10	51	35	45	505.9	34.2	998	222,533	96	5	35	46	14	494.3	31.2	143,479
Other Subgroups																		
Male	930	99	12	50	34	5	506.4	34.9	577	203,462	96	5	29	43	23	489.9	29.9	125,862
Female	887	98	10	52	34	4	505.6	34.5	561	191,855	95	4	28	46	21	489.4	30.9	119,860
Title 1	116	100	0	28	63	9	490.7	42.4	69	179,914	95	2	18	48	33	480.8	26.0	100,280
Non-Title 1	1,702	98	11	52	32	4	507.0	34.2	1,070	215,490	96	7	38	42	13	497.0	33.3	145,545
Non-Disabled	1,497	98	12	57	30	1	509.6	34.2	958	315,121	96	6	34	46	15	493.8	30.5	198,243
Non-Economically Disadvantaged	1,682	98	11	53	32	3	507.4	35.0	1,062	238,469	96	7	39	43	11	497.6	32.9	153,135
EL	5								1	36,318	95	0	6	36	58	467.4	28.5	12,364
Former EL	16	100	13	56	31	0	507.1		9	35,015	96	4	25	51	20	488.3	29.6	24,917
Ever EL	31	100	10	42	39	10	500.6		19	81,830	96	3	17	43	37	479.8	29.5	46,676
Foster	5								2	2,890	93	0	8	44	47	472.5	27.3	1,681
Homeless	4								1	7,811	91	1	7	41	51	470.4	25.4	3,828
Military	2								1	3,613	96	3	28	50	18	489.4	30.0	2,022
All Students																		
2021	1,818	98	11	51	34	4	506.0	34.7	1,139	395,490	95	5	29	45	22	489.7	30.4	245,839

2019

GRADES 03 - 08 - MATHEMATICS																		
Student Group	District							State										
	Students Included #	Part. Rate %	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included #	Part. Rate %	% at Each Level			SS	SGP	Incl. in SGP (#)	
			E	M	PM	NM						E	M	PM				NM
Accountability Subgroups																		
Students w/ Disabilities	309	99	4	26	56	14	492.7	47.9	222	85,456	99	1	14	47	38	479.5	45.0	63,572
EL and Former EL	19	100	16	42	42	0	505.5		13	71,286	100	4	27	46	22	489.3	50.2	52,235
Economically Disadvantaged	119	98	6	43	39	13	496.8	45.8	93	154,175	99	3	26	49	22	488.1	46.7	117,971
High Needs	396	99	6	35	49	11	496.2	48.7	295	217,926	99	3	26	49	21	488.8	47.6	166,684
African Amer./Black	27	96	15	26	52	7	496.0	48.2	21	38,588	100	2	25	50	22	487.8	47.9	29,564
Asian	58	100	26	52	21	2	516.7	48.6	47	29,338	100	28	48	20	4	516.4	58.3	22,940
Hispanic/Latino	60	100	10	55	32	3	508.8	59.2	45	88,693	100	3	26	49	22	488.2	47.6	67,933
Multi-Race, Non-Hisp./Lat.	66	100	24	52	21	3	514.7	48.0	51	16,654	99	12	39	38	11	500.8	50.2	12,929
White	1,798	99	17	58	23	25	12.3	49.7	1,458	249,451	99	10	46	37	8	502.7	50.1	201,856
Other Subgroups																		
Male	1,051	100	19	54	24	3	512.5	49.5	846	217,919	99	9	39	38	13	499.0	49.2	171,764
Female	958	99	15	60	23	2	511.7	50.3	776	206,118	99	8	41	41	10	499.4	50.7	164,467
Title 1	67	100	1	42	57	0	498.0	53.5	49	179,652	99	4	31	47	17	492.0	48.4	135,356
Non-Title 1	1,942	99	18	57	22	2	512.6	49.8	1,573	244,362	99	12	46	34	8	504.5	51.0	200,896
Non-Disabled	1,700	99	20	62	18	0	515.5	50.2	1,400	338,561	100	11	47	37	5	503.8	51.1	272,680
Non-Economically Disadvantaged	1,890	100	18	58	23	2	513.1	50.1	1,529	269,840	100	12	48	34	6	505.5	51.7	218,281
EL	4									38,333	100	1	16	49	34	480.1	47.5	23,464
Former EL	15	100	20	33	47	0	506.1		13	32,953	100	8	41	43	8	499.9	52.4	28,771
Ever EL	38	100	13	39	45	3	504.8	49.2	32	79,591	100	5	29	45	21	490.8	50.5	60,235
Military	2								1	3,320	99	5	40	44	11	497.3	49.1	2,462
All Students																		
2019	2,009	99	17	57	24	25	12.1	49.9	1,622	424,089	99	9	40	39	12	499.2	49.9	336,270

Science

2022

GRADES 05 & 08 - SCIENCE AND TECH/ENG																		
Student Group	District									State								
	Students Included	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	112	96	3	30	52	15	493	N/A	N/A	28,316	96	1	13	41	44	477	N/A	N/A
EL and Former EL	4							N/A	N/A	23,228	99	2	16	45	37	479	N/A	N/A
Low Income	45	98	2	42	44	11	497	N/A	N/A	62,038	97	2	21	47	30	483	N/A	N/A
High Needs	140	97	3	36	49	13	496	N/A	N/A	77,737	98	2	22	47	29	484	N/A	N/A
African Amer./Black	11	100	0	36	55	9	487	N/A	N/A	12,723	98	1	19	48	31	482	N/A	N/A
Asian	20	95	35	50	10	5	519	N/A	N/A	9,916	99	17	48	27	8	508	N/A	N/A
Hispanic/Latino	25	96	8	60	24	8	508	N/A	N/A	30,893	98	2	19	46	33	481	N/A	N/A
Multi-Race, Non-Hisp./Lat.	23	96	30	57	13	0	519	N/A	N/A	5,754	98	9	38	37	15	498	N/A	N/A
White	509	98	14	54	29	3	510	N/A	N/A	75,759	98	8	44	38	10	500	N/A	N/A
Other Subgroups																		
Male	317	99	15	52	29	4	509	N/A	N/A	69,711	98	7	36	38	19	495	N/A	N/A
Female	271	96	15	56	26	2	511	N/A	N/A	65,680	98	6	35	42	16	494	N/A	N/A
Non-Title 1	588	98	15	54	28	3	510	N/A	N/A	75,780	98	10	45	35	11	501	N/A	N/A
Non-Disabled	476	98	18	59	22	1	514	N/A	N/A	107,175	98	8	42	40	10	499	N/A	N/A
Non-Low Income	543	98	16	55	26	3	511	N/A	N/A	73,450	99	10	48	34	7	504	N/A	N/A
EL	2							N/A	N/A	11,176	98	0	4	36	60	467	N/A	N/A
Former EL	2							N/A	N/A	12,052	99	3	28	53	15	491	N/A	N/A
Ever EL	7							N/A	N/A	28,120	99	3	20	45	32	483	N/A	N/A
Foster	1							N/A	N/A	1,025	94	1	15	41	44	476	N/A	N/A
Homeless	2							N/A	N/A	2,549	97	1	14	43	43	476	N/A	N/A
Military	1							N/A	N/A	1,309	98	6	40	41	13	497	N/A	N/A
All Students																		
2022	588	98	15	54	28	3	510	N/A	N/A	135,538	98	6	36	40	18	495	N/A	N/A

2021

GRADES 05 & 08 - SCIENCE AND TECH/ENG																		
Student Group	District									State								
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	99	99	6	30	41	22	494.5	N/A	N/A	24,317	91	2	14	43	42	478.4	N/A	N/A
EL and Former EL	9							N/A	N/A	18,811	94	2	16	44	38	479.4	N/A	N/A
Economically Disadvantaged	44	100	7	34	43	16	494.4	N/A	N/A	43,344	92	2	19	47	32	482.2	N/A	N/A
High Needs	133	99	7	35	41	18	496.1	N/A	N/A	60,239	92	2	20	47	30	483.6	N/A	N/A
African Amer./Black	11	100	0	36	55	9	493.5	N/A	N/A	10,333	93	1	18	48	33	481.4	N/A	N/A
Amer. Ind. or Alaska Nat.	1							N/A	N/A	252	95	5	24	51	20	488.9	N/A	N/A
Asian	21	100	24	62	10	5	515.4	N/A	N/A	7,788	97	17	45	29	9	506.8	N/A	N/A
Hispanic/Latino	23	100	17	43	30	9	504.8	N/A	N/A	24,135	92	2	18	47	34	481.1	N/A	N/A
Multi-Race, Non-Hisp./Lat.	27	100	30	30	33	7	509.6	N/A	N/A	4,772	92	10	37	38	15	498.0	N/A	N/A
White	516	99	21	51	24	4	512.0	N/A	N/A	70,617	95	9	41	39	11	499.9	N/A	N/A
Other Subgroups																		
Male	304	100	25	46	24	6	512.8	N/A	N/A	61,165	94	8	35	39	18	495.2	N/A	N/A
Female	294	98	16	54	27	3	509.8	N/A	N/A	56,778	94	7	34	42	16	494.5	N/A	N/A
Title 1	27	100	7	52	37	4	500.6	N/A	N/A	46,720	92	3	23	46	28	485.2	N/A	N/A
Non-Title 1	572	99	21	50	24	5	511.9	N/A	N/A	71,266	95	10	42	37	10	501.1	N/A	N/A
Non-Disabled	500	99	24	54	22	1	514.5	N/A	N/A	93,673	95	9	40	40	11	498.8	N/A	N/A
Non-Economically Disadvantaged	554	99	22	51	24	4	512.7	N/A	N/A	74,582	95	11	44	37	9	502.0	N/A	N/A
EL	2							N/A	N/A	8,798	93	0	4	35	61	466.9	N/A	N/A
Former EL	7							N/A	N/A	10,013	95	4	27	51	18	490.1	N/A	N/A
Ever EL	13	100	8	31	54	8	496.9	N/A	N/A	22,625	94	3	19	44	34	481.9	N/A	N/A
Foster	1							N/A	N/A	796	89	2	13	46	39	478.3	N/A	N/A
All Students																		
2021	599	99	21	50	25	5	511.4	N/A	N/A	118,009	94	7	34	41	17	494.8	N/A	N/A

2019

GRADES 05 & 08 - SCIENCE AND TECH/ENG																		
Student Group	District							State										
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	106	98	8	35	37	20	499.2			28,229	98	2	15	47	36	480.5		
EL and Former EL	4									22,018	99	2	20	49	28	483.7		
Economically Disadvantaged	41	95	5	34	41	20	495.6			50,646	99	2	24	50	24	486.9		
High Needs	131	98	9	37	38	16	501.0			71,151	99	3	25	50	23	487.6		
African Amer./Black	4									12,897	99	2	22	52	25	485.5		
Asian	29	97	34	48	10	7	521.3			9,834	100	19	48	27	6	509.6		
Hispanic/Latino	19	95	21	47	32	0	513.0			29,139	99	2	23	50	25	486.1		
Multi-Race, Non-Hisp./Lat.	19	100	21	63	11	5	513.7			5,330	99	11	39	38	11	501.1		
White	641	99	19	60	19	3	514.7			84,897	99	10	46	36	7	503.3		
Other Subgroups																		
Male	391	99	20	56	20	4	514.0			73,220	99	9	39	38	14	498.6		
Female	321	98	19	62	17	2	515.6			69,320	99	8	39	42	11	498.5		
Title 1	8									56,318	99	4	29	48	20	490.1		
Non-Title 1	704	99	20	59	19	3	514.8			86,226	99	11	46	35	8	504.0		
Non-Disabled	606	99	21	63	16	0	517.2			114,317	99	10	45	38	6	502.7		
Non-Economically Disadvantaged	671	99	20	60	18	2	515.9			91,898	99	12	48	35	6	504.9		
Former EL	4									11,012	100	5	34	52	10	495.2		
Ever EL	18	100	17	33	39	11	502.9			26,594	99	3	23	48	25	486.3		
All Students																		
2019	712	99	20	59	19	3	514.7			142,567	99	8	39	40	12	498.6		

**This page marks the end of the Equity Audit for Hingham Public Schools,
which was conducted by The Equity Process, LLC 2023.**

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The Equity Process, LLC
www.theequityprocess.org**

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which was conducted by The Equity Process, LLC 2023.**

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HINGHAM PUBLIC SCHOOLS

ELEMENTARY FAMILY-STUDENT HANDBOOK



East Elementary

Principal: Jonathan Hawes
Asst. Principal: Dr. Amanda Donovan

Foster Elementary

Principal: Matthew Scheufele
Asst. Principal: Jennifer Newell

Plymouth River Elementary

Principal: Gregory Lamothe
Asst. Principal: Melissa Smith

South Elementary

Principal: Mary Eastwood
Asst. Principal: Lori Jacobs

Hingham Public Schools adheres to all Massachusetts Department of Education requirements for English Learners Education programs. Upon student enrollment, a home language survey is completed for every student. If a child does not speak English or comes from a home in which English is a second language, the student is referred to the English Learner Education teacher who accepts referrals for evaluation from the principal and/or the Director of Student Services. The Director of Student Services oversees the determination of eligibility, eligibility is established and sheltered English Immersion Services and English Language Development instruction is offered to the student as necessary.

If you need this booklet translated, please contact the main office of your child's school.

Portuguese: *Se voce necessitar este livreto traduzido, contate por favor o escritorio principal da escola da sua crianca*
Espanol: *Si usted necessita este librete traducido, entre en contacto con por favor la oficina principal de la escuela de su nino.*

Chinese: *如果您需要翻译这本书, 请联系您孩子所在学校的总办公室。*

District 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.

District Vision Statement:

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

Hingham Public Schools Rules of the Road:

- ★ Treat each other with care and respect.
- ★ Support a positive learning environment.
- ★ Be serious about learning.
- ★ Take care of your school.

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Note: This handbook summarizes many of the official policies and administrative guidelines of the District. If any of the policies or administrative guidelines referenced herein are revised after the approval of the handbook, the language in the most current policy or administrative guideline prevails.

I. PROCEDURES & INFORMATION

(A.) ATTENDANCE

Attendance Policy: ([Per HPS School Committee Policy JH](#))

Elementary Attendance Guidelines:

It is the responsibility of parents/legal guardians to assure the regular attendance of their student(s). Absences can be excused in the following instances: (a) personal illness or quarantine; (b) death in the family; (c) approved religious holidays; (d) emergency medical or dental treatment; or (e) weather so inclement as to endanger the health of a student; (f) other reasons of necessity or significance if approved by the principal of the school. [M.G.L. Chapter 76, Sections 2 and 4](#) detail the consequences for adults who contribute to the truancy or lack of school attendance of a minor.

Frequent or extended absences (including planned vacations during school days) are detrimental to the learning process for the individual child and may be disruptive to the routines of students.

Using the HPS attendance policy as a guide, elementary schools established common guidelines for attendance procedures and protocols for communicating attendance concerns and consequences to parents. Specifics of these procedures are as follows:

Student Absence and Notification Program:

Many play a role in monitoring regular student attendance (parents, classroom educators, nurse, guidance/adjustment counselors, administration, etc.). Parents are asked to email their main office or call the school if a child must be absent (notes or notification are required for all absences). The school nurse and/or administration may request a physician's note for absences of more than five (5) school days. Staff are encouraged to make efforts to identify or address absences beyond singular absences on a case-by-case basis, up to five (5) accrued days within a marking period.

The Principal or designee shall notify (via letter) the family of any student who has missed five (5) or more unexcused school days. In instances of chronic absenteeism, the principal or designee shall establish action steps with the family intended to address the continued absenteeism and ensure that the student is able to attend school regularly. The action planning steps will address any academic or behavioral concerns associated with or incurred as a result of the chronic absenteeism. This plan may also include support from outside agencies, mental or behavioral health supports, and related school personnel.

Tardiness:

A child is deemed to be tardy if they are not in his/her classroom at the designated start of the school day. As with absences, classroom teachers will make the first contact (after three tardies in

a marking term) to address any issues with attending school on time. Similar to absences (see above), a letter will be sent home after five (5) tardies to notify the family of tardiness concerns and, when applicable, develop a plan of action to ensure the student is able to arrive at school on time.

Makeup Work:

Parents can request makeup work after the first day of a multiple day absence. The nature of makeup work for a long-term absence will be determined by the teacher. Teachers are not expected to provide specific assignments in advance of a vacation or long-term absence. However, they may be able to provide a general sense of what topics/areas the class will cover. In the case of long-term absences of a medical nature, home tutoring may be available (parents should contact the school administration, nurse, or guidance/adjustment counselor). The classroom teacher will establish the period allowed for the completion of makeup after an extended absence. In some instances, teachers may provide intervention to remediate the loss of learning after extended absences.

Student Early Dismissal:

All early dismissals must occur through the main office. Any child leaving the school premises during the school day must be dismissed by a written note indicating the time and reason to his/her teacher. The parent/guardian must report directly to the office to sign the student out of school while waiting for the child's arrival at the office.

Try to avoid calling in a dismissal, specifically, after 12:00 pm. Supplying the school with a note will make the early dismissal a smooth and safe process for your child. A note is also required for dismissal of a child to anyone other than a parent or a guardian. Notes should be specific to the time and identification of the adult picking up the student. Identification of unknown persons will be checked in the office.

(B.) BUS TRANSPORTATION

Transportation Policies: (Per HPS School Committee Policy)

7.6 TRANSPORTATION The school transportation program will be operated in a manner that is safe, efficient and economical and will adhere to all regulations of the Massachusetts Department of Elementary and Secondary Education and the Registry of Motor Vehicles that relate to student transportation.

7.6.1 MEANS OF TRANSPORTATION Transportation of students shall be by vehicles owned or leased by the Town and operated by an employee of the Town or by a properly licensed driver with whom the School Department has contracted to provide transportation services. The Superintendent may permit a staff member to furnish transportation in privately owned vehicles if circumstances dictate. Individual staff members who provide such transportation on a voluntary basis are to be notified that while the Town's insurance policy may include a provision for non-owned vehicles, the primary insurance on the vehicle is the responsibility of the vehicle's owner.

7.6.2 EXTENT OF SERVICES State Law (M.G.L. Chapter 71, Section 68) requires School Committees to provide transportation to any students in grades kindergarten through 6 who reside two or more miles from school. Beyond these statutory requirements, transportation will

be organized so that (a) no student shall be required to cross or walk along a heavily traveled highway, as designated by the Police Department Safety Office and the Transportation Coordinator, prior to the arrival of the school bus except at the location of a police crossing officer; (b) no student shall be required to walk along the side of a heavily traveled highway where no sidewalks are available; (c) no student shall be required to walk more than one mile to attend grades K-5; (d) no student shall be required to walk more than one and one-half miles to attend grades 6-8; (e) no student shall be required to walk more than two miles to attend grades 9-12; and (f) no student shall be required to walk more than one mile to a bus stop.

7.6.2.1 VISIBLE PARENT A parent or other designated person of all Kindergarten students must be visible at the bus stop for drop off. If the parent or other designated person is not present the student will be returned to school.

7.6.2.2 STREET CLOSURE When the streets are closed down, parents will be notified to pick up their children at the closest accessible bus stop location for their route.

7.6.2.3 MUSICAL INSTRUMENTS AND OTHER EQUIPMENT Musical instruments and other equipment that can be safely secured on a lap and do not block the aisle or adjacent seat are allowed. All other equipment may pose a safety threat and are therefore not allowed.

7.6.2.4 WINTER RULES

(a) If snow is excessive and sidewalks are not cleared, bus drivers will, as safety reasonably allows, pick up any students walking or waiting along the route. This applies to all grades along the existing bus routes.

(b) Bus stops may be altered to allow for safe pick-up of students. More frequent stops and alteration of routes may be necessary.

7.6.2.5 SCHOOL TRANSPORTATION Private school transportation is handled in accordance with M.G.L. Chapter 76, Section 1. The HPS District provides transportation for approved private schools similar to service provided for public school students.

Students eligible for school transportation will be required to ride to and from school on the bus to which they are assigned except as follows:

Daycare: A parent or guardian of a student who attends a daycare program on a regular basis and whose daycare location is within the student's home district and is at a distance from the school that meets the distance requirements noted above may request in writing that the student ride on other than the assigned bus. Permission will be granted on a seat availability basis.

Family Emergencies: In the event of a family emergency or when a student is staying with another family for an extended period of time while the student's parent or guardian is away, the parent or guardian may request that the student be allowed to ride on other than the assigned bus. The temporary bus stop must be on an established route within the student's home district. Permission will be granted on a seat availability basis.

7.6.3 (JICC) BUS CONDUCT The School Committee, staff, students, and parents/guardians share the responsibility for student safety during transportation to and from school. The

authority for enforcing Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of students whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their student faces the loss of transportation privileges in accordance with regulations approved by the Committee.

Parents/guardians are responsible for the supervision of their student until the student boards the bus in the morning and after the student leaves the bus at the end of the school day.

When a student boards the school bus, they become the responsibility of the District. Because the bus is an extension of the classroom, the Committee shall require students to conduct themselves in the same manner established for classroom behavior and pursuant to school bus safety rules. The bus driver is required to report violations of school bus rules and regulations.

Any misconduct which threatens the safe operation of the motor vehicle may result in the immediate suspension of busing privilege for a minimum of two weeks. A subsequent offense may result in the suspension of busing privileges for the remainder of the school year.

All substances prohibited on school grounds are likewise prohibited on school buses and students who violate this policy shall be subject to the same punishment as that administered for said violations on school grounds.

7.6.4 TRANSPORTATION TO EXTRACURRICULAR ACTIVITIES Unless an exception is recommended by the Principal or designee, round-trip transportation shall be provided to public school students from school to approved out-of-district extracurricular activities in which they participate. Where possible, it shall be permissible to return students to approved points along the route necessary for the bus to return to the garaging area.

7.6.5 BUS SCHEDULES Prior to the opening of school, bus routes and schedules will be developed and made public.

7.6.6 USE OF SECURITY CAMERAS ON SCHOOL BUSES The School Committee works to maintain a safe and secure environment for its students, staff, others present on school property, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents constitute one of the greatest investments of the community. The Committee believes it to be in the best interest of students and taxpayers for the HPS District to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the Committee authorizes the use of security cameras in District buildings and on its property to ensure the health, welfare and safety of all students, staff, and others present on school property to deter theft, vandalism and other negative behavior, to safeguard District buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations deemed appropriate by the Superintendent in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

School buses may be equipped with video cameras to encourage proper bus behavior. If information from a video is used in a student disciplinary decision, the student and/or the student's parent/guardian will be allowed to view the video. Videos will be reused (taped over) on a weekly basis unless there is an unresolved disciplinary matter.

The District shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in District buildings and/or on school property shall be the sole property of the District. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

Hingham Public Schools Bus Safety Rules:

(All school rules apply when students are riding on school buses)

- Arrive at the assigned bus stop in advance of the posted time for the bus arrival. Parents are responsible for the supervision of students until the students board the bus in the morning and after students leave the bus at the end of the day.
- While waiting for the bus, keep as far off the road as possible until the bus has arrived, stopped and opened its door. Do not run or fool around at the bus stop.
- Keep clear of the area around the bus where the driver might not be able to see you. If you drop something under the bus, do not try to get it- report your problem to the bus driver.
- If you have to cross a street to get to your bus, wait for the bus driver to signal to you then look both ways before crossing; some cars do not stop when the bus lights are flashing.
- Get onto the bus in a single file. Do not push.
- Take a seat and remain seated until the bus arrives at school. Make room for others to be seated.

- No standing is allowed when the bus is moving.
- Do not throw anything in the bus or out of the bus window or hang any part of your body out the bus window.
- Pay attention to the instructions of the bus driver. Make sure that your behavior does not distract the driver from the important job of driving the bus.
- Keep the aisles clear. Large items and large musical instruments such as drums and cellos that will not fit on your lap are not permitted on the bus.
- Do not use inappropriate or loud talk or make other noises that might distract the driver.
- Be courteous to the driver, fellow students, and passersby. Keep your hands, feet and objects to yourself.
- No eating or drinking is allowed on the bus. Do not litter.
- Treat bus equipment well. Damage to bus equipment will be paid for by the offender.
- If you must cross the road when getting off the bus, wait for the bus driver to signal to you, then pass in front of the bus at a distance where you can see the driver and the driver can see you. Remember to look both ways before crossing. (If you do not usually cross in front of the bus at the end of the day, but need to do so, let the driver know before you get off the bus.)
- At the end of the day, go directly home

Bus Discipline:

The school principal's office may suspend bus riding privileges if there are violations of these rules or if students engage in any other action which jeopardizes the health and safety and welfare of others.

Depending on the severity of the incident, the following is the general disciplinary procedure:

- Initial report (made by bus driver) of an infraction of a school bus safety rule: Student conference with the assistant principal or principal. Administrators may choose to notify the parent/caregiver .
- Second report of an infraction of a school bus safety rule or initial report of a more serious nature: Student conference with the assistant principal or principal (and bus driver as needed). Written notification to parents/caregivers.
- Third report of an infraction of a school bus safety rule or any misconduct that seriously threatens the safety of the school bus: Loss of bus riding privileges for a period not to exceed ten days. Written notification to parents.
- Fourth report of an infraction of a school bus safety rule or a second misconduct that seriously threatens the safety of the school bus: Loss of bus riding privileges for the remainder of the school year.

(C.) CHANGE OF ADDRESS/SCHOOL TRANSFER

Families are required to provide the school with changes in address, along with documents that indicate the new address meets residency requirements. If the new address is outside the elementary school district your child is attending, arrangements for a school transfer need to be made.

(D.) CIVIL RIGHTS

Nondiscrimination Policy:

The Hingham School Committee and Hingham Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of

discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Hingham Public Schools.

Hingham Public Schools does not exclude from participation, deny the benefits of HPS from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
 2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
 3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
 4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
 5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on human relations.
 6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.
- The Hingham Public School District requires all members of the school community to conduct themselves in accordance with this policy.

Any person in the District, including staff, parents, volunteers, students, and visitors is personally responsible for:

- Ensuring that their conduct does not harass any student or other staff or applicant for employment, or other individual in the workplace or school;
- Parents/Guardians and volunteers are personally responsible for ensuring that their conduct does not harass any student, or other individual in the workplace or school. Cooperating in the investigation of informal reports or formal complaints of alleged harassment by providing any information they possess concerning the matters being investigated; and

Otherwise cooperating with efforts to prevent and eliminate harassment and to maintain a working and learning environment free from such unlawful discrimination.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a

complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Coordinator Of Title VI Of The Civil Rights Act Of 1964 For The Hingham Public Schools:

The person serving as the Coordinator of Title VI of the Civil Rights Act of 1964 for student concerns for the Hingham Public Schools is the Superintendent for the Hingham Public Schools. Title VI “prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.” Anyone having questions or concerns about Title VI with respect to the Hingham Public Schools should contact the Assistant Superintendent for Teaching and Learning, Ms. Katie Roberts at the School Department, 220 Central Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781) 741-1500 or by email at kroberts@hinghamschools.org or by fax at (781) 749-7457.

Coordinator Of Title IX Of The Education Amendments Of 1972:

The person serving as Coordinator of Title IX of the Education Amendments of 1972 for student concerns is the Hingham Public Schools is Suzanne Vinnes, Executive Director for Student Services Title IX “prohibits discrimination, exclusion from participation, and denial of benefits in education programs based on sex”. Anyone having questions or concerns about Title IX with respect to the Hingham Public Schools should contact Suzanne Vinnes, Executive Director for Student Services at the School Department, 220 Central Street, Hingham, Massachusetts 02043. They can be reached by telephone at their office at (781) 741-1500 or by email at svinnes@hinghamschools.org or by fax at (781)

Coordinator Of Section 504 Of The Rehabilitation Act Of 1973:

The person serving as Coordinator of Section 504 of the Rehabilitation Act of 1973 for the Hingham Public Schools is Heather Rodriguez, Director of School Counseling Services for the Hingham Public Schools. Section 504 “prohibits discrimination, exclusion from participation, and denial of benefits based on disability.” Anyone having any questions or concerns about Section 504 with respect to the Hingham Public Schools should contact Ms. Rodriguez at Hingham High School, 17 Union Street, Hingham, Massachusetts 02043. She can be reached by telephone at her office at (781) 741-1565 or by email at hrodriguez@hinghamschools.org or by fax at (781) 741-1515

School District Homeless Education Liaison:

The person serving as School District Homeless Education Liaison for the Hingham Public Schools is Interim Interim Assistant Superintendent for Teaching and Learning, Mrs. Katie Roberts for Teaching and Learning, Mrs. Katie Roberts, Interim Assistant Superintendent for Teaching and Learning, Mrs. Katie Roberts. The McKinney-Vento Education Act for Homeless Children and Youth requires that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth. Anyone having questions or concerns about the legal rights of homeless children or youth should contact Suzanne Vinnes, Executive Director for Student Services Central Street, Hingham, Massachusetts 02043. They can be reached by telephone at their office at (781) 741-1500 or by email at svinnes@hinghamschools.org or by fax at (781) 749-7457.

Title II, ADA Compliance Liaison:

The person serving as the contact for concerns about school facilities and compliance with the Americans With Disabilities Act of 1990 is Aisha Nelson-Opping, Director of Business & Support

Services. They can be reached by telephone at their his office at (781) 741-1500 or by email aopping@hinghamschools.org or by fax at (781) 749-7457.

Grievance Procedure:

1. Any employee or student who believes that he or she has been discriminated against should contact in writing the appropriate coordinator as soon as possible, normally within thirty (30) days of the discrimination.
2. The Coordinator will meet with the person(s) to discuss the situation within seven (7) days of receiving the written complaint.
3. The Coordinator will have fourteen (14) days to respond to the grievance in writing.
4. If the grievance is not settled at this level, a representative from the Office of Civil Rights or the Department of Education will be contacted for remediation

**(E.) COMPUTER AND INTERNET ACCEPTABLE USE POLICY FOR STUDENTS:
(Per HPS School Committee Policy)**

The HPS District will provide access for staff and students to the system/network, including access to external networks for educational purposes. Educational purposes are defined as classroom activities, career and professional development, the formation of learning networks over the web and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and applications as well as the ability to communicate and collaborate with others. The system/network will be used to increase communication (staff, parent/guardian, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents/guardians, government agencies, and businesses.

Policy Guidelines & Procedures for Internet/Technology Use:

The Hingham Public School system provides computers and technical equipment for the professional use of teachers, administrators, and other staff, and as educational aids for students. Use of any of the Hingham Public School District's computer systems is limited to school-related activities. Administration and classroom systems can be re-allocated at the discretion of the school administration or technology department without advance notice.

The Hingham Public School District makes no warranties of any kind, whether expressed or implied, for the computer services it is providing. Hingham Public Schools will not be responsible for any damages resulting from delays or service interruptions caused by its own negligence or its errors or omissions. Use of any information obtained via the Internet is at your own risk. Hingham Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its computer services.

The following set of technology policy guidelines applies to all users of Hingham Public Schools' computer systems. Use of District technology resources is a privilege, not a right. Use of these resources demands personal responsibility and an understanding of acceptable uses of the Internet. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of District technology resources may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges.
- Denial of future access.
- Payments for damages and/or repairs.
- Discipline under other applicable District policies, including suspension and termination.
- Civil or criminal liability under other applicable laws.

Users who violate policy guidelines will be subject to disciplinary procedures. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using the District's technology resources. These regulations may be amended and updated at the discretion of Hingham Public Schools' administration.

1. District computers, including installed software, hardware, and peripheral devices, are the property of Hingham Public Schools. Computer systems are to be used for school-related activities and are not to be removed from the premises without written permission from the District's Manager of Technology
2. The use of a user's personal electronic device (including, but not limited to, device classifications such as smartphones, computers, and tablets) on the school network or on the District's Internet connection subjects the user to the terms of this policy.
3. Users should not have any expectation of privacy with respect to personal data stored on Hingham Public Schools' computers. Electronic mail (E-mail) messages are considered public records and are therefore legally discoverable and subject to record retention. Users should not expect that electronic mail messages (even those marked "Personal") are private or confidential.
4. The Hingham Public School system may monitor electronic mail and Internet activities on the schools' computer systems for reasons including, but not limited to, the following:
 - a. System checks
 - b. Reviews of productivity
 - c. Investigations into claims of possible criminal activity
 - d. Investigations into inappropriate use of the District's internet connection
5. Use of the District's computer systems constitutes consent to monitoring of email transmissions and other online services, and is conditioned upon strict adherence to this policy.
6. The following activities are strictly prohibited:
 - a. Any illegal activity, including, but not limited to, the transmission of copyright or trade secret material, or the participation in any type of criminal activity.
 - b. Attempts to violate the computer security systems implemented by the Hingham Public Schools, Town of Hingham, or other institutions, organizations, companies, or individuals.
 - c. Accessing material that is inappropriate for school use, such as Internet sites promoting pornography, gambling, or hate.
 - d. Attempts to circumvent the Internet filtering capabilities of the Hingham Public Schools or the school system's Internet provider(s).
 - e. Plagiarism, or any reproduction of copyrighted material without explicit permission.
 - f. The use of profanity or inappropriate language in electronic mail.
 - g. Use of school computer systems for political or commercial purposes.

- h. Using school computer systems to send unsolicited bulk e-mail (SPAM).
 - i. Developing or disseminating malicious software programs, such as computer viruses.
 - j. Downloading, installing, or copying any commercial software, shareware, or freeware onto network drives or disks without written permission from the network administrator or the District's Technology Manager.
 - k. Misrepresentation of your identity by using another user's account or by masking your own identity.
7. No profane, abusive, or impolite language should be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. Should a user encounter such material by accident, the user should report it to an appropriate authority immediately.
 8. In compliance with the Children's Internet Protection Act (CIPA), Hingham has installed filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. The software scans for objectionable words or concepts, as determined by the Hingham Public School District. Students and staff may not disable the District's filtering software at any time when students are using the Internet if such disabling will cease to protect students against access to inappropriate materials. Staff authorized by the District's Manager of Technology may temporarily or permanently unblock access to sites containing appropriate materials if the filtering software has inappropriately blocked access to such sites.
 9. Staff must supervise student use of the District's Internet system in a manner that is appropriate to the students' ages and the circumstances of use. The following restrictions against inappropriate speech and messages apply to all speech communicated and accessed through the District technology resources, including all email, instant messages, Web pages, and Web logs:
 - Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages.
 - Users shall not post information that could cause damage, danger, or disruption, or engage in personal attacks, including prejudicial or discriminatory attacks.
 - Users shall not harass other persons, or knowingly or recklessly post false or defamatory information about a person or organization.
 10. A user's home and personal Internet use can have an impact on the school and on other District users. If a user's personal Internet expression (such as sending a threatening message to another District user) creates, in the view of the principal or principal's designee, the likelihood of material disruption of the school's operations, that user may face school discipline and criminal penalties.
 11. Hingham takes bullying and harassment by computer very seriously. No District user shall use any Internet or other communication device to intimidate, bully, harass, or embarrass other students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material disruption of school operations, in the view of the principal, shall be subject to penalties for bullying and harassment as contained in the student handbook, as well as possible criminal penalties.

In the event of an allegation that a student has violated this policy, the District will provide the user with notice and an opportunity to be heard in the manner set forth in the student handbook.

As the parent or guardian of this student, I have read the Hingham Public Schools' Computer and Internet Acceptable Use Policy for Students. I understand that school Internet access is designed for educational purposes and that the Hingham Public School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the Hingham Public School District to restrict access to all controversial materials, and I will not hold them responsible for materials acquired on the network. I hereby give permission for my child to use the Hingham Public Schools' computer systems and certify that the information contained on this form is correct.

Acceptance of this agreement is noted on the school documentation form sent home upon enrollment.

(F.) CORI FORMS:

All school personnel and volunteers who have unmonitored time with students must complete a Criminal Offender Record Information (CORI) form. The form can be obtained from the main office and must be submitted in person with a copy of an appropriate identification. The process must be completed every three years and all information obtained is confidential.

(G.) CYCLING/ROLLERBLADING/SKATEBOARDING:

Parents are in the best position to determine the ability of their child to ride a bicycle to school. A helmet is required, and a bicycle lock is suggested. It is a town ordinance that bicycles be registered with the police. Parents/guardians should make arrangements in the event of inclement weather at dismissal. Rollerblading and skateboarding are not allowed on school property.

(H.) STUDENT DISCIPLINE: (Per HPS School Committee Policy)

Students will conduct themselves in an orderly, respectful, and courteous manner. They shall act and comply with rules set forth in the [HPS Code of Discipline](#) and their school's Student Handbook and shall defer to the authority of staff who have responsibility for them. It is the position of the Hingham School Committee that every teacher has a right to teach without disruption and every student has a right to learn without disruption.

Consequences for lack of compliance with school rules will begin with restorative practices for behavior and conflict resolution as well as positive behavior interventions (PBIS). If these practices don't work, other actions may include admonition, reprimand, in-school suspensions, or short or long term exclusions from school or expulsion. Progressive discipline decisions shall be the responsibility of each principal, or the principal's designee, and will be guided by the HPS Code of Discipline, the individual school handbooks, Massachusetts General laws, and MA DESE Regulations for implementing M.G.L. Chapter 222 of the Acts of 2012, and implemented according to HPS Procedures under 6.13A. In the case of expulsion, Procedures are according to the HPS Code of Discipline. For serious violations other than those under Chapter 71, Section 37H and 37H 1/2, a student may be expelled only by the School Committee upon

recommendation of the Superintendent (see HPS Code of Discipline). Staff will be expected to review the expectations and classroom rules that align with overarching school expectations.

M.G.L. Chapter 71, Sections 37H and 37H1/2 give school principals the authority to expel students for possession of a weapon or controlled substance on school property, for assault of a staff member, or as a result of being charged with a felony. M.G.L. Chapter 71, Section 37H3/4 establishes notification provisions for suspensions and hearings, including the right to appeal to the Superintendent, as available under procedure 6.13A.

According to M.G.L. C.71, S84, no student shall be suspended, expelled or otherwise disciplined on account of marriage, pregnancy, parenthood, or for conduct which is not connected with any school sponsored activities, provided, however, that in the case of a pregnant student, the School Committee may require that the student be under the supervision of a physician.

The authority of the staff to maintain discipline shall not include the right to inflict corporal punishment on any student. This policy shall not preclude any member of the staff from using such reasonable force as is necessary to protect students and other persons from an assault by a student. If an assault does occur, the principal shall file a detailed report with the Superintendent.

M.G.L. C.76,S17; M.G.L. C.71,S37G; M.G.L. C.71,37H,37H1/2, 37H3/4; M.G.L. C.71,S84; M.G.L. Chapter 222 of the Acts of 2012

Bullying & Harassment: (Per HPS School Committee Policy JICB)

Students and all staff are to maintain an environment free of harassment of any kind, including but not limited to harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or foster care status. Students and staff are to treat one another with courtesy and respect at all times.

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyber-bullying. In accordance with Massachusetts law, Hingham Public Schools and the six schools designed and implemented a bullying prevention and intervention plan which can be found on the website.

Bullying shall include cyber-bullying. Cyber-bullying is defined as "bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, or a photo-electronic or photo-optical system,

including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.”

Cyber-bullying also includes the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Additionally, cyber-bullying includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

As required by M.G.L. c. 71B section 3, whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Neither a skill deficit nor the existence of an IEP or 504 plan will be used as either a justification for bullying or as a rationale for reduced consequences for aggressors.

Reports of bullying can be made either orally or in writing. Anyone who believes someone is being bullied is obligated to notify a member of the school staff or fill out an incident reporting form which can be found in the school offices. Anonymous reports may be made via the anonymous reporting form found on our website. Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses, or has reliable information about bullying is prohibited.

Harassment includes but is not limited to such things as threats, unsolicited remarks, gestures, physical contact, or the display or circulation of written materials or pictures derogatory to gender, racial, ethnic, religious, age or handicap groups.

The Hingham Public Schools has adopted the Steps to Respect program to teach children how to identify and handle bullying behavior. The program uses the 3R's of Bullying: Recognize, Refuse and Report. Bullying behavior is defined as unfair and one-sided. It happens when someone keeps hurting, threatening, frightening or leaving someone out on purpose. This is different from a peer conflict that is two sided. Other problems with behavior are addressed through the Hingham Code of Discipline, such as peer conflicts or one-time mean or hurtful behaviors. After identifying bullying, students are taught to assess safety and decide whether to refuse (respond) by standing up to the person bullying and/or by supporting the person being bullied. Next, the students are taught to report bullying behavior to an adult.

Additional information on the bullying policy is located in the office and on the website. Those in a bullying report are notified. The principal or designee will investigate the report and make a determination of what action should be taken and initiate an

appropriate response to protect the target of the bullying behavior (safety plan) and to address the bullying behavior.

In grade K-3, the Second-Step violence prevention program is used. This program uses a problem solving approach to resolve conflicts.

Due Process:

Parents of students wishing to express a concern or to appeal a decision made by school personnel may do so by contacting building administration in writing or contact the school administrative assistant to schedule a meeting with building administration. All concerns or appeals will be addressed in a timely manner.

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

Notice of Suspension:

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

Short Term Suspension:

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

including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect. In the event the Principal determines that the student will be suspended from school, the student and parent/guardian will receive notification by telephone (or in person) and in writing. The notice will include the rights enumerated in the law and regulation. To conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. The student will have the opportunity to make up assignments, tests, papers, and other school work as needed to make continued academic progress.

Emergency Removal:

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

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

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

Expedited Evaluation Process:

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

If the district has no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

Long Term Suspension:

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

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

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

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

If the Principal decides to suspend the student, the written determination shall: identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; set out the key facts and conclusions reached by the Principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of

the home if other than English, or other means of communication where appropriate, and shall include the process for appealing the decision including; that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension (within the same five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days); and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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

Due Process for Students with Disabilities:

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

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

Prior to the imposition of any disciplinary sanction that would result in a change in placement; the student's Team will meet to determine whether the student's conduct was a manifestation of the student's disability. If the Team determines that the conduct was a manifestation of the student's disability shall review any existing behavior plan or, if no such behavior plan exists, conduct a functional behavioral assessment. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline please contact the building principal.

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

- Free and Appropriate Public Education, (FAPE): Hingham Public Schools is responsible for providing FAPE to all of its students. A student may not be

suspended for more than ten cumulative school days without the provision of FAPE.

- **Manifestation Determination:** The TEAM must consider whether appropriate services were in place and whether the behavior was a manifestation of the student's disability.
- **Functional Behavioral Assessment/Behavioral Intervention Plan:** A FBA must be completed ten business days after the removal that will result in the 11th day of suspension; the BIP must be completed as soon as possible following the FBA. The goal of a functional behavioral assessment is to understand why a student misbehaves. What does the TEAM feel is the function of the behavior: attention? Sensory input? What behaviors could be chosen to try and redirect the student? The Behavioral Intervention Plan should include instructions on how to replace problem behavior with replacement behavior.
- **Alternative Educational Setting, AES:** In cases of a dangerous weapon or drugs, the principal may place a student in an alternative educational placement for up to 45 days. The Principal and the Director of Student Services work with the TEAM to determine this placement.
- **"Stay-put" provision:** Parents may request a due process hearing which invokes "stay-put", freezing the placement during the pending expedited hearing.

Memorandum of Understanding:

This Memorandum of Understanding is established between the Hingham Public Schools and the Hingham Police Department regarding the establishment of a protocol for the reporting and coordination of responses to incidents of violence or other illegal activity within Hingham Public Schools. The Hingham Public Schools and the Hingham Police Department agree to coordinate their responses to violence or other illegal activity by students and non-students which occur on school premises or at school-sponsored or school-related events. Through collaboration the two departments can ensure safe and secure school and community environments designed to maximize effective teaching and learning

To ensure a safe educational environment, this collaborative effort between school administration and law enforcement supports "zero tolerance" for drugs, alcohol, weapons, hate crimes, and violence within and on the grounds of the Hingham Public Schools. Non-students involved in such acts on school premises or at school events are to be reported in the same manner as Hingham students are reported. Nonstudents include, but are not limited to, administrators, teachers, professional staff, support staff, clerical and custodial staff, security personnel, bus drivers, visitors, and trespassers.

This Memorandum of Understanding is not intended to usurp the discretion of the Hingham Public Schools in administering its disciplinary code and resolving in-house student misconduct which does not rise to the level of a criminal violation or fall within a statutory reporting requirement.

Copies of the Memorandum of Understanding are available in the school office. It is also available on the website under "Administration/Superintendent's Office."

Physical Restraint Policy: (Per HPS School Committee Policy)

Hingham Public Schools' students may, in rare circumstances, require physical restraint when non-physical interventions would not be as effective and the student's behavior poses a threat of imminent, serious physical harm to self and/or others. Such physical restraint should be limited to the use of such reasonable force as necessary to protect a student or another member of the school community from assault or imminent, serious physical harm. Such incidents of restraint must be reported to an administrator and a report filed.

Student Behavior

The town-wide Discipline Code is available online. Individual classrooms and learning spaces may develop rules and expectations and best allow for a productive learning environment and ensure student achievement. Staff will review these practices and remind students of the consequences for misbehavior which reflect restorative practices and PBIS. Communication related to repeated or continued student behavior remediation is an expectation of staff and administration. Parents/caregivers will be asked to acknowledge their review of these procedures yearly.

Discipline of Students with Disabilities

The disciplining of students with disabilities is governed by federal and state laws and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Education ACT (2004), Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws (Ch. 69-78A).

Students with IEPs or 504 plans who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability. For any suspension or change in placement that exceeds 10 days, in addition to educational services, students must receive, as appropriate, a functional behavior assessment, behavioral intervention services, and modifications that are designed to address the behavior violation.

For infractions related to the carrying of a weapon, or the possession, use, sale, or solicitation of drugs or controlled substance on school property or at a school event, school personnel may order a change in the placement of a student with an IEP or 504 plan to an interim alternative school setting for not more than forty-five school days. For additional information on, or clarification of, the details of these regulations, you may contact the Director of Student Services (781-741-1500).

(I.) DRESS CODE: (Per HPS School Committee Policy)

In accordance with Massachusetts State Law, there is an expectation that students dress in keeping with reasonable standards of safety, health, and cleanliness so as not to detract from the educational process. We expect students to dress in a manner that is appropriate for school, a place of work, and study.

Hats are not permitted to be worn in the building, except on special school spirit days. Children must have sneakers for physical education classes, plus appropriate clothing for physical activities. For safety reasons, flip-flops are discouraged from being worn to school.

Children should be properly equipped for both warm and cold weather conditions. Layered clothing usually works well. Since the youngsters need a fresh air break every day, they should be dressed accordingly. We do go out in the snow, so hats, gloves, snow pants, and boots are essential for students to play in the snow.

(J.) EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE:

Hingham Public Schools ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. The Hingham School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

Foster care students continue to attend their school of origin unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). When it is not in the student's best interest to remain in the school of origin, the student may be immediately enrolled (and attend) the new school district, even if records normally required for enrollment cannot be quickly produced. Hingham Public Schools has designated the Interim Assistant Superintendent for Teaching and Learning, Mrs. Katie Roberts of Schools as the district's Foster Care point of contact to ensure collaboration with DCF and the provision of transportation to the student's school of origin, if needed. See Procedure 6.3B

LEGAL REFS: Every Student Succeeds Act (ESSA); Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

6.3B PROCEDURE

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE (REGULATIONS)

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

Hingham Public Schools may seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school without delay, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

(K.) EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN:

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, Hingham Public Schools supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The Hingham School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment. See Procedure 6.3C

LEGAL REFS: Interstate Compact on Educational Opportunity for Military Children

6.3C PROCEDURE

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN (REGULATIONS).

Definitions:

Children of military families means school aged children, enrolled in kindergarten through 12th grade (including IDEA eligible students aged 3-22), in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

Hingham Public School's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 school/working days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the building principal for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- Hingham High School will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

(L.) EDUCATIONAL TRIPS: (Per HPS School Committee Policy)

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools. A student's participation in scheduled educational field trips shall not be restricted on the basis of disability or other health-related concern.

The Superintendent will establish regulations to assure that:

1. All students under 18 have permission from a parent/guardian for trips.

2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All trips allow student access without regard to ability to pay.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

(M.) ELECTRONIC EQUIPMENT:

The use of electronic equipment that can include devices that can make or receive phone calls or text messages, such as cell phones, smart watches, etc. in school is not permitted as it can interrupt instruction or interaction with peers. Devices that are used solely for reading are allowed. All other devices should be off and in the backpacks.

(N.) EMERGENCY INFORMATION:

Automated Emergency Phone System:

The School Department service is used to alert parents to public safety issues including emergency school closings. This system is not used for routine school announcements nor is it used for regular early-morning, weather-related school closings. The home phone number, the parent cell phone number, and the parent work phone number listed under the first parent contact on our student information file are the numbers used in the system. When activated, this automated system will call all three numbers, but it is not able to dial telephone extensions.

Contingency Plan:

Hingham has a town-wide multi-hazard evacuation plan in place. Should there be a need to dismiss all students early, parents need to have a contingency plan and at least one back-up plan for children in case you are not home. Expect that students would be dismissed and follow the usual routines. Buses would run their normal routes and walkers would walk. Please complete this form annually, and review with your child throughout the year. Copies of the personal contingency plans are maintained in the office and classrooms.

Emergency School Evacuation:

The Hingham Public Schools has a plan which describes the general guidelines and procedures for emergency evacuation. Fire exit protocols in each building describe exit routes from the building and the details of teacher and staff responsibility for supervision and student accountability. Each incident or event prompting a school evacuation will be treated as a unique circumstance but the guidelines below indicate the likely course of action.

- A. General Guidelines: There are times when relocating to another part of a building, or temporarily outside, may be the best option. Factors such as the nature of an incident, time of year, and time of day can influence the details of an evacuation plan for a particular building. Early dismissal is an option for the high school, but it is a last resort for elementary and middle schools due to parents not being at home to receive students.

- B. Evacuation Guidelines for Single-Building Evacuation (such as for fire or problems with heat, power, or plumbing): This decision would be made by the principal in consultation with Central Office. Elementary students would be relocated by bus to another school building for the remainder of the school day. Dismissal would be at the normal time and by regular bus routes, with walkers bused back to their school. Notice would be given on cable and website, and a note or email explaining the situation would accompany students home at the end of the day.
- C. System-Wide Evacuation (such as for storms or another local incident): This decision would be made at Central Office. High school students would be released early with area buses available. Middle school students would be dismissed after the high school, and using regular bus routes, as soon as a sufficient number of drivers have been recalled. Elementary students would remain at school until as close to dismissal time as is safely possible. Public (cable and website) announcements would be supplemented by phone calls or email.
- D. System-Wide Evacuation (for an eventuality that is regional, such as a terrorist threat, power plant incident, etc.): This decision would likely be made by someone other than school personnel. At this time, our only alternatives would be to hold students in place until regular dismissal time (or later if needed), or to dismiss all students early using the normal dismissal routines (total anticipated time after notification is 1 hr. 45 min. to 2 hrs., plus time needed to locate drivers if the incident were in the middle of the day). Public announcements would be made and notification of working elementary parents would be attempted.

There are concerns, however, about whether or not parents could get home to receive students. We need to stress to parents the importance of having their own neighborhood contingency plans, with backup plans for child care/supervision. It is important that parents discuss and review such plans with children.

We do not have the bus capacity to relocate all students simultaneously, and we have not had identified for us alternate sites for any mass evacuation out of town. We are not included in the district for the Plymouth Power Plant evacuation plan.

School Cancellation/Delayed Opening/Early Release:

The decision as to whether or not the schools will be closed is made by the superintendent of schools after consultation with the superintendent of the highway department and other town officials. The decision is based on the practical considerations of safe transportation of students and walkers. In the event of unusually severe weather or other special circumstances which might prevent the opening or delay of school, the following procedures have been established.

School cancellation announcements will be broadcast on the following radio and TV stations:

- WRKO (680 AM)
- WBZ (1030 AM)
- WBUR (90.9 FM)
- Channel 4 - CBS
- Channel 5 - ABC

- Channel 7 - NBC
- Channel 25 - Fox
- Channel 56 - CW

School cancellation can also be found on the following websites and apps:

- Channel 4: www.wbzt.com, mobile app, or sign up for text alerts at boston.cbslocal.com/school-closings-text-message-registration/
- Channel 5: www.wcvb.com, mobile news app, or sign up for email notifications at wcvb.com/weather/closingssignup
- Channel 7: www.whdh.com, mobile weather app, or for notification by cell phone, sign up at www.whdh.com and click on “Closing Alerts”
- Channel 25: www.myfoxboston.com, or to receive email or text alerts, sign up at myfoxboston.com/link/596238/school-closings-text-alerts

In the event that children need to be released from school early, your personal school emergency contingency plan will be in effect. Please refer to the above radio and TV stations for information regarding early closings due to weather or special circumstances.

Please note: It will be a rare occurrence that children are released early from school due to weather because of the child care problems that it would create.

(O.) HARASSMENT:

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Hingham Public Schools. The alleged harassment must involve conduct that occurred within the school’s own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s education or of a student’s participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student’s performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one’s grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

(P.) HEALTH SERVICES:

The Hingham Public School (HPS) nurses are committed to providing all students with a healthy, safe and supportive learning environment. The nurses promote the physical and social emotional health and well being of all students through the provision of health services which may include: the identification and planning for care of students with individual health care needs; the performance of mandated health screenings, communicable disease prevention and control; emergency care of students, staff or faculty who are ill or injured; health counseling and education; and promotion of a safe and healthy school environment. The District recognizes that parents/guardians have the primary responsibility for the health of their child/children. Parents should inform their school nurse of any change or potential problem in the health of their child/children. Strong communication between the school nurse, parents/guardians and primary care providers is essential.

Mandated School Screenings:

Massachusetts State law mandates regular health screenings be completed at school to identify potential barriers that may interfere with student success and make appropriate referrals for assessments and treatment. Mandated screenings do not take the place of regular primary care provider examinations. These screenings in elementary school include: vision screening for grades K-5, hearing screenings for grades K-3, postural screening in grade 5, and BMI (Body Mass Index) for grades 1 and 4. Parents/guardians may opt their child/children out of any of the screenings with written notice to the nurse.

Illness/Injury During School:

In case of illness, injury or emergency, the parent/guardian will be notified by the school nurse or other staff member. Parents/guardians MUST provide the school with emergency contact information in case they cannot be reached. It is imperative to keep this information up to date. Students who do not feel well enough to attend class must report to the Health Office for evaluation. The nurse will determine if the student will be sent back to class, monitored in the health office, dismissed from school, or referred for emergency medical intervention. Students dismissed with a fever (100 F or greater) must be fever-free for 24 hours without the use of fever-reducing medication (e.g, Tylenol, NSAIDS) before returning to school.

Please note that current COVID 19 protocols may differ from this information regarding fever and illness and will be discussed with parents/guardians at that time.

A physician's order is required for the use of crutches, splints, braces or other assistive devices. The order must specify any restrictions and note the estimated time of use.

Illness & Communicable Diseases:

The HPS nurses work in collaboration with the Hingham Board of Health when there is an identified contagious illness involving a student. The Hingham Board of Health will determine the quarantine, isolation and notification requirements on a case by case basis. The Massachusetts Department of Public Health Isolation and Quarantine Regulations mandates exclusion from school for contagious diseases.

<https://www.mass.gov/regulations/105-CMR-30000-reportable-diseases-surveillance-and-isolation-and-quarantine>

The Hingham Public Schools will follow most current guidance offered by the Massachusetts Department of Public Health in regards to COVID-19. Principals will ensure that families will receive information on any changes to the guidelines.

If your child has a communicable disease, please notify the school nurse. Students may return to school as follows:

- Chicken Pox– 7 days from appearance of first eruption, lesions crusted and fever free for at least 24 hours.
- Impetigo - 24 hours after medical treatment has begun, lesions should be covered in school.
- Head Lice - Remember to check your child's head frequently for head lice, as they can be a common occurrence in young children. Please refer to the Hingham Public Schools (HPS) website, for the HPS head lice guidelines and parent information.

School health policy, regarding school attendance, asks that you please keep your child home if they:

- Has **ANY** signs or symptoms of COVID 19

- Has had a fever, vomiting or diarrhea within the past 24 hours
- Has been dismissed from school due to fever, vomiting or diarrhea. The student may not return to school the next day.
- Is being treated for a contagious illness (such as strep throat, the flu, bronchitis) and the student must remain at home until on antibiotics for a full 24 hours.

Please inform the school nurse of potential problems or changes in health status such as:

- Update of immunizations
- Illness or injury requiring prolonged absence
- Surgery
- Injury requiring crutches or wheelchair; health care provider note for elevator use is required
- Splints or casts
- Treatments requested by physician
- Change in activity status
- Emotional concerns

Physical Examinations and Immunizations:

School nurses are required to keep an immunization and health record for each student enrolled in the district. Physical examinations are required for new students registering at all schools and this exam must have been completed within one year of school entry.

Documentation of a physical exam with updated immunizations is required for students entering Grades K and 4. See Massachusetts State Law Physical Examination of children: <https://www.mass.gov/regulations/105-CMR-20000-physical-examination-of-school-children>

All students attending school are required to be immunized according to Massachusetts State Law:

<https://www.mass.gov/regulations/105-CMR-22000-immunization-of-students-before-admission-to-school>

Parents/guardians will be notified if their child/children do not have the required immunizations for school. Medical and religious immunization exemption waivers must be submitted to the Health Office annually. *Note: When a case of a vaccine-preventable disease emerges in the school setting, susceptible individuals who are not vaccinated (including those with medical or religious exemptions) may need to be excluded as per Reportable Diseases, Surveillance and Isolation & Quarantine Requirements.*

Medication At School:

The delivery of medication at school is regulated by the Department of Public Health and has specific guidelines in place for the health, safety and confidentiality of all students. Any student taking medication in school on a regular basis must have a new permission form signed by the parent/guardian and the prescribing physician every school year. Medication must be provided to the school nurse in a pharmacy or manufacturer labeled container. **When getting the original prescription at the pharmacy, please ask for a second container with all the prescribing information attached so medication can be left at school.**

No student is permitted to bring medications to school or carry medication in school with the exception of an inhaler, epinephrine auto injector, insulin, diabetes supplies or if wearing an insulin delivery system (pump).

The first dose of any medication will not be administered by the school nurse due to the possibility that an adverse event may occur.

Short-term medication (10 days or less), prescription or non-prescription, will only be given if the proper permission forms are signed and dated by a parent and physician if necessary. Parents/Guardians should contact their school nurse to discuss the scheduling of medication or any health issue pertaining to the student. All medication forms can be found on the Hingham Public Schools web page under health services.

Allergies or Chronic Health Care Issue:

If a student has ANY type of allergy including food allergy or other chronic health issue, please contact your school nurse to plan appropriate responses. Students with life threatening allergies or other chronic medical conditions may be eligible for a Medical 504 Plan after evaluation and an eligibility determination.

Please visit our Health Services Webpage for nurse contact information and more detailed health/wellness information and forms.

<https://hinghamschools.org/academic-programs/nursing/>

School Activities and Celebrations with Food: (Per HPS School Committee Policy)

In accordance with School activities and celebrations that include food will be limited to specific curriculum based activities and special seasonal celebrations.

(Q.) HOMELESS STUDENTS: (Per HPS School Committee Policy)

The Hingham Public School District has adopted the definition of homeless children and youth as found in Section 725 (2) of the federal McKinney-Vento Homeless Education Act (2002 reauthorization). A student determined to be homeless will be enrolled immediately in the school of the district in which they are temporarily residing or be provided with transportation if they choose to remain in his/her school of origin until the end of the school year in which permanent housing is found. Students determined to be homeless, or who fit the Massachusetts Department of Education’s definition of “unaccompanied youth,” are entitled to attend and fully participate in all classes, school activities, and educational opportunities and to benefit from all services provided to other students in the Hingham Public Schools. This includes automatic eligibility for Title I and Free/Reduced Lunch programs.

(R.) HOMESCHOOLING: (Per HPS school Committee Policy)

Home educated, or home schooled students, with Committee approved educational programs are eligible to participate in extracurricular activities at their home school. Extracurricular activities are defined as activities taking place outside of school hours (ex. clubs, athletics, band/strings/chorus). Activities that such students are not eligible to participate in are activities that occur naturally within the school day (ex. Lunch, recess, specialists not including physical education, field trips, etc.)

Home educated students with Committee approved educational programs may participate in all curricular, extra-curricular and athletic activities providing existing eligibility standards, as defined in our Student Handbook and Discipline Code, and, as applicable, MIAA conditions for interscholastic competition are met.

Parents interested in homeschooling their student must meet the requirements outlined within the [School Committee policy for homeschooling](#). Parents are responsible for developing a program for education, acquiring their own curricula/materials, and documenting/summarizing their educational programming for Superintendent review.

(S.) ELEMENTARY HOMEWORK GUIDELINES:

Homework is an expected part of the educational program of the Hingham Public Schools, for the purpose of providing practice and application, reinforcing study skills, and stimulating independence and responsibility in students. Homework is regularly assigned at the secondary level. The amount, frequency, and degree of difficulty will be based on the abilities and needs of the students and at the discretion of the teacher, balanced with consideration of the social and emotional growth of students and the overall mission of the Hingham Public Schools.

Homework guidelines specify the amount and frequency of homework deemed appropriate for each grade level. The schools recognize the role of parents in homework by suggesting ways parents can assist in helping students to carry out assigned responsibilities.

Homework at the elementary level is an expected part of the educational program. Homework assignments will vary in frequency and intensity as appropriate to the age and grade level of the students involved. All homework assignments will be made in accordance with the following guidelines:

General

- Guidelines reflect the time that typically might be expected to complete the assignment and may vary according to individual differences.
- Homework assignments may include such activities as creative work and primary research initiatives that require more time than is usually available in class or that involve parent participation or support.
- In certain cases, homework assignments may be given to individual children to meet the need for extra study or practice in a subject where a child is having difficulty or to provide a child with enrichment activities.
- Daily at home reading (to, with, or by a child) is an important aspect of a child's education and enhances the building of a strong foundation for lifelong learning and the enjoyment of reading.

Purposes of Homework

- To reinforce school learning by providing practice and application.
- To extend and to reinforce study skills and techniques taught in school.
- To offer opportunities which enrich the school experience through related homework activities.
- To stimulate voluntary effort, initiative, independence, responsibility, self-direction, and a habit of lifelong learning.
- To strengthen the home-school link by involving parents in discussions or explorations that are related to topics being taught in the classroom.
- To help children make up work lost due to absence (after appropriate instruction has been given in school).

Role of the Teacher

- Teachers should design assignments to accomplish specific purposes that are closely related to learning activities occurring in the classroom.
- Teachers should articulate assignments carefully and give clear directions for completing the homework task(s).

- Teachers will assist students in learning and practicing independent study skills, especially in the case of long term assignments.
- Teachers will review completed homework assignments so that children can learn from their mistakes and so that concepts/skills learned can be utilized effectively in the instructional program.
- Teachers should plan assignments which encourage and develop voluntary effort, initiative, responsibility, and self-direction in the pupil.
- Teachers will communicate promptly with student and parents if problems concerning homework arise.

Role of the Student

- Students are expected to maintain a notebook in which to record each day's homework assignments.
- Unless otherwise specified by the teacher, students are expected to submit completed homework on the day following the assignment.
- Homework quality should reflect the students' best efforts and be consistent with the standards for classroom work.
- Students are expected to work for the time specified (on the following pages), whether or not they are able to fully complete the task(s) assigned.
- Students are expected to make up incomplete homework within the week it was assigned, unless excused from doing so by the teacher.

Role of the Parent

- Parents are responsible for providing a suitable environment for the child to complete homework requirements and for assisting.
- Parents are encouraged to participate fully in homework activities that explicitly involve them in discussions or other explorations related to classroom learning activities.
- Parents are encouraged to foster and support both recreational and assignment related reading.
- Parents are encouraged to communicate with the teacher whenever concerns arise about homework.
- Parents are encouraged to be supportive and helpful to children but to provide content assistance only when needed or asked for by the student

Recommended Times & Frequency

The comments below reflect time expectations that are typical. The time actually required may vary from child to child and from one assignment to the next. However, children should not be expected to expend more than the allotted time on a regular basis. If homework completion becomes an ongoing issue, the parents/guardian should instruct the child to make his/her best effort for the allotted time, and the parent should contact the teacher to discuss the matter further.

Kindergarten: Homework at this level will be informal and given at the teacher's discretion. Assignments may be geared more to requests by the teacher for children to seek out and bring in objects and/or materials that will enhance what the child is studying in school. Frequently, children will be instructed to seek the assistance of a parent or other adult or an older child. Daily reading to or with the child is encouraged.

Grades 1 & 2: Regular homework should be expected. However, as is the case with Kindergarten, assignments may be geared toward requests for the child to seek out and bring in objects or materials that will enhance what the child is studying in school. The support of a parent, other adult, or older child may also be specified and will sometimes be in the form of a suggested explanation or discussion. Mathematics homework may be called “Home Links.” With the cooperation of parents, some children may be recommended to complete unfinished class work at home or to practice further skills that have been taught but not yet mastered. Daily reading is encouraged.

Grade 3: Homework assignments will generally range from 15 to 30 minutes, occasionally longer for a special project. Typically, homework is given four times per week. Children may be asked to practice taught skills, master spelling words, complete written exercises, or work with a parent, other adult, or older child on a mathematics exploration (called “Home Links”). Daily reading of 15 to 20 minutes, beyond other assignments, is an expectation at Grade 3.

Grade 4: Children at this level are expected to complete assignments, of 30 to 45 minutes in duration, four times per week. Children may be asked to practice taught skills, master spelling words, complete written exercises, or work with a parent, other adult, or older child on a mathematics exploration (called “Home Links”). There may be occasional long term projects assigned. Daily reading of at least 20 minutes is expected.

Grade 5: Children at this grade level may be asked to complete homework assignments, averaging 60-75 minutes in duration, four times per week. Assignments may consist of work from more than one subject on a given day, and the amount of homework may vary from one day to the next. The nature of assignments is similar to that described above for Grades 3 and 4. Long range assignments, requiring students to plan ahead and to budget time and pace, may be given from time to time. Daily reading remains an expectation at this level.

(T.) INSURANCE:

Accident insurance forms are available online on the HPS website. Parents are under no obligation to purchase a policy. The insurance is low-cost protection for your child in case of an injury at school.

(U.) LOST AND FOUND:

Each year many articles of clothing are lost by the children while at school. To enable us to return these items to their owners, it is advisable to use name tags. Items that are lost can be found in the cafeteria by the exterior door. Items in the Lost and Found are removed from the building during vacations and given to charity. Items lost on the school buses may be found at the garage located on Fort Hill Street at the entrance to the bus depot. The telephone number there is 781-741-1510

(V.) LOST OR DAMAGED CURRICULUM BOOKS/MATERIALS:

Families reimburse the Hingham Public Schools for lost or damaged curriculum books/materials. Contact the office to make arrangements for the reimbursement of the lost book(s). Families are responsible to pay “replacement cost”.

(W.) LUNCH PROGRAM: (Per HPS School Committee Policy)

A hot lunch is available, including milk. For those who bring lunch, milk and water are sold. Lunch menus are printed in the local newspapers and appear on the website. Lunch can be bought on a daily basis, but we suggest the use of our online lunch program. The details are on our HPS website. Should your preference be to purchase lunches at school, checks should be written to the school.

Please check each day to see that your child has money or a bagged lunch. Pupils who do not have lunch or money will be allowed to charge lunch. There are no refrigerators or microwaves available for school lunches.

Free and reduced lunches are available to families who qualify. You may apply online, or connect with the school adjustment counselor.

(X.) SCHOOL COUNCIL:

As required by the 1993 Education Reform Law, each school must form a school council. The council will act as an advisory board to the schools for:

- The educational needs of the students
- Educational goals
- An improvement plan to attain those goals
- School budget

The Council will consist of the principal, teacher (members elected by the staff), community members, and parents elected through the PTO. All are welcome to attend School Council meetings. The time and place of the meetings will be posted on the school calendar and Town Hall.

(Y.) SERVICE ANIMALS: (Per HPS School Committee Policy)

It is the policy of Hingham Public Schools (HPS) that service animals assisting individual with disabilities are generally permitted in all facilities and programs in accordance with federal law and Massachusetts Department of Elementary and Secondary Education.

(Z.) SEXUAL HARASSMENT: (Per HPS School Committee Policy)

The Hingham School Committee and Hingham Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Hingham Public Schools.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal,

nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment. Retaliation against a complainant, because they have filed a harassment or sexual harassment

complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

Notice Of Sexual Harassment

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of

harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

Due Process Protections

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve

sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

The district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

Record Keeping Requirements

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant. This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Hingham School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

(AA.) TEACHER QUALIFICATIONS:

Schools that receive Title I grant funds must notify all parents they can request and receive specific information about teacher qualifications. As a parent, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to receive requested information in a timely manner. Specifically, you have the right to ask for the following information about your child's teachers:

- Whether the Massachusetts Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Massachusetts Department of Education has granted a waiver so that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teacher aides or similar para educators provide services to your child, and, if they do, their qualifications.

If you would like to receive any of this information, please call or email the principal.

(BB.) VIDEO SURVEILLANCE: (Per HPS School Committee Policy)

In our continued effort to maintain a positive and safe environment for our students, staff, visitors, and families, the outside of the building and grounds are now under 24-hour video surveillance. School entrances have the capacity for audio and video recording. Following is the Hingham School Department's Video Surveillance Policy:

7.1.1 Video Surveillance: Statement of Purpose:

Hingham Public Schools (the district) has a responsibility to maintain discipline and protect the safety, security, and welfare of our students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment.

As part of fulfilling this responsibility, the Hingham School Committee authorizes the use of video/digital surveillance cameras in any district building, on district property, and in district buses and vehicles. Digital or video recorder placements shall be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy in public areas or at events that occur in plain view of other students, staff, or visitors.

Signs shall be posted on district buildings and in district vehicles, including school buses, to notify students, staff, and visitors that video or digital cameras may be in use in school buildings and on buses. Parents and students shall also be notified through the student handbook or by other means that cameras may be in use in school buildings, on school grounds and in school vehicles. Students and others will be held responsible for any violations of school rules or law recorded by the cameras.

Procedures

Retention and Access to Video:

1. The district shall retain copies of video or digital recordings for up to 30 calendar days. Recordings may be erased by either deletion or copying over with a new recording.
2. The district will store the time intervals of any recordings as long as there is a need to inspect and review them, or a need to preserve evidence, as determined by the district.
3. The right to inspect such recordings is limited to school district personnel and as required by law, such as when such information is required to be provided following receipt of a lawfully issued subpoena.
4. The district is not obligated to provide a copy of any video recording to parents, students or their legal counsel. If the district agrees to provide a copy of the video, the actual cost for copying the video shall be paid by the parent prior to the release of such video.
5. Video recordings may be shown to law enforcement officials by the school department, as well as to parents or students who have been recorded at the sole discretion of school administrators.
6. The School committee authorizes the use of decoy cameras to further act as a deterrent to vandalism and other unauthorized impermissible activities.

7. Students who vandalize, damage, disable, or render inoperable surveillance cameras and equipment shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

(CC.) VISITORS:

For the safety of your children, please report to the office upon arrival. Volunteers and visitors will be provided with name tags during their time at school. We also require that you sign in upon arrival and sign out upon departure and out while you are on school grounds.

(DD.) VOLUNTEER EXPECTATIONS:

Volunteers help with many projects, special events, and regularly scheduled programs. All volunteers are expected to respect the privacy and dignity of individuals in the school setting. Issues or concerns should be reported to the teacher or principal immediately.

II. FAMILY COMMUNICATION

(A.) COURT ORDERS & LEGAL DOCUMENTS:

Court orders (i.e. Restraining Orders) and legal documents must be filed in the office within twenty-four hours of the legal documents being executed. Any changes in these orders must be communicated to the school administration.

(B.) FAMILY CONCERNS:

In most cases, a concern about a classroom situation should be communicated directly with the teacher or specialist involved. General questions or concerns may be most appropriately addressed by a principal, adjustment counselor or psychologist. If direct communication with the professional is not possible, or does not resolve the concern, parents should contact a principal. Anonymous concerns or complaints cannot be addressed (except bullying).

(C.) PARENT/TEACHER CONFERENCES: (Per HPS School Committee Policy)

Parent-teacher conferences are collaborative endeavors that should focus on the needs and the progress/development of the student. Parents should share with the teacher important information that may affect student performance. Parents and teachers should be prepared to listen to the other's perspective, ask questions, and share concerns. By the end of the conference, the parties should have discussed and developed next steps, including plans for any future communication that may be needed. When conferences involve specific issues of concern, it is important to focus first on identifying the problem and then on solving it together. Please note the parent-teacher conference days identified on the calendar. You will schedule these conferences online through our website. Approximately 20 minutes are scheduled for each parent meeting. Conferences are not limited to conference days, but may be held at a mutually convenient time. These conferences may be initiated by either the parent or the teacher. We urge you to talk with your child's teacher at least once a year. However, conferences should be scheduled as often as the need arises.

(D.) PROMOTION & RETENTION POLICY: (Per HPS School Committee Policy)

The School Committee is dedicated to the continuous development of all students. The professional staff is expected to place students at the grade level best suited to them

academically, socially, and emotionally. In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Prior notification and explanation must be given to the parents/guardians. The final decision rests with the Principal.

(F.) REPORT CARDS & STUDENT ASSESSMENTS:

Elementary report cards are standards based and correlated to the Massachusetts Curriculum Frameworks. All students K-5 will receive two report cards per year. Grades 3-5 will receive progress reports at the mid-point of each marking period, at which time concerns about academic progress and performance will be relayed to parents.

All students have portfolio assessments which provide an accurate profile of your child's progress. You may review those profiles at any time.

Students in grades three, four, and five will be administered state assessments (MCAS) based on the Massachusetts Curriculum Frameworks in English Language Arts, reading, math, and science/technology/engineering. The testing calendar is posted on the website, when finalized.

(G.) STUDENT CONCERNS & APPEALS PROCEDURE:

Students wishing to express a concern or to appeal a decision made by school personnel may do so by contacting building administration in person or in writing. Students can deliver written communication to the main office or contact the school administrative assistant to schedule a meeting with building administration. All concerns or appeals will be addressed in a timely manner. This year's testing calendar will be available in the fall on the website.

(H.) STUDENT PLACEMENT:

In the early spring, we begin the placement procedure for next year's classes. Our goals include providing a learning environment where children may learn best, a learning atmosphere in which each parent and each teacher will have confidence, and a pairing of children and teachers in the best groupings for effective education, resulting in heterogeneous classes of similar size.

Our placement process is a team effort that is completed with great care. The initial lists are created by each classroom teacher, discussed with grade-level colleagues, and reviewed by other professionals and specialists to ensure that we have not overlooked any aspect of an appropriate placement. We, as professionals, feel that we keep the best interests of children always in our minds as we work for optimal placements.

We encourage parents to complete a placement survey that is distributed in the spring. The forms may not contain requests for specific teachers, but should give us additional information that will help us select the right classroom for your child. Please be assured that the faculty will review each child's needs individually and select the classroom in which we believe they will learn best.

(I.) STUDENT CUMULATIVE RECORDS AND CONFIDENTIALITY: (Per HPS School Committee Policy)

Student cumulative records shall be maintained in accordance with State Department of Education guidelines and be made available for inspection by a parent/legal guardian, or student upon request. These records must be made available no later than two days after the request unless there is mutual consent to a delay. These records must include academic, scholastic, or any other information concerning each student that are kept or are required to be kept.

The official student transcript shall be maintained for 60 years. The student's temporary record shall be destroyed five years after the date of graduation or exit from the school system. Graduating seniors shall be forewarned of this practice and appropriate notification shall be sent to the local newspaper.

Transcripts shall be made available to any student or former student without charge, but charges, not to exceed the cost of duplication, may be made for additional copies.

III. EDUCATIONAL PROGRAMS/INSTRUCTION

(A.) CURRICULUM: (Per HPS School Committee Policy)

Hingham Public Schools has a comprehensive elementary curriculum. It includes reading/language arts, mathematics, science, health, social studies, computer science, art, music, Spanish, library media, and physical education. Our curriculum is aligned with the Massachusetts Curriculum Frameworks. Grade level curriculum nights are scheduled annually and noted on the calendar. During this time, the HPS Grade Level Curriculum Summaries are distributed.

(B.) CURRICULUM SPECIALISTS:

Students in grades K-5 experience physical education, art, music, computer science, Spanish and library media classes. Coming prepared for specialist instruction is important. Please note the expectations:

- Library: Bring books to be returned
- Physical Education: Bring sneakers/wear appropriate attire
- Art: Bring smock, if you so desire
- Musical Instruments: Practice daily and bring instrument to class. Forgotten instruments can be left in the office for pickup by students.

Also, as part of the curriculum for grade five, students are offered the opportunity to participate in band, chorus or orchestra. If students wish to participate in the band or orchestra, it is the parents' responsibility to buy or rent an instrument. Fifth graders also have a field science experience once every six days.

(C.) DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP):

The adoption of a District Curriculum Accommodation Plan (DCAP) is a requirement of the Commonwealth of Massachusetts (Massachusetts General Laws Chapter 71 Section 38Q 1/2). The law states:

School districts shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and

accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Further, Massachusetts General Laws, Chapter 71, Section 59C goes on to state:

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.

The DCAP is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in Hingham Public Schools. The DCAP describes both formal and informal routes for problem solving. Communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. Teachers in Hingham are continuously monitoring student progress and looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the need of every student, whether a struggling learner or one who is exceeding grade level expectations. "Fulfillment of potential" is a focus goal included in the mission statement of Hingham Public Schools.

What Does A DCAP Ensure?

Massachusetts General Laws require school districts to implement District Curriculum Accommodation Plans (DCAPs) to help ensure all efforts have been made to meet students' needs in the general education setting. To that end, the plan ensures:

- Analysis of diverse learning styles within the general classroom;
- Accommodations to meet needs of the diverse learning styles within a general education class;
- Provision of appropriate services and supports within the general education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to general education staff through professional development and collaboration.

This District Curriculum Accommodation Plan details procedures, programs, and supports available and implemented within the individual schools of the district. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program **for the benefit of all students.**

What is in Hingham Public Schools' DCAP?

Hingham Public Schools' DCAP is a comprehensive plan that includes the following components:

- Building-based Hingham Tiered Systems of Support/Instructional Support Teams that meet on a regular basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The team consults with specialists who can provide important information and expertise to the general education teachers. Families are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many specialists for the purpose of assisting students who need support. Careful assessment and intervention takes place, and collaboration with the general education teacher is an important component of the success of the plan. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Hingham Public Schools provides a mentoring program for all first-year educators. Year one staff participate in a year-long induction program as well as work with a veteran teacher on a one to one basis.
- Professional Development is an important goal for our district, providing staff with an opportunity to collaborate and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.
- Ongoing academic support is available at the building level. These opportunities are provided by Title 1, METCO, specialists and teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real-life situations.
- Staff members are able to provide individual accommodations to students on an as-needed basis and specific to the content of a situation as part of the Hingham Tiered Systems of Support/Instructional Support Team problem-solving framework. This document provides an overview of the strategies across the district to support accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues.
- Staff members are able to consult with members of the leadership team, including the Director of Student Services (Administrator of Special Education) and the Assistant Director of Student Services, as well as any other department director, principal, assistant principal, or central office administrator for support and/or direction relative to case management.
- The Director of Student Services (Administrator of Special Education) and the Assistant Director of Student Services are further available for consultative support with building principals, as well as department directors.

The DCAP is intended to address seven core strategies across each level:

- **Inclusive Classrooms:** To support general education classroom educators to analyze, accommodate and support the wide variety of learners in their classrooms.
- **Social-Emotional Supports:** To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic program.

- **Academic Supports:** To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic program.
- **Induction & Mentoring:** To ensure all educators are provided a comprehensive induction program during their first year of service and to encourage ongoing teacher mentoring and collaboration.
- **Parent Involvement:** To encourage parental involvement in their children's education and to provide formal, and informal, opportunities for home-school collaboration.
- **Responsive & Relevant Curriculum:** To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools.
- **Post-Secondary Success:** To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.

Additional, referral-based supports within Hingham Public Schools:

-

Reading Programs: Each of the schools, elementary through high school, provide directed reading programs as appropriate to improve achievement among students who are having difficulty and are determined eligible through progress monitoring and the Hingham Tiered Systems of Support/Instructional Support Teams process. Some of the programs implemented are as follows:

- Early intervention assessments through nationally normed reading assessments
- Direct instruction in phonics and/or phonology, phonemic awareness, etc.
- Individual or small group instruction as needed
- Core reading/language arts
- Specialized Reading Program

Math Support: Each of the schools, elementary through high school, provide support in math. Elementary schools provide math support through targeted experiences, as appropriate, to improve achievement among students who are having difficulty, or who need further extension of concepts and skills. Decisions for intervention are made through the Hingham Tiered Systems of Support/Instructional Support Teams process. Some of the programs are as follows:

- Individual or small group instruction
- Core math classes
- Math Plus
- Differentiated classroom instruction
- HMS Math Prep courses (grades 6-8)
- HMS Grade 6 math enrichment course
- HHS Algebra I after-school support class
- HHS MCAS support class

Counseling: School counselors, adjustment counselors, and school psychologists are available, as needed, to provide direct support and intervention as well as serve as a resource for teachers and families. Referrals to outside service providers are also available, as needed.

(D.) HPS HINGHAM TIERED SYSTEMS OF SUPPORT/INSTRUCTIONAL SUPPORT TEAMS:

The Hingham Tiered Systems of Support/Instructional Support Team (HTSS/IST) provides support to teachers as they develop alternatives for students experiencing difficulties (behavioral, social or academic) in the general education classroom. The HTSS/IST is school-based and uses a collaborative problem-solving approach. The HTSS/IST is typically composed of administrators, teachers, and counseling staff. The HTSS/IST teams schedule regular meetings throughout the year depending on the needs of the students in the building. Classroom teachers typically refer students to the HTSS/IST team, following consultation with the student's parent/guardian. The HTSS/IST ensures that the needs of students who are experiencing difficulty in school are identified and that a variety of strategies and interventions are implemented. Structurally, the HTSS/IST team will utilize strategies outlined in the DCAP as the first line of support for students who may be experiencing difficulty in school. In addition, the support of school psychologists, school counselors, curriculum or technology specialists, administrators, team leaders, and community agencies may provide ideas and/or peer assistance to their colleagues, or offer suggestions for better utilization of resources or staff time.

During 6-8 week intervals (may be longer or shorter in duration, depending on the individual needs of the student), the HTSS/IST will check on student progress and make adjustments to the individual problem-solving approaches depending on student response during the preceding 6-8 weeks. If a student experiences success with these classroom-based accommodations, they will continue to be monitored by the HTSS/IST at regular intervals. If a student continues to experience difficulty, even after a series of 2-3 HTSS/IST-monitored interventions, the student may be referred for an evaluation under the Individuals with Disabilities Education Act (IDEA, Special Education law) or under Section 504 of the Rehabilitation Act of 1974 (Section 504, Civil Rights law). It should be noted that teachers, parents, or any other outside professionals/specialists (e.g., pediatricians, etc.), may make a request for the student to be evaluated for Special Education or Section 504 at any time they suspect the student may have a disability or impairment.

Providing quality education to all students and designing schools that promote the development of intellectually, personally and socially competent youth is a multi-dimensional and long-term process. An effective HTSS/IST process is an integral part of Hingham Public Schools. Administrators support, understand and recognize the need for student support so they can establish clear, concise and enforceable policies as a foundation for the HTSS/IST. These leaders will guide the district's efforts to develop well-rounded, responsible, and healthy children.

The basic Hingham Tiered Systems of Support/Instructional Support Team process has several elements including:

- School-based HTSS/ISTs
- Systematic professional methods for identifying and screening identified student needs
- Methods for making formal and appropriate referrals
- Strategies for supporting students' needs

Identification:

If the concern originates from school staff, parents, or students, the process begins with completion of a referral form. This form provides the referent with an instrument to document and describe his or her concern. This form is completed and given to the school-based HTSS/IST contact. Once the referral has been received, information is collected regarding the referred student. Information about the student's academic performance, attendance, extracurricular activities, and behaviors of concern may be pertinent. The purpose of this phase is to collect information from as many sources as possible.

Screening:

This information is taken to the team for screening. Team members review the data and make a determination as to what might be appropriate next steps. The compiled information provides team members with concrete data used to help determine the need for further action and explore possible avenues for assistance. The data also provide specific, observable information that can be shared with the student and parent about identified concerns. At times, the team may choose to 'table' a referral. The most common next step is talking to the student and/or parent.

Referral and Support:

The procedure for contacting students or parents varies depending on many factors. Team members will have personal preferences. Some staff members will prefer to speak to the student first. This gives the student an opportunity to share what he or she thinks explains the concerns. Other staff prefer to talk to the parent first, while others share their concerns with the parent and obtains the parent's perceptions. Staff can also gather information from the parent about what may be happening at home, such as divorce, a new job, a death in the family or other events. After talking to the student, parent, or both, the team member will generally have some additional information with which to make suggestions for appropriate interventions. Intervention may be as simple as getting a tutor for the student or as complicated as referring to an outside agency for further evaluation. Once the next step is determined, it should be documented in the HTSS/IST file and necessary arrangements made for the follow-through on the intervention. Results should be taken back to the team and shared.

The following steps outline the process to support classroom educators with their inquiry relative to the academic or social-emotional success of a student. The process is intended to be completed prior to accessing support from the school's Instructional Support and Intervention Team.

HTSS/IST Framework (Suggested Steps):

- CONSULT with your student, his or her parents, and other professionals who work/have worked with and/or know the student.
Goal: To determine the student's level of awareness of the issue, to see if it is also present at home or in other settings, to gather a history of the student, and to determine what strategies have been used in the past.
- CONSIDER your student's cultural and linguistic background.
Goal: To determine if a student's limited familiarity of our country or language may be interfering with the student's success at school and to investigate the typical developmental stages of students with limited English proficiency.
- REVIEW your student's cumulative record, review academic achievement, and any additional academic or social-emotional data.
Goal: To gather a history of your student's learning, behavioral, vision/hearing screening results, social-emotional strengths and opportunities for growth.
- OBSERVE your student across multiple environments.
Goal: Make note of where the issue is present or not, and the frequency and intensity of the issue across multiple contexts and settings.
- ASSESS your student's progress in all curriculum areas, including the specialist programs.
Goal: To determine if a common academic demand exacerbates or lessens the issue/s.
- REVIEW your student's work habits.
Goal: Determine the role of organizational and study habits in maintaining the issue/s.

- IDENTIFY your student’s learning strengths, interests, and opportunities for growth.
Goal: To use your student’s strengths and interests to support opportunities for growth.
- PRESENT your student and information collected to your school-based HTSS/IST to solicit their feedback and suggestions.
Goal: To collaborate with your colleagues to think through possible environmental or instructional accommodations or adjustments to make to ensure student success.
- CHOOSE AND IMPLEMENT environmental and/or instructional strategies.
Goal: To implement recommended strategies/adjustments and document progress and results for at least 4-6 weeks

Hingham Public Schools District Curriculum Accommodation Plan (DCAP) 2018-19

Strategy	DCAP Focus	Elementary-Wide Focus
<p>Inclusive Classrooms: To help general education classroom teachers analyze, accommodate and support the wide variety of learners in their classrooms.</p>	<ul style="list-style-type: none"> ● An Instructional Support Team is in place in each school. The role of the Instructional Support Team is to confer with teachers on specific students and offer suggestions for adjusting the learning environment in the general education program and documenting these efforts. ● A focus on technology integration provides opportunities for students to access the curriculum in alternative ways. ● ESL specialists are available to consult with teachers regarding students with limited English proficiency. 	<ul style="list-style-type: none"> ● Differentiated instruction takes place in all classrooms. ● Teachers use flexible grouping. ● Small group instruction in and out of classroom. ● Modification of curriculum and differentiated instruction, to meet needs of all learners. ● Multi-sensory approach to teaching. ● HTSS/IST. ● Use of formal and informal diagnostic tools to assess student needs. ● Teachers meet by grade level and with support staff to confer on best approaches to meeting student needs. ● Teachers continue to study ways to adapt the curriculum using technology (after school and in-school training is also provided). ● Professional development opportunities (both within and outside of district) related to improving curriculum and instruction available to teachers.
<p>Social-Emotional Supports: To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in social-emotional skills and are provided support through a multi-tiered model. ● Special educators consult with regular education teachers on behavioral issues that impact academic progress. ● School counselors offer individual counseling and social skills groups in specific areas. 	<ul style="list-style-type: none"> ● Special educators use an in-class model and resource room model to meet student needs. ● The school counselor is very involved with students and parents. ● Use of the Responsive Classroom principles and practices by school staff. ● School counselors consult with classroom teachers and provide training.

<p>Academic Supports: To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in supportive and academically enriching classrooms. ● The elementary reading program provides a balanced literacy approach that includes individual instruction in areas such as fluency, phonetics, comprehension, and oral reading. ● A primary focus of the current reading program includes a systematic approach to word study as well as flexible grouping. ● The elementary schools implement the RTI model, offering early intervention for students in need. ● Reading Specialists are available at all levels to support “at risk” students. ● To address the specific needs of ELL students, the district is actively training classroom educators in Sheltered English Immersion (SEI) practices. 	<ul style="list-style-type: none"> ● All grade levels use the revised ELA curriculum frameworks and associated Power Standard Documents developed in-district. ● The Massachusetts Frameworks, as updated, are deconstructed and incorporated into all relevant classes. ● All grade levels use a scope and sequence of word study skills. ● Teachers K-3 have been trained in a multi-sensory approach to teaching reading, writing, and spelling. ● Focus on professional development in reading: Balanced Instruction in Reading, Multi-sensory Approach to Teaching Reading. ● On site consultation and training – model lessons, peer observations. ● Use of Literacy Closets to provide books for guided reading. ● Use of DIBELS and other assessments to monitor student needs. ● Reading specialists and special educators support at-risk students. ● RTI identification, early intervention and progress monitoring of students. ● Teacher training in Sheltered English Immersion (SEI), as well as ELL instructional strategies has been implemented.
<p>Induction & Mentoring: To ensure all educators are provided a comprehensive Induction program during their first year of service and to encourage ongoing teacher mentoring and collaboration.</p>	<ul style="list-style-type: none"> ● Hingham Public Schools has a formal Teacher Induction and Mentoring Program in place to assist teachers who are new to the teaching profession and/or new to the district. ● Hingham’s Professional Development Program requires that teachers meet regularly during the year in study groups to exchange ideas on instructional issues and differentiating teaching. ● Professional development related to classroom management, learning styles, etc. is offered to new teachers. 	<ul style="list-style-type: none"> ● All teachers new to Hingham are assigned a mentor or peer coach to support their induction. ● Substitute coverage is provided, when possible, so that mentor teachers can meet with their mentees. ● Peer observations are conducted by mentor and mentees. ● Grade level and cross grade level meetings are held to share curriculum and teaching strategies. ● Paraeducator training is conducted by professional staff. ● New teachers are allotted time with their mentors throughout the year to discuss curriculum, instruction and school culture topics. ● Faculty meetings allow teachers to share curriculum ideas.
<p>Parent Involvement: To encourage parental involvement in their children’s education.</p>	<ul style="list-style-type: none"> ● Parents are considered to be an integral part of their child’s learning experience. ● An active PTO program and parent volunteer base exists in all schools. 	<ul style="list-style-type: none"> ● Consistent home-school communication exists through newsletters, phone calls, e-mail, and web pages. ● Parents participate in Team Meetings and the decision-making process.

	<ul style="list-style-type: none"> ● School Councils participate actively in the annual budget development and in developing school improvement plans. ● School-to-parent communication is in the language of the home. ● Parents are encouraged to contact teachers through email, meetings, websites, etc. about their concerns for their child. 	<ul style="list-style-type: none"> ● Parents are part of the interviewing team for new administrative/leadership hires. ● Volunteers assist in and support instruction. ● Special Education Parent Advisory Council exists district-wide. ● Active PTO supports instruction financially and through volunteerism. ● School Council consists of some parent representatives. ● Parent meetings on relevant topics are presented by staff. ● Extensive after-school enrichment program is run by parents.
<p>Responsive & Relevant Curriculum: To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools</p>	<ul style="list-style-type: none"> ● An ongoing curriculum review cycle is in place to examine curriculum and textbooks. In addition, this cycle ensures that curriculum documents are created and/or updated to correlate to the Massachusetts Curriculum Frameworks. ● A process is in place for reviewing the Massachusetts Curriculum Frameworks. The process requires groups of teachers to review the frameworks and determine the level of mastery for each standard. ● The curriculum review process also provides an opportunity to procure supplementary teaching materials for learners at different levels. ● Newly purchased curriculum items are reviewed for universal design. 	<ul style="list-style-type: none"> ● Teachers serve on committees to review frameworks and programs and instructional materials. ● The new Massachusetts Frameworks in math and ELA have been deconstructed and developed into Power Standards. ● Supplementary materials are available for teachers. ● Everyday Math 4, Journeys, and a variety of instructional programs and materials in Science, Technology, and Engineering. ● Programs have been adopted and implemented to support the Massachusetts Frameworks. ● Teachers serve on committees to review and update content area scope & sequence.
<p>Post-Secondary Success: To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.</p>	<ul style="list-style-type: none"> ● Any student who falls into the “Not Meeting Expectations” category on the MCAS qualifies for a Student Success Plan that is individualized to meet his/her needs. 	<ul style="list-style-type: none"> ● Individual Student Success Plans are developed for students at risk. ● Meetings are held with school counselors, support service teachers and classroom teachers to discuss student needs. ● Vertical teams of teachers participate in MCAS data analysis to determine needed action planning.

(E.) ENGLISH LEARNER EDUCATION:

The family of every registering student is given a Home Language Survey to complete. The principal must notify the Director of Student Services of any student whose first language is other than English. This student will be assessed by the HPS English Language Learner (EL) teacher. A team of

professionals, including the EL teacher, will determine whether this student is eligible for English Language Services.

Any student identified as an English Language Learner (EL) is not automatically eligible for Special Education and/or related services. To be found eligible for Special Education and/or related services a TEAM of professionals, including an ESL teacher, must have formally evaluated, found the student to have a disability, and found the student to not be making effective progress in the regular education classroom, due to the disability. The basis of their decision cannot be based on the fact that the student is an English Language Learner. Moreover, the needs of English Language Learners should not be confused with those of students with disabilities. If regular education Teams need assistance with this distinction, the EL teacher will be consulted.

Hingham Public Schools will conduct all communication to a family whose first language is other than English in the primary language of the home. Additionally, Hingham Public Schools provides for oral translations of all parent/student/teacher meetings (including Special Education Team Meetings) for individuals who may require it. Hingham Public Schools has ongoing contracts with a number of interpreters for this purpose. If a student or parent requires oral translations in their native language, the School Psychologist/Team Chairperson should notify the Director of Student Services as soon as possible so arrangements can be made to secure native language translation services. This oral translation is then documented in writing in the student record.

Communications with parents are in clear and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and generally familiar with special education procedures, programs, and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.

If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent understands the content of the notice.

English Learners are provided the opportunity to receive support services, such as guidance and counseling, in a language that the student understands. Further, English Learners are taught to the same academic standards and curriculum as all students, and are provided the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. All educators in Hingham Public Schools use grade appropriate content objectives for English Learners that are based on the district curriculum across all content areas and are instructed by qualified staff members

Please see the “English Language Learners Procedures Manual” for more comprehensive information and related forms.

(F.) GIFTED & TALENTED:

Grades K-5 gifted and talented students in Hingham are served under an umbrella called curriculum extensions/differentiation. Students are identified by an informal process in grades K-3 and through a

more formalized procedure beginning at the end of grade 3 for math (Math Plus grades 4&5). This process involves a review of data including MCAS results, in school assessments in math which may include Continental Math League results, other available assessments, and classroom grades, as well as teacher inventories.

Services provided through curriculum extensions may include vertical acceleration, program modification, horizontal extensions, or special projects within the regular classroom setting, specific pull-out programs (primarily at grades 4-5), individual or small group mentor relationships for unique talents or interest, such as Milton Academy's Saturday Program, requiring time beyond the school day.

Reading and mathematics specialists are available to support classroom teachers in providing for special curriculum needs and helping to plan program modifications. Both classroom and pull-out activities are necessary components of the Hingham program.

Some examples of in-class responses to a student's need for academic challenge include: clustering of similarly able students for reading, math, or project work; differentiated assignments or programs; compacting of curriculum; contests and competitions; research or study projects; and across grade or next-grade placement. The assistant principal is the building liaison for gifted and talented students.

(G.) LIBRARY MEDIA CENTER: (Per HPS School Committee Policy)

The LMC provides books and a variety of audio-visual materials for our students. Students receive instruction in research skills, library skills and literature.

Children visit the LMC regularly with their class. Individual students may visit at the discretion of the classroom teacher. Books are checked out for six days. It is important that books are returned when due. Families are responsible for the replacement cost of lost or damaged books.

(H.) RECONSIDERATION OF INSTRUCTIONAL MATERIALS:

Instructional materials, including library resources, which may be deemed by some as objectionable, may be considered by others as having sound educational value or worth. Any concerned resident or any employee of the Hingham public Schools may request reconsideration of a text, library book, or other media materials; however, the challenged material will not be removed from use or circulation during the reconsideration process. If any objection cannot be resolved by discussion between the complainant and the appropriate administrator, the complainant will be asked to follow the Procedures for Reconsideration of Instructional materials (see Procedure 5.16A).

(I.) SCHOOL SERVICES:

We are fortunate to offer a variety of services at East School. Our psychologist, adjustment counselor, reading specialist, math specialist and literacy/math tutors are available to conference with parents and explain programs and services.

(J.) SPECIAL EDUCATION:

The Hingham Public Schools is committed to excellence in learning and to the fulfillment of individual potential for all students. Children with disabilities have the opportunity to access the general curriculum in the least restrictive environment. With that goal in mind, we continue our efforts to improve the capacity of educators to meet the needs of all students; to increase the skill bank of our special education staff in providing specialized instruction; and to assist all educators in making appropriate curriculum and instructional modifications.

Parents are encouraged to be active participants in the development of their children's educational programs and to meet their child's teacher. Parent workshops/seminars related to special education are available throughout the school year.

The individualized nature of special education services means that educational programs are developed to meet the unique needs of students. When parents (or students) are concerned about lack of academic progress, or when they believe that a disability may be preventing progress, request a teacher conference as soon as possible, then (if needed) meet with the school psychologist. Appropriate accommodations may be available to assist the student within general education. The school based Instructional Support Team may meet and make recommendations to the teachers, students, and parents.

The classroom teacher, adjustment counselor, speech & language therapist, occupational therapist, physical therapist, behavior therapist, special education teachers, principals, reading specialist, math specialist, reading tutors, math tutors, and school psychologist are members of our Instructional Support Team and/or Special Education Services Team. As members, they provide input (i.e. observation, screening, evaluation, consultation, and/or services) which enables plans to be designed to meet the needs of all students and chart effective progress.

IV. EAST ELEMENTARY SCHOOL ADDENDUM
V. FOSTER SCHOOL ADDENDUM
VI. PLYMOUTH RIVER SCHOOL ADDENDUM
VII. SOUTH SCHOOL ADDENDUM

A full set of school committee policies are available on the District Web site or may be accessed directly through this [Link](#) to Policies. Frequently Accessed School-Related Policies are listed below:

- [AC-2- NONDISCRIMINATION](#)
- [ACA - NONDISCRIMINATION ON THE BASIS OF SEX](#)
- [ACAB - SEXUAL HARASSMENT](#)
- [ACE - NONDISCRIMINATION ON THE BASIS OF DISABILITY](#)
- [BDFA - SCHOOL COUNCILS](#)
- [EBA -SAFE SCHOOLS POLICY](#)
- [JB - EQUAL EDUCATIONAL OPPORTUNITIES](#)
- [JBB - EDUCATIONAL EQUITY](#)

- [JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES](#)
- [JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN](#)
- [JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE](#)
- [JH - STUDENT ABSENCES AND EXCUSES](#)
- [JIC - STUDENT DISCIPLINE](#)
- [JICA - STUDENT DRESS CODE](#)
- [JK - STUDENT CONDUCT](#)
- [JICC \(also EEAEC\) - STUDENT CONDUCT ON SCHOOL BUSES](#)
- [JICFA - PROHIBITION OF HAZING](#)
- [JICFA-E - HAZING](#)
- [JICFB - BULLYING PREVENTION](#)
- [JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED](#)
- [JIH - SEARCHES AND INTERROGATIONS](#)
- [JJA - STUDENT ORGANIZATIONS](#)

Memorandum

To: Margaret Adams
From: Rick Swanson, Nicole Nosek, and Nicole Piantes
Date: June 21, 2023
Re: Proposed Changes to the [HHS Student Handbook](#)

We propose the following changes to the 2023-2024 edition of the HHS Student Handbook.

1. "ADMINISTRATORS and SCHOOL COUNSELORS" (p. 5) - Update two positions:
 - a) Administrator of Secondary Special Education (*TBD* replaces Danielle Wetmore)
 - b) Data Specialist (*Tejal Patel* replaces Deborah Johnson).

2. "GRADUATION and PROMOTION REQUIREMENTS" (pp. 7-8)
 - a) "5 [2.5] credits in physical education" (p. 7)
 - b) "[*Sophomores*], juniors and seniors must also complete a physical education requirement." (p. 8)

Note: This new language reflects the policy change (i.e., allowing sophomores to meet the PE requirement through an alternate means, just like juniors and seniors) that was approved by the School Committee earlier this year.

3. "SCHOOL COUNSELING SERVICES" (p. 9)
 - a) "Counselors meet with freshmen and sophomores during [*PE and/or*] health class[es]."
 - b) Minor edit: Delete hyphen in "as-signed."

4. "ATTENDANCE POLICY" (p. 17)
 - a) ~~Notes are required for all absences.~~ Notes of documentation of exempt absences must be received within one week of the absence or the absence will not be considered exempt. Notes are requested to be provided in advance for types of absences where advance notes are possible. All notes should be submitted to the assistant principals' administrative assistant.

Note: The assistant principals' administrative assistant now sends a daily email to the families of all students who are tardy or absent.
 - b) "If a student is tardy for more than ten minutes of a class period or is dismissed with more than ten minutes remaining in a class period, the student will be considered absent from that class for the day for attendance purposes. [*Every three times a student is late for less than ten minutes or dismissed with less than ten minutes remaining in class will be considered an absence from that class.*]

Note: The sentence in brackets currently appears on p. 32 but should also be added here.

5. "Saturday School" (p. 20)

- a) Minor edit: Eliminate the hyphen in the word “al-~~lowed~~.”
 - b) “Failure to attend or complete Saturday ~~School~~ [*detention*] ~~will~~ [*may*] result in two (2) days suspension.
6. “Absence from School” (pp. 22-23)
~~“A student returning to school after an absence is required to present a note of explanation including the dates of the absence from either the parent, guardian or medical professional. A one-day grace period is allowed for submitting notes. Failure to comply will be considered truancy and will result in disciplinary action. Pupils absent from school may not be on school property nor attend or participate in school events on the same day unless permission is granted by the principal or their designee.”~~
7. “Academic integrity: Cheating and Plagiarism” (p. 23)
“A teacher apprehending one or more students cheating on any graded assignment, quiz or test will record a zero [*failing*] grade for that assignment for each student involved.”
8. “Academic Integrity Committee” (p. 23)
Delete this section, as the committee has not existed for more than a decade.
9. “Cafeteria” (p. 25)
~~“Food and beverages may be consumed in the cafeteria only. Food and beverages may not be carried from the cafeteria to another part of the building. The cleanliness of the cafeteria is a student responsibility. Students are expected to exhibit orderly and appropriate conduct that does not interfere with the right of others to enjoy their lunch. Students are also expected to take responsibility for cleaning up their trash, trays, etc. *No food deliveries are allowed from any outside sources (e.g., DoorDash, Grubhub, etc.) without prior approval of an administrator.* Failure to do so will result in school discipline. ~~Students are not allowed to eat lunch or snacks outside the cafeteria.”~~~~
Note: The italicized sentence was relocated, moved deeper into the paragraph.
10. “Parking for Students” (pp. 30-31)
“Eleventh and twelfth grade students may park on the campus of Hingham High School subject to the restrictions below and provided that their car displays the appropriate parking sticker [*placard*]. Student parking will be restricted to the far parking lot between the baseball field and the soccer field and to [*numbered*] spaces ~~marked with “S” (last row and spaces parallel to Union Street along the grass)~~ in the Union Street parking lot. ~~Parking in the Union Street close lot is open only to seniors [*students*] who have purchased a parking sticker [*placard*]. There is no fee for a sticker to park in the far Union Street lot which is open to eleventh and twelfth grade students.~~ No student will be allowed to park in the auto shop/gymnasium parking area unless the vehicle clearly displays an authorized pass. No student will park in areas assigned to staff. ‘Green spaces’ may be used by special permit only.”

Note: HHS proposes to 1) number all student parking spots in both the “close” and “far” lots; 2) implement a \$20 fee for “far lot” parking, which includes 310 spots; 3) raise the “close lot” fee from \$40 to \$80; and 4) expand student parking in the “close lot” from 46 to 65 spots. Only seniors would be eligible to gain “close lot” access, and the option to purchase those placards would be determined via lottery; the increased fee in both lots would be justified by 1) the cost associated with numbering the spots and purchasing placards; and 2) the students’ newly-guaranteed access to a parking spot every day.

11. “Tardiness to School” (p. 32)

“Students who report to school after 8:10 a.m. must report to the tardy office for a tardy slip. ~~Tardiness is unexcused if the note from a parent or guardian is not provided or if the note is considered unacceptable by the assistant principal. A one-day grace period is allowed for submitting notes. Failure to comply will be considered truancy and will result in disciplinary action.~~ Failure to check in upon arrival at school will result in a two-hour Saturday School session [*detention*].”

12. “EXTRACURRICULAR ACTIVITIES” (p. 33)

“Hingham High School offers a wide variety of extracurricular activities including ~~AGLU Club, Activists United, Amnesty International,~~ Art Club, A.S.L. Club, Band/Chorus/Orchestra competitions, Best Buddies, Biology Club, Breathe Out, Chinese Club, Crochet Club, Debate Team, ~~DECA,~~ Diversify Our Narrative, Diversity Empowerment Club, Drama Club (activities & productions), Dungeons and Dragons, ~~Film Club,~~ Fashion Club, Film Club, ~~Financial Literacy Club,~~ French Club, Gender Sexuality and Allies Club, Girls Learn International, Global Citizenship Program (GCP) Club, Green Team, HHS Unity Project, Harborlight school newspaper, Hingham Service Club, Latin Club, Math Team, ~~Medical Sciences Club,~~ Mentor Program, Mindfulness Club, Model UN, Oceanography Club, Outer Limits literary magazine, People of Color and Allies, ~~Personal Health Club,~~ Quiz Bowl, Reaching out to Children, Robotics, S.A.D.D., Spanish Club, [*Student Council*], Sunrise Club, ~~student government,~~ ~~The Spians,~~ Veterans’ Appreciation Club, WHHS, Women in STEM, Ultimate Frisbee Club, Yearbook, and other activities approved by the principal.

13. Add a new section entitled “Harassment of Students” before “Sexual Harassment” on p. 45. Copy and paste the updated language of Policy [JICK](#), as approved by the School Committee on 4/10/23.

14. “Sexual Harassment” (pp. 45-47)

This whole section will be *replaced* with the updated language of Policy [ACAB](#), as approved by the School Committee on 4/10/23.

15. Add a new section entitled ‘NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION’ just before ‘NOTIFICATION OF SEX EDUCATION PROGRAMS’ on p. 47. Copy and paste Policy [AC](#), as approved by the School Committee no 4/10/23.

16. "GROUP C" [Code of Conduct] (p. 74)
HHS proposes adding a tenth point: "Lying or providing false information to school officials."
17. "CIVIL RIGHTS PROTECTIONS" (pp. 81-82)
 - a) Remove "Interim" from the Assistant Superintendent's job title.
 - b) Insert "Interim Executive" before "Director of Student Services" and replace "Suzanne Vinnest" with "Barbara Cataldo." Also update the email address. This should be done in two sections: 1) Coordinator Of Title IX Of The Education Amendments Of 1972" and "School District Homeless Education Liaison."
18. Add links to three new School Committee policies (pp. 88)
 - a) [JICK - Harassment of Students](#)
 - b) Update [ACAB - Sexual Harassment](#)
 - c) [AC - Non-Discrimination Policy Including Harassment and Retaliation](#)

HINGHAM HIGH SCHOOL



STUDENT HANDBOOK CODE OF DISCIPLINE 2022-2023

HINGHAM HIGH SCHOOL

STUDENT HANDBOOK

2022-2023

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Note: This handbook summarizes many of the official policies and administrative guidelines of the District. If any of the policies or administrative guidelines referenced herein are revised after the approval of the handbook, the language in the most current policy or administrative guideline prevails.

If you need this booklet translated, please contact the main office of your child's school.
Se você necessitar este livreto traduzido, contate por favor o escritório principal da escola da sua criança.
Si usted necesita este librete traducido, entre en contacto con por favor la oficina principal de la escuela de su niño.

MISSION

The mission of Hingham High School is to graduate students with the academic, civic, social, and personal skills necessary to become productive, responsible members of a democratic and ever-changing global society. With the support and involvement of the community, Hingham High School will engage all students in a challenging, well-balanced educational program complemented by co-curricular activities.

CORE VALUES

Fulfillment of Individual Potential
Respect for Self and Others
Civic Responsibility

Commitment to Life-long Learning
Environmental Stewardship
Global Citizenship

Beliefs about Learning

All students learn and succeed best...

- in an atmosphere of mutual respect.
- with comprehensive educational programs that offer opportunities to explore, experiment, and excel in academics, arts, athletics, and other extracurricular interests.
- with a curriculum that promotes essential 21st century skills – notably creativity, curiosity, resilience, teamwork, and global awareness.
- in a culture that establishes a commitment to both high academic expectations and the support of intellectual, social, emotional, and physical well-being for all.
- in a community that fosters environmental responsibility.
- with teachers who employ a variety of instructional practices and assessments.
- in an atmosphere that encourages independent learning, self-advocacy, and intellectual risk-taking without fear of failure.
- in a community that actively promotes the development of personal responsibility, integrity, and ethical behavior.

Expectations for Student Learning

All Hingham High graduates will

1. Read purposefully
2. Write effectively
3. Communicate effectively
4. Identify, analyze, and solve problems
5. Demonstrate self-respect and respect for others
6. Work independently and cooperatively with others
7. Fulfill their responsibilities and exercise their rights as members of local and global communities.

HINGHAM HIGH SCHOOL FAMILY-SCHOOL PARTNERSHIP

ALL COMMUNITY MEMBERS PLEDGE TO

Respect and Tolerance: Treat all community members with respect, accepting all individual differences
Never condone or commit violence against anyone
Reinforce positive behavior and language of all community members
Remember that everyone makes mistakes

Learning: Promote and facilitate common goals, including academic and personal growth and independence
Develop knowledge of school rules, policies, and procedures

Communication: Practice open and respectful communication among all community members
Prioritize direct communication between parents and teachers

Involvement: Take an active role in the school community

Positive Behavior: Act with integrity and honesty
Empower people to make positive change
Model good citizenship in school and in the larger community
Take responsibility for one's own actions
Foster and expect responsible behavior, meaning: Don't do what family and school rules forbid; Do what the rules expect
Go beyond what's expected to support the school community
Strive to do your best in all endeavors by setting goals and working toward them

ALL STAFF MEMBERS PLEDGE TO

Learning

- Provide skills/tools to students to become life-long learners
- Stay open to new ideas and programs
- Help each student to recognize strengths and challenges
- Monitor demands of all assignments
- Develop positive relationships with students
- Promote self-awareness and reflection

Communication

- Set clear consistent expectations
- Act and respond to students without judgment or confrontation
- Listen to requests, comments, and suggestions of parents and students

ALL STUDENTS PLEDGE TO

Learning

- Be responsible for all school work
- Be engaged in learning

Involvement

- Take positive action to solve problems

Healthy Choices

- Monitor personal health: diet, rest, exercise, and recreation

Positive Behavior

- Be punctual for all commitments
- Demonstrate respect for others
- Consider how one's actions impact others

ALL FAMILIES PLEDGE TO

Learning

- Monitor student progress
- Engage actively in all aspects of student's school experience

Involvement

- Work collaboratively with faculty and students

Communication

- Set clear consistent family expectations
- Practice frequent open family communication
- Conduct all staff correspondence (i.e., emails, etc.) in a manner that is respectful and professional

Healthy Choices

- Monitor all aspects of student's health: physical, mental, emotional, and social

Positive Behavior

- Model good sportsmanship in all activities

ADMINISTRATORS and SCHOOL COUNSELORS

Principal Richard Swanson rswanson@hinghamschools.org

Assistant Principals

Nicole Nosek (students A - K) nnosek@hinghamschools.org

Nicole Piantes (students L - Z) npiantes@hinghamschools.org

School Counseling Office

Director: Heather Rodriguez hrodriguez@hinghamschools.org

Counselors: Ben Cimmino bcimmino@hinghamschools.org

Jessica Gawel jgawel@hinghamschools.org

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School Nurses Kristine O’Keeffe ko’keeffe@hinghamschools.org

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A complete list of all staff email addresses may be found on the website:
hinghamschools.org

SCHOOL CLIMATE

Our desire is to provide a school with a focus on encouraging respect for all individuals and discouraging and preventing acts of violence, intimidation and harassment. When questions or problems arise, students should attempt solutions first with the teacher involved, then contact the assistant principal or the department chairperson. If the problem persists, students may elect to see the principal. In all situations, an effort will be made to guarantee that the student is given a prompt and fair hearing and decision.

School Safety

The administration, staff and students in this school building shall strive to create an educational environment that is reasonably safe and secure in order to

- Facilitate learning and teaching

- Preserve the physical and mental well-being of all lawful occupants of the building

- Preserve and protect all civil rights and the rights of due process

- Encourage respect for public and personal property

Student Rights and Responsibilities

All students are expected to read this *Student Handbook* and the Hingham Public Schools' *Code of Discipline* at the start of each school year. Students are expected to know and to follow all procedures, rules, regulations and policies. It is not possible to include guidelines for every potential situation; therefore, students are cautioned against assuming they are free to engage in activities not specifically mentioned here.

Students are expected to share responsibility for the successful functioning of the school. A wide range of activities and programs is possible only when students are willing to accept their responsibility for maintaining a quiet, orderly, academic environment.

All must understand that school officials have the right and the duty to set standards for scholarship and for the behavior of the students who attend Hingham High School. Disciplinary procedures are aimed at insuring that these standards are met. We value each student and their individual rights, but no student will be permitted to infringe upon the rights of others.

Students have a right to freedom of expression as provided by the United States Constitution and Massachusetts General Law Chapter 71, §82; however, such a right shall not cause any disruption or disorder within the school.

Rules that affect student life at Hingham High School are made after considering the input of students and faculty members. Students, through their elected student council representatives, are welcome to share their suggestions and to offer input.

EQUAL OPPORTUNITY FOR ALL STUDENTS

Hingham Public Schools does not discriminate in its educational and/or operational programs or activities on the basis of race, color, sex, gender identity, religion,

national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or Foster care status, or any other characteristic protected under applicable federal, state or local law.

Every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities, so long as the student has met the minimum qualification requirements.

See School Committee policy [AC-2](#), [ACA](#), [JB](#)

DUE PROCESS

Due process stands as a protection of all rights. Formal due process procedures are provided for more serious school infractions that could result in suspension or expulsion from school or other action described in the Hingham Public Schools’ *Code of Discipline*. The purpose of due process is to protect students from the arbitrary exercise of authority over them. Students are entitled to fairness in all disciplinary situations. Students should understand that no two situations and no two students are exactly alike. Therefore, disciplinary practices may vary depending upon the varying circumstances and the seriousness of the offense.

GRADUATION and PROMOTION REQUIREMENTS

Graduation is typically scheduled for the Saturday after Memorial Day, a date that falls no more than twelve school days before the regularly scheduled last day of school, in accordance with 603 CMR 27.05. The date of graduation is established annually by the School Committee as part of their adoption of the school calendar for the succeeding year. Seniors are expected to attend all scheduled classes until graduation.

1. All students must earn 110 credits and complete all other local requirements to receive a diploma. Only credits earned in grades 9-12 may be applied to graduation requirements. No course may be repeated for credit without the prior permission of the principal. Students must also earn a passing score on all required sections of the MCAS to receive a diploma. All requirements must be met in order to participate in the graduation ceremony.
2. Certain distribution requirements must be fulfilled for graduation. All students must *earn* at least the following credits:
 - 20 credits in English 15 credits in math
 - 15 credits in science 10 credits in the same foreign language
 - 15 credits in social studies (must include United States History)
 - 5 credits in physical education
 - 2.5 credits in health
 - 2.5 credits in fine or applied arts

3. Juniors and seniors must also complete a physical education requirement. The options for that requirement are detailed in the *Program of Studies*.
4. Under certain circumstances and with prior approval by the principal, credits toward graduation may be earned at other approved institutions. For a student who has failed a course, no more than fifteen credits may be earned from an approved summer school program during a student’s high school career.
5. Each student in grades 9-12 must carry a minimum of 30 credits. Seniors carrying three or more Advanced Placement courses are required to carry a minimum of 20 credits. Note: Massachusetts Time & Learning guidelines require that all students be scheduled for 990 hours of instructional time annually; therefore, students will be assigned to a directed study to complete their “instructional time” requirements.
6. Minimum Credits for Class Standing (Promotion to the next grade)
 - Minimum credits necessary to become a sophomore 25
 - Minimum credits necessary to become a junior 50
 - Minimum credits necessary to become a senior 75
7. All HHS students must successfully complete their appropriate grade-level English course before moving on to the subsequent grade level’s offering. Any student who fails an HHS English course must complete an approved summer school program or online course offering prior to the start of the following school year. Any student who does not fulfill this requirement on time must repeat the HHS English course during the following school year. Please note that students are not allowed to enroll in two concurrent English classes.

Subject to the requirements of special education and bilingual education laws, the school has the right to make programmatic decisions regarding the educational placement of students who are over sixteen years of age and who have been unsuccessful at obtaining credit for a specific grade after two attempts.

Options to Diploma Requirements

A student who has completed three years of high school and has been accepted to an institution of higher learning may request that the school committee accept the successful completion of the first year of post high school study as the equivalent of the fourth year of high school provided that no more than ten credits are transferred to attain the credits necessary to receive a diploma, all requirements for graduation will have been met, and approval has been received from parents, school counselor and principal. The student will receive their diploma at the next scheduled graduation. Forms for termination of attendance are available in the School Counseling office

SCHOOL COUNSELING SERVICES

Students are assigned alphabetically to one school counselor for four years. The services provided by counselors include help in school, program and career planning, help in obtaining information about jobs, testing, colleges, scholarships, and financial aid, as well as counseling on problems and other matters of personal concern. The resources of the Post-secondary Planning Office are available to any student during study hall with a pass from the school counseling office. All students must sign in and out of the School Counseling Office with the proper time noted.

In addition to the various guidance services described above, the School Counseling Department offers seminars to all students in grades 9 – 12. The School Counseling Program begins in the fall for ninth and twelfth grade students. Counselors meet with freshmen and sophomores during health class. All junior and senior seminars take place during an assigned study and do not affect academic or elective classes. Students whose schedules do not permit a student to be as- signed to a seminar meet with their counselors on an individual basis as time permits to review the topics covered in each seminar. Parents who do not wish for their child to participate in seminars may request to remove themselves by contacting the school counselor.

Educational Services in Home or Hospital

Upon receipt of a physician's written order verifying that any student enrolled in Hingham High School or placed by the Hingham High School in a private setting must remain at home or in a hospital on a day or overnight basis, or a combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue their educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Administrator for Special Education. Such educational service is not considered special education unless the student has been determined to be eligible for special education.

Transition Program

The Transition Program is a short-term service for students returning to Hingham High School after an extended absence due to illness or hospitalization. The Transition Program helps students and their families with re-entry and reintegration to school by supporting their academic, social and emotional needs. Tailored to the individual's unique set of needs as they transitions to a full schedule, program participation may last up to eight weeks. The goal is to facilitate a seamless and manageable re-entry that supports students and families, minimizes stress and encourages academic and social success at school. Please contact your school counselor for further information.

SPECIAL SERVICES

Hingham High School is committed to excellence in learning and to the fulfillment of individual potential for all students. When parents or students are concerned about lack of academic progress or when they believe that a disability may be preventing effective progress, requests to meet with the student's teachers and/or school counselor should be made. Appropriate accommodations may be available to assist the student within the general education framework. A student whose disability has a significant impact on a major life activity including learning and who is found to require special education services is covered under IDEA-2004 and qualifies for special education services and an Individualized Education Program. A student whose disability has a significant impact on a major life activity but who is making effective progress in school may qualify for a 504 plan rather than an IEP. Contact the school counselor for more information about any of these support services.

Instructional Support Team (IST)

As part of our ongoing support of students, the staff regularly collaborates to develop strategies to address academic and behavioral needs. All efforts are made to adjust the regular education program to meet such needs. These efforts may include recommendations to the teacher and to the parent, curricular adjustment, and the use of support and/or consultative services to meet the student's needs in the regular education classroom. The IST is composed of trained school staff. Members include administrators, counselors, teachers, school psychologists, and school adjustment counselors and nurses.

HEALTH SERVICES

HHS school nurses are available during the school day to monitor the general health and safety of students, faculty and staff. The nurses are available during the hours that school is in session. Student Health Services may include the identification of student health needs; the performance of health screenings as mandated by the Massachusetts Department of Public Health (MADPH); communicable disease prevention and control; emergency care of students, staff or faculty who are ill or injured; health counseling; health and safety education; and the maintenance of a safe and healthy school environment. The District recognizes that parents/guardians have the primary responsibility for the health of their child/children. Parents should inform the nurses of any change or potential problem in the health of their child/children. Strong communication between the school nurses, parents/guardians and primary care providers is essential.

The school nurses are committed to minimizing health related barriers to learning. State law mandates regular health screenings at school which include vision, hearing, postural, height, weight, BMI (Body Mass Index.) and SBIRT

(Screening, Brief Intervention, Referral to Treatment) screenings. Mandated screenings do not take the place of regular primary care provider examinations. The purpose of the screening programs is to identify potential barriers that may interfere with student success and make appropriate referrals for assessments and treatment. Parents/guardians may opt their child/children out of any of the screenings with written notice to the nurses.

Illness/Injury during School

In case of illness, injury or emergency, the parent/guardian will be notified by the school nurse(s) or other staff member. Parents/guardians MUST provide the school with emergency contact information in case they cannot be reached. It is imperative to keep this information up to date.

Students who do not feel well enough to attend class must report to the Health Office for evaluation. Students should request a pass to the Health Office from their teacher if they become ill. Students are required to sign in and out with the proper time noted on the pass. Leaving school property, remaining in a lavatory, or going to a study are not acceptable options for students who are ill. Such actions may result in disciplinary consequences.

The nurse(s) will determine if the student is to be sent back to class, monitored in the health office, dismissed from school, or referred for emergency medical intervention. If a student is to be dismissed, the nurse(s) will call the parent/guardian to discuss how the student will get home. If the parent/guardian is unable to pick up the student and emergency contacts are not available, the procedure is as follows:

1. The parent/guardian will give the student permission to walk home if applicable and safe to do so.
2. The parent/guardian, in collaboration with the nurse(s), will determine if the student is safe to drive home, if applicable. The nurse(s) reserves the right to prevent a student from driving home if the student's health and safety will be compromised.
3. The student must call the parent upon arrival at home.
4. The parent will call the nurse(s) immediately after receiving the student's call.

Students dismissed with a fever (100.4F or greater) must be fever-free for 24 hours without the use of fever-reducing medication (e.g., Tylenol, NSAIDS) before returning to school.

A physician's order is required for the use of crutches, splints, braces or other assistive devices. The order must specify any restrictions and note the estimated time of use.

Communicable Illness:

The Massachusetts Department of Public Health Isolation and Quarantine Regulations mandates exclusion from school for contagious diseases. An extensive list of communicable diseases can be found at <https://www.mass.gov/doc/disease-varicellapdf/download>

HHS nurses work in collaboration with the Hingham Board of Health when there is an identified contagious illness involving a student. The Hingham Board of Health will determine the quarantine, isolation and notification requirements on a case by case basis. The local board of health's responsibility, upon receipt of a report, is set forth in 105 CMR 300.110 and 300.160.

Please refer to the Health Services website for details of the Hingham Public Schools communicable illness policy at:

<https://sites.google.com/a/hinghamschools.org/health-services/communicable-illness>

Physical Examinations and Immunizations:

All new students registering at Hingham High School are required to submit a current physical exam that has been completed within one year of school entry and documentation of immunizations. Documentation of a physical exam is required in Grades 1, 4, 7, and 10. These intervals allow a regular and predictable review of each student with attention paid to potential health concerns. All students trying out for and/or playing interscholastic sports are required to have a physical examination prior to participation in practice or athletic events. Physical exams are valid for 13 months from the date of the physical exam.

All students attending school are required to be immunized according to Massachusetts State Law 105 CMR 220.000. Any student who does not have the required immunizations will be notified of the situation and will be excluded from school if immunizations are not obtained. The school nurse(s) are required to keep an immunization and health record for each student enrolled in the district. A history of disease specific diagnosis by a primary care provider will be accepted in lieu of the immunization (i.e., chicken pox) for all vaccine preventable diseases except rubella. Medical and religious exemptions must be submitted to the Health Office annually.

Medication at school:

The delivery of medication at school is regulated by the Department of Public Health and has specific guidelines in place for the health, safety and confidentiality of all students. Any student taking medication in school on a regular basis must have a new permission form signed by the parent/guardian and the prescribing physician every school year. Medication must be provided to the school nurse(s) in a pharmacy or manufacturer labeled container. **When getting the original prescription at the pharmacy, please ask for a second container with all the prescribing information attached so medication can be left at school.** The first dose of any medication will not be administered by the school

nurse(s) due to the possibility that an adverse event may occur.

Short-term medication (10 days or less), prescription or non-prescription, will only be given if the proper permission forms are signed and dated by a parent and physician if necessary. Parents/Guardians should contact the school nurse(s) to discuss the scheduling of medication or any health issue pertaining to the student. All medication forms can be found on the Hingham Public Schools web page under health services <https://sites.google.com/a/hinghamschools.org/health-services/medications-at-school>

No student is permitted to bring medications to school or carry medication in school with the exception of an inhaler, epinephrine auto injector, insulin, diabetes supplies or if wearing an insulin delivery system (pump). Permission for self-administration of medications must be discussed with the parent/guardian and nurses before approval will be granted for the student to self-administer medications in school.

Allergies or Chronic Health Care Issue:

If a student has ANY type of allergy including food allergy or other chronic health issue, please contact the school nurse(s) to plan appropriate responses and determine if medication needs to be kept at school. Students with life threatening allergies or other chronic medical conditions may be eligible for an Individual Health Care Plan or a 504 Plan after evaluation and an eligibility determination.

Individual Health Care Plan:

An Individual Health Care Plan [IHCP] is developed by the school nurse(s) in collaboration with the parent/guardian and, if appropriate, the primary care provider. With parent/guardian approval, the plan is shared with the appropriate staff. This provides a safe learning environment for the student and educates the staff on necessary measures for the student. The increasingly complex health care needs of students in school has created an opportunity for all involved to eliminate barriers in the best interest of the student. Partnership of student, parent/guardian and staff enhances the child's ability to learn and participate in the school setting.

Please visit our Health Services Webpage for nurse contact information, detailed health/wellness information and forms

<https://sites.google.com/a/hinghamschools.org/health-services/>

LIBRARY MEDIA CENTER

The Library Media Center is open daily from 7:30-3:30 M-Thurs.; 7:20-3:15 Fri. The HHS Library Media Center is a place where students and faculty can read, research and create, individually or collaboratively. The LMC is also the home of Peer Tutoring and Virtual High School. Study students are welcome to use the LMC following the procedure outlined below. All students must sign into the LMC at the Check In desk upon entering the LMC.

Study Hall Students

Study hall students may visit the LMC for the following: to use a computer; to access a book (check out, reserve shelf, or their own); or to meet with a

Peer Tutor or a teacher. Upon arrival study students will sign into the LMC at the Check-In Desk. Please note that each study hall classroom is assigned a limited number of slots for the LMC based on the number of study classrooms per block.

Leaving the LMC

Any student who needs to leave the LMC for any reason will ask the proctor on duty or a librarian, and sign out on the clipboard including name, destination, time in and time out, just as in a classroom.

ACADEMIC INFORMATION

Performance Reports

HHS provides a formal grade report four times a year in the form of a report card. The purpose of this report is to provide a summary of assessments made by teachers so that the degree of progress may be judged. Report cards will be made available through the online portal at the end of each quarter. Parents and students may view their grades on line at any time through the Aspen X2 portal. Teachers will update the grades in the portal at the midpoint of every term.

High Honor Roll

1. A student must receive a cumulative average greater than 89.5 in all subjects that meet at least five times per cycle.
2. All students except seniors carrying three or more Advanced Placement courses, or those in the construction technology or work study program, must have a minimum of five major subjects to be considered for the honor roll. Students in construction technology or work study must carry at least three other courses that meet for six times every cycle. Seniors who have three A.P. courses plus one other major course will be considered for the high honor roll.
3. A grade of B- or below in any subject will eliminate a student from consideration of high honor roll status.

Honor Roll

1. A student must receive a cumulative average greater than 82.5 in all subjects that meet at least five times per cycle.
2. All students except seniors carrying three or more Advanced Placement courses, or those in the construction technology or work study program, or seniors completing a Senior Project must have a minimum of five major subjects to be considered for the honor roll. Students in construction technology or work study must carry at least three other courses that meet for six times every cycle.
3. A grade of C- or below in any subject will eliminate a student from consideration of honor roll status.

NOTE: High honor roll and honor roll lists are based on quarterly grades.

Examinations

Final examinations will be required for all students completing semester courses in English, math or social studies. Midyear and final examinations will be required for all students completing a year-long course. The examination grade will constitute 20% of the final grade in a semester course. The examination grade will constitute 10% of the final grade in a full-year course. The examination grades will be used to assist the teacher in computing a final average for that course. A midyear or final average can be lowered or raised by the examination; however, no student may fail solely as a result of a low midyear or final examination grade. In an A.P. course, no final exam will be required and the final grade will be determined as follows: term 1 grade x 2, term 2 grade x 2, midyear exam, term 3 grade x 2, term 4 grade x 2, total 9.

A senior with at least a B- average for the year at the end of term 3 and at least a B average for term 4, with nonexempt absences not in excess of two (2) in the fourth term will be excused from taking the final exam. For second semester courses, the attendance requirement will remain the same. The combined grade average for terms three and four will be used to determine the academic component for final exam exemption.

Midyear and final examinations are valuable assessment tools, providing data on individual student progress, class-wide progress, and course-wide progress. Preparing to take culminating exams is an important skill for students to learn. In order to provide students time to sufficiently prepare for midyear and final exams, teachers should not assign new material in the two classes prior to these exams. Projects, research papers, lab reports and other assignments should not be due in the two classes prior to exams.

If school is cancelled within the five days before either exam period, the exam schedule will be advanced one day. If school is cancelled more than five days before the exam period, adjustments to the exam schedule will be made at the discretion of school administration. Students may not take exams prior to the scheduled exam date.

These procedures will be followed by all proctors during midyear and finals:

1. Teachers will give proctors a seating arrangement, or proctors will seat students alphabetically as they hand out exams.
2. Students must place all materials including any electronic devices in a designated area near a wall prior to start of exam. They may not put notebooks, books, or other material on the floor next to their desk.
3. Students found cheating at any time during exam will receive a zero on the entire mid-year/final exam. Students will not be allowed to make up this grade.

Schedule Changes

The program selected by a pupil and approved by the parent, prior to the close of the school year, represents a final choice of courses with these exceptions:

1. If, through summer school or by other means, a student has satisfactorily

completed subjects failed or incomplete as of the previous June, the student may apply at the School Counseling Office for a schedule change.

2. Errors on a student's program should be reported to the counselor immediately.
3. All other requests for change must be handled individually with the counselor and may be granted only after parental participation in a conference and with department head approval.

Counselors are responsible for any schedule changes. Requests for changes may be initiated by the student, parent, teacher, department chairperson or administrator. After a decision has been made to effect a schedule change, the following steps must be taken.

1. The counselor will develop the program change.
2. The change sheet must be approved by the parent and, if appropriate, the department chairperson and/or teacher.
3. Students will be notified by the counselor if and when the change will be made.

Level Changes

Students in academic courses are assigned levels on the basis of ability and past achievement. Any questions regarding levels may be directed to the counselor.

- In the case of full-year classes, level changes may not occur after the first five weeks of terms one and two; no level changes may occur after mid-year. For semester courses level changes may not occur after the first five weeks of the course.
- No level changes nor course withdrawals may occur without teacher input and department head approval.
- All level changes will require a discussion involving the student, parent, teacher, counselor, and department chair. Parents must provide written approval for changes.
- If a level change does occur, the grade received in the prior level will be adjusted up or down by ten points for the purposes of calculating the student's GPA.
- No new course may be added to a student's schedule after the first two weeks of either semester without the permission of the principal.

Teacher Changes

Requests for a teacher change will require a parent conference with the current teacher and department chairperson. If the department chairperson approves, the change will be made when possible. The department chairperson will consult with the counselor to determine if it is mechanically possible to make the change. If parents are not willing to accept the resolution reached, the principal will review the request and make a final judgment.

A change in program is not completed until both student and teacher are notified and all books are returned to the original teacher. THE STUDENT MUST ATTEND ALL CLASSES UNTIL NOTIFIED BY THEIR COUNSELOR.

During the initial five weeks of any course, students are permitted to drop courses (following procedures listed above) without penalty, provided the student will still have the required number of credits. After the initial five weeks of any course, a student who drops a course will have entered on their school record a “W” and the notation of passing (P) or failing (F) at the time of withdrawal.

ATTENDANCE POLICY

Attendance at school is mandated by state law, school committee policy, and school rules. The Massachusetts state requirements for secondary-school sessions are at least 180 days and 990 hours per year. The school recognizes that there are valid reasons for occasional tardiness, dismissals or absence from class; however, the importance of attendance in learning must be emphasized. A parent note explaining the absence, tardiness or dismissal is required. All notes should be submitted to the assistant principals’ administrative assistant. The assistant principal will be the final judge as to the appropriateness of the attendance under the 990-hour requirement. Daily attendance is taken during first period. Telephone calls will be made to verify absence, tardiness and dismissals as needed.

Attendance Policy

Students are allowed five non-exempt absences per term. No credit will be given on the sixth absence. The following absences will be exempt:

Medical (with a note from the student’s doctor)

Religious holidays

Funerals

Bereavement for the death of an immediate family member

Legal (with documentation from a court, lawyer, etc.)

2 days for a school-sponsored field trips per term

College visits - 3 days during a student’s junior year and 3 days during a student’s senior year (advance consultation with the HHS counselor is necessary and documentation from the college on school stationery **after** the visit is required - emails are not acceptable)

Other exceptional reasons with approval of the Principal or designee

Notes are required for all absences. Notes or documentation of exempt absences must be received within one week of the absence or the absence will not be considered exempt. Notes are requested to be provided in advance for types of absences where advance notes are possible. All notes should be submitted to the assistant principals’ administrative assistant.

- A. If a student is tardy for more than ten minutes of a class period or is dismissed with more than ten minutes remaining in a class period, the student will be considered absent from that class for the day for attendance purposes.
- B. Six absences in a course in one term will lead to no credit (N) in that course for the term. For second-semester seniors, four absences in a course in the fourth term will lead to no credit (N) in that course for the term.
- C. For courses that meet every other day, students will lose credit on the

- fourth absence. For second-semester seniors, two absences in a course in the fourth term will lead to no credit (N) in that course for the term.
- D. For courses that meet for double or triple periods for every class meeting, a student's absence will be counted as only one per day.
 - E. For courses that meet eight periods per cycle, a student's absence on a lab day will be counted. Since there are approximately one-third more classes, eight (8) absences in the course in one term will cause no credit (N) in that course for the term. For second-semester seniors, five absences in the fourth term will lead to no credit (N) in that course for the term.
 - F. Two school-sponsored field trips each term will not be counted in the total number of absences leading to no credit if the student has the prior permission of the teacher(s) whose class(es) they will miss to attend the school-sponsored activity. Teachers may refuse to sign a permission slip if the student's academic performance in that class is below average. If a student attends a field trip without the permission of a teacher, that absence will be counted as a class absence. It is the student's responsibility to make up any work missed due to a field trip.

The principal may decide upon written appeal by a student that an absence may be excluded from the total. Application for a principal's excusal may be made only **after** a student has exceeded their five allowed absences.

NOTE: Students removed from school by parents for vacation trips will have those days counted against their total.

On the **third** absence in a term, a notice is emailed home indicating the number of absences and the possible consequences. On the **sixth** absence in a term, the teacher will send home a letter indicating that the student will receive a no credit (N) grade for the period of time indicated. The failure of a classroom teacher to send the letter home may result in the rescission of the no credit grade. However, such decision shall be in the sole discretion of the principal. Copies will be given to the school counselor and the assistant principal for further action and intervention.

NOTE: A "no credit" (N) in a course does not indicate a failing academic grade in the course. The academic grade for the period of "no credit" will be recorded in the comment area of the report card and will be used appropriately in averaging the final grade for the course.

See School Committee policy [JH](#)

DISCIPLINE PROCEDURES

Discipline of Students with Disabilities

Hingham Public Schools will follow appropriate procedures for disciplining students with disabilities in adherence with Federal and State laws and regulations including the Individuals with Disabilities Education Improvement Act (IDEA-2004), and Massachusetts General Laws (Chapter 69-78A).

Detention

A teacher or administrator may require a student to remain after school, with the goal of reflecting on inappropriate behavior, repairing harm, restoring relationships, and deterring future infractions. Detention may be served from 7:20 to 7:50 a.m. or 2:40 to 3:30 p.m. ONLY. Early arrival in the morning will not be counted as extra time and leaving prior to 7:50 a.m. will cause the detention to be voided.

Teacher's detention will be served that day or a day agreed upon by the teacher. Failure to report for teacher detention will result in the time being doubled. Failure to report to any of these teacher detentions will result in a student referral to the assistant principal.

Exclusion from Class

Since conduct that necessitates a student's removal from class is viewed most seriously, the student's parents will be notified. For the first offense, the student may be required to set up a conference between themselves, the teacher, and the assistant principal and may be refused admission to the class until completion of the conference. The disposition of the conference will determine under what conditions the student is to be readmitted to class. Each conference will be held as soon as possible; under normal circumstances, the conferences will be held on the day the offense occurred. If the teacher or the assistant principal is not available, the student may be readmitted to the next class and the conference will be held at a mutually convenient time.

An exception to this procedure could be made by an administrator if the offense is of such gravity that returning the student to class would be detrimental to the student or the class. Problems of this nature will be referred immediately to the appropriate administrator.

For the second offense, the student's parents or guardians may be required to attend a conference at which time the student, parents, teacher, and administrator will explore the causes of the problem, possible solutions to it, and conditions under which the student is to be readmitted to class. At this conference, the gravity of the situation must be stressed, since one more removal from class establishes grounds for exclusion from that class for the remainder of the year, a subsequent loss of credit, and suspension.

Physical Restraint Policy

Hingham Public Schools' students may in rare circumstances require physical restraint. Such physical restraint including prone restraint where permitted under 603 CMR 46.03 shall be considered an emergency procedure of the last resort and shall be prohibited except when a student is not responsive to verbal directives or when other lawful and less intrusive behavior interventions are deemed inappropriate. In such situations, a teacher or other employee or agent of the Hingham Public Schools may use only reasonable force to protect the student and/or others from serious or imminent harm. Except in situations where a student's behavior poses a threat of imminent, serious physical harm to self and/or others, only personnel who have received training pursuant to 603 CMR

46.03(2) or 603 CMR 46.03(3) shall administer physical restraint to students. The school principal and/or the trained staff person who had administered physical restraint will adhere to the physical restraint regulations outlined in 603 CMR 46.00 in terms of the proper administration of and reporting requirement regarding physical restraint, according to Procedure 2.5A.

See School Committee policy [JKAA](#)

Saturday School

Saturday School is one of the disciplinary measures used for students found in violation of school rules. It is part of a system of progressive discipline and will be assigned when appropriate as determined by the school administration.

All students assigned to Saturday School should enter the building through the cafeteria doors. They should report to Room 173 by **8:00 a.m. sharp**. Tardy students will not be admitted. Attendees are expected to

- Arrive by 8:00 a.m. sharp with sufficient materials for the session
- Read or study for the entire time
- Remain silent and avoid any form of disruption
- Follow all instructions from the supervisor

Attendees will not be allowed to sleep, go to a locker, or leave early. All rules and regulations of the *Student Handbook/Code of Discipline* will be enforced. Electronic devices may be used for academic purposes only. Attendees will be allowed to use the rest rooms with supervisor's permission.

Attendees who violate any of these procedures will be sent home. Those who are asked to leave Saturday School should report to the assistant principal the following school day. Failure to attend or complete Saturday School will result in two (2) days suspension.

STUDENT RECORDS

The Massachusetts Department of Elementary and Secondary Education has adopted regulations found at 603 C.M.R. 23.00 et seq., regarding the dissemination of and access to student records. The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes the student's name, address, course titles, final grades, credits, weighted GPA, and grade level completed and is kept by the school for sixty years after the student leaves the system. The temporary record includes all other information concerning the student, including attendance, health, discipline, activities, sports, etc. The temporary record will be destroyed five (5) years after the student graduates, transfers or withdraws from school after written notice to the student and parent(s) of the approximate date of destruction and their right to receive any or all such records.

Students and custodial parents and guardians may examine their own records with prior notice and in accordance with the following:

- At the request of a custodial parent or guardian of a student or of a student fourteen years of age or older, the school shall allow such parent, guardian, or student to inspect academic, scholastic, or any other records concerning such student which are kept or are required to be kept. That access shall be provided within ten days of the request. Copies of any information, unless exempted, shall be furnished to the eligible student or parent according to 603 C.M.R. 23.02 and 23.07.
- Students eighteen and over have the exclusive right to access their student record after filing a notice with the principal to limit their parents' right of access.
- Students who are fourteen and over and their parents may exercise these rights individually or jointly.

The student and/or parent may request that information in the record be destroyed unless it was inserted by the student's evaluation team. A student and/or parent who is dissatisfied with any decision by the principal has a right to appeal to the superintendent.

A non-custodial parent is eligible to obtain access to student record unless

1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent or
2. The parent has been denied visitation or has been ordered to supervised visitation or
3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

In order to obtain access, the non-custodial parent must submit a **written** request for the student record to the principal. Upon receipt of the request, the school will immediately notify the custodial parent by certified mail that it will provide the non-custodial parent with access after 21 days unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07.

When a student transfers to another school district, then Hingham High School will transfer, upon request of the transferring school district, the complete student record of such transferring student.

Information in the student record is limited to information relevant to the educational needs of the student and is kept private. Access to student records is limited to school personnel including the following:

- School administrators, teachers and counselors, consultants and other professionals who are employed by the school committee and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity;

- Administrative office staff and clerical personnel who are employed by the school committee and whose duties require that they have access to student records for the purposes of processing information and student records; and
- The team that evaluates a student.

Information in the student record may not be disseminated, in whole or in part, in any manner or form, orally, or in writing, to a third party, without the written consent of the student and/or parents, whichever is applicable, except in the case of a court order or subpoena, in cases of emergency, or upon the request of certain state agencies. This, however, does not prohibit the publication of the student's name, photograph, class participation in school activities, honors, awards or post-high school plans. Unless requested by a parent or eligible student to the contrary, the Hingham Public Schools may release information including a student's name, photograph, address, date and place of birth, major fields of study, dates of attendance, class, degrees, honors, awards, and post-high school plans. To exclude their name from such publication, a student and/or parent, whichever is applicable, should notify the school office. While attending Hingham High School and participating in regular school day and extracurricular activities, students may be photographed for use by the media, the HHS yearbook, and similar publications.

Per Sec. 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information of the Elementary and Secondary Education Act, schools receiving funds under this law are now required to provide the names, addresses, and phone numbers of students to military recruiters and/or institutions of higher learning. The law also states that, "A secondary school student or the parent of the student may request that the student's name, address, and phone number not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request." Any parent of a Hingham High School student who wishes that their child's name, address, and phone number **not** be released to third parties should notify the principal in writing within the first three weeks of school. If no such written notice is received, the school will comply with all appropriate requests for student directory information.

Parents are encouraged to review the student record regulations of the Department of Elementary and Secondary Education for a more detailed description of the rights and responsibilities of third parties.

GENERAL INFORMATION

Absence from School

On the day(s) a student is absent, the parent or guardian should call the assistant principal's administrative assistant by 8:00 a.m. to report the absence. The number is (781) 741 - 1560, option 1. A student returning to school after an

absence is required to present a note of explanation including the dates of the absence from either the parent, guardian or medical professional. A one-day grace period is allowed for submitting notes. Failure to comply will be considered truancy and will result in disciplinary action. Pupils absent from school may not be on school property nor attend or participate in school events on the same day unless permission is granted by the principal or their designee. If a student is absent from school for a prolonged period of time for any reason, the school counselor should be contacted for home assignments. Extended absences may require home tutoring. This service is available if the situation warrants.

Academic Integrity: Cheating and Plagiarism

To cheat is to act dishonestly or unfairly in order to gain an advantage. In an academic setting, cheating consists of such acts as communicating with other student(s) by talking or writing during a test or quiz; unauthorized use of technology during an assessment; or any other such action that invalidates the result of the assessment. Plagiarism consists of the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own work. Plagiarism and cheating in any form are considered disciplinary matters to be addressed by the school. A teacher apprehending one or more students cheating on any graded assignment, quiz or test will record a zero grade for that assignment for each student involved. The teacher will inform the parent(s) of the incident and assistant principal who will add the information to the student's disciplinary file. The assistant principal may take further action if they deem it warranted. See *Code of Discipline*.

Academic Integrity Committee

The Academic Integrity Committee raises awareness within the school community regarding issues of cheating and plagiarism. A primary goal of the committee is to support teachers in addressing these issues, promote school-wide awareness and accountability for academic integrity, and educate students regarding these important issues. The Academic Integrity Committee will be made up of administrator(s), teacher(s), and student(s). The committee will convene periodically to discuss issues and concerns. Teachers and administrators will continue to act in their defined disciplinary roles.

Alcohol and Drugs

Students shall not use, possess (e.g., on person, in locker, in car, etc.), sell, buy, or be under the influence of any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The use or possession of alcoholic beverages or other controlled substances or being under the influence of any drug including alcohol is prohibited on school property, at any school function, or at any school sponsored event or in school owned or operated vehicles.

Students violating this policy shall be immediately barred from attendance at the activity and shall be subject to further disciplinary actions. In addition, students

abusing over the counter medication may be subject to the same consequences. See *Code of Discipline*.

The sale, distribution, possession or use of drugs, narcotics or alcohol on school property is a criminal offense and, therefore, is subject to both legal prosecution and school disciplinary procedures. The penalties for violation of this regulation may be found in the *Code of Discipline*.

Students and parents should be aware that breathalyzers or other drug tests may be given at any dance or activity. Students who refuse to take such a test will be removed from the dance or activity and released to a parent. The school will impose appropriate disciplinary action.

See School Committee policy [JICH](#)

Assemblies

When auditorium programs are presented, students will be called from class with the classroom teacher. Students will sit in the assembly under the direct supervision of the classroom teacher.

Afternoon Help

Extra help is available to students on Monday, Tuesday, Thursday and Friday afternoons from 2:32 to 3:02 p.m. Teachers will indicate to students where they will be for assisting students after school. Students requesting help should report to the designated location after school.

Buses

Pupils utilizing public school transportation enjoy a privilege accorded by the town rather than an inherent right to transportation. As such, pupils are to conduct themselves in such a way as not to interfere with the safe operation of the vehicle or the rights of others and must comply with all reasonable regulations as set forth by the school administration. To encourage proper bus behavior, the buses are equipped with interior video cameras. Videotapes will be viewed by the supervisor of transportation and the building principal or assistant principal if there is a question related to misbehavior on a school bus. Videotapes are reused (taped over) on a regular basis. Any misconduct which threatens the safe operation of the motor vehicle may result in the immediate suspension of busing privilege for a minimum of two weeks. A subsequent offense may result in the suspension of busing privileges for the remainder of the school year.

All substances prohibited on school grounds are likewise prohibited on school buses and students who violate this policy shall be subject to the same punishment as that administered for said violations on school grounds.

See School Committee policy [JICC/EEAEC](#)

Cafeteria

Food and beverages may be consumed in the cafeteria only. Food and beverages may not be carried from the cafeteria to another part of the building. No food deliveries are allowed from any outside sources (e.g., DoorDash, Grubhub, etc.) without prior approval of an administrator. The cleanliness of the cafeteria is a student responsibility. Students are expected to exhibit orderly and appropriate conduct that does not interfere with the right of others to enjoy their lunch. Students are also expected to take responsibility for cleaning up their trash, trays, etc. Failure to do so will result in school discipline. Students are not allowed to eat lunch or snacks outside the cafeteria.

Class Cuts

When a student is missing from class or any scheduled responsibility (e.g., study hall, school assembly, etc.) and is not listed as absent or excused, the assistant principal is notified in writing on that day. For unexcused absences from class, the student is not allowed to make up work for credit. The first cut automatically results in the assignment of two hours in Saturday School. The second cut automatically results in the assignment of four hours in Saturday School. Chronic (3 or more) cuts will result in suspension.

Credit for Summer School and Evening School

Students who take summer or evening school courses must obtain prior approval of the principal who will determine the number of graduation credits that will be granted. There is a maximum of fifteen (15) outside credits that will be allowed toward a Hingham High School diploma. Furthermore, those fifteen credits may not be earned in the same subject area. Any exceptions to the above must be approved by the principal.

Dismissals

Dismissal slips are issued from the assistant principal's office for those students who bring a note from home (telephone requests for dismissals are discouraged) or are dismissed for an emergency. All dismissals must be approved in advance; dismissal notes received after the fact will not be accepted. Dismissals for illness are issued by the school nurse.

Dress

The responsibility for the dress and appearance of students rests with individual students and parents/guardians. Students are expected to dress appropriately for school. Clothing that is disruptive to school property, causes disorder, or poses a safety or health risk to the student or others is unacceptable. Health regulations require that shoes be worn at all times in a public building. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

See School Committee policy [JICA](#)

Dual Enrollment Policy

Students at Hingham High School may be eligible to participate in the Dual Enrollment Program created by the Massachusetts Department of Elementary and Secondary Education under the State's Education Reform Act of 1993. Students who meet the requirements can take courses in any of the state's participating community colleges, colleges and universities. More information may be found in the *Program of Studies*.

Eighteen Years Old - Age of Majority

A student 18 or older may complete a form indicating a desire to act on their own behalf. Parents or guardians will be notified by mail when such a request has been filed. At that point the student is entitled to certain privileges such as signing notes, forms, etc. These students must use the special form available from the assistant principal for all attendance notes.

Electronic Devices

Respectful use of cellphones and electronic devices is expected. While classes are in session, electronic devices such as cell phones, smart watches, headphones, and other electronic devices may not be used without the expressed direction and permission of the specific classroom teacher. Devices must be silenced and put away when entering a classroom. Cell phones and music devices (with earphones) may be used in the cafeteria during lunch and at other non-instructional times. Students are permitted to use personal electronic devices outside the classroom except when that use disturbs or distracts others or impairs the student's ability to navigate the environment safely (for instance, hallways or stairwells). A faculty member or administrator has the right to confiscate a phone or electronic device if a student refuses to comply with these restrictions.

Inappropriate or unlawful use of electronic equipment will result in school consequences and/or referral to the police. This includes use of electronic equipment in a way that violates the privacy of a student, staff member, or faculty member or that amounts to harassment or malicious defamation. Any misuse of electronic equipment, including using such technology to cheat, plagiarize, or secretly record the communications of another shall result in immediate confiscation of the equipment in addition to other consequences. **Taking pictures, recording videos, or recording conversations without consent at any time during the school day is prohibited and illegal.**

English Learner Education

The family of every registering student is given a Home Language Survey to complete. The principal must notify the Director of Student Services of any student whose first language is other than English. This student will be assessed by the HPS English Language Learner (ELL) teacher. A team of professionals, including the ELL teacher, will determine whether this student is eligible for English Language Services.

Any student identified as an English Language Learner (ELL) is not automatically eligible for Special Education and/or related services. To be found eligible for Special Education and/or related services a team of professionals, including an ESL teacher, must have formally evaluated, found the student to have a disability, and found the student to not be making effective progress in the regular education classroom, due to the disability. The basis of their decision cannot be based on the fact that the student is an English Language Learner. Moreover, the needs of English Language Learners should not be confused with those of students with disabilities. If regular education teams need assistance with this distinction, the ELL teacher will be consulted.

Hingham Public Schools will conduct all communication to a family whose first language is other than English in the primary language of the home. Additionally, Hingham Public Schools provides for oral translations of all parent/student/teacher meetings (including Special Education Team Meetings) for individuals who may require it. Hingham Public Schools has ongoing contracts with a number of interpreters for this purpose. If a student or parent requires oral translations in their native language, the School Psychologist/Team Chairperson should notify the Director of Student Services as soon as possible so arrangements can be made to secure native language translation services. This oral translation is then documented in writing in the student record.

Communications with parents are in clear and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and generally familiar with special education procedures, programs, and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.

If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent understands the content of the notice.

English Learners are provided the opportunity to receive support services, such as guidance and counseling, in a language that the student understands. Further, English Learners are taught to the same academic standards and curriculum as all students, and are provided the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. All educators in Hingham Public Schools use grade appropriate content objectives for English Learners that are based on the district curriculum across all content areas and are instructed by qualified staff members

Please see the “*English Language Learners Procedures Manual*” for more comprehensive information and related forms.

See School Committee policy [IHBEA](#)

Fire Drills and Alarms

Periodic fire drills are conducted to ensure a rapid and safe evacuation of the building. All persons must leave the building in an orderly and quiet manner according to instructions from the teacher. Students must stand away from the building and off the roadways. A person making a false fire alarm will be dealt with under Group A, No. 2, of the Hingham Public Schools Discipline Code.

To make Hingham High School a safe and secure place where learning can occur, other evacuation procedures including lock downs will also be conducted throughout the year. Sweeps of the building and grounds by drug-sniffing dogs is another option the school may pursue.

Gifts to Staff Members

Pupils, parents, and other patrons of the Hingham Public Schools are discouraged from the presentation of gifts to members of the staff. In accordance with state ethic laws, Hingham employees may not accept gifts in excess of \$50 per year.

Harvard Extension School - Lowell Scholarships

Hingham High School students may be eligible to participate in the Harvard Extension School’s Lowell Scholarship Program. This program is open to qualified high school students, teachers, counselors, and administrators in the Greater Boston area. These scholarships offer reduced tuition for courses taken for credit in the arts and sciences. Information about courses, registration, payment, and academic policy are in the Harvard Extension Catalogue. More information may be found in the *Program of Studies*.

Homework

Homework is assigned according to the type and level of the academic program. While some homework may be completed in study areas, out-of-school time must be spent on homework to derive maximum benefit from the academic program. The amount of homework assigned for subjects that meet six times during the seven-day cycle should be approximately thirty minutes per night; therefore, students should expect to spend between two and three hours per night on homework. This does not pertain to Advanced Placement courses.

Incompletes

All work must be completed before a grade can be issued. Incompletes will be issued to those students who have an excused absence and who anticipate completion of necessary work. Incompletes should be made up within two weeks of the closing of the quarter grades unless that deadline is extended by the principal.

Insurance

School insurance is available to each student. Applications are available in the main office. A link is on the hinghamschools.org website. We suggest that you become familiar with the program. A pre-paid insurance policy is provided for students who participate in interscholastic athletics.

Lockers and Valuables

All students may request their own locker by contacting their assistant principal. These lockers are provided for the convenience of the students. Lockers, lab tables, desks, and other equipment and facilities provided by the Hingham Public Schools for use by students are the property of the schools and are subject to search at any time for any reason. Any item may be seized during the course of such a search. Because students are responsible for their own belongings as well as school-issued textbooks, the school strongly recommends and encourages students to padlock their lockers. Money and all other valuables should be kept at home. In exceptional cases, valuables may be left in the main office. The Hingham School Department is not responsible for items lost from lockers. During physical education classes, students should not leave valuables in an unlocked locker. Athletes involved in interscholastic sports should not leave valuables in unlocked lockers. Any items missing or believed stolen should be reported immediately to the appropriate assistant principal.

Lost and Found

Lost and found articles may be claimed in the main office.

Make-Up Work

Under normal circumstances, students who are legitimately absent will be allowed one day of additional time for each day of absence in order to complete work missed. It is the responsibility of the student to find out the work missed and to schedule a mutually convenient time to make up any tests or quizzes. On the day of the student's return to school the student should make arrangements with the teacher to reschedule the missed work, including assessments.

Any graded school work missed due to unexcused tardiness, class cuts or truancy will be considered as a zero.

No School Announcements

Announcements of "no school" or "delayed opening" will be made on radio stations WBUR (90.9) and WRKO (680) as well as television stations 4, 5, 7, and 25. In the event of other emergencies, consult the following sites: Channel 22, the Hingham Public Schools website, and the Hingham Police Department website. Please do not call the police, fire department or Hingham High School because these phones must be kept open for emergency calls.

Parents are encouraged to sign up for phone, text or email notifications with any of the TV/radio stations that offer that service.

Parent-Teacher Conferences

Parent-teacher conferences are collaborative endeavors that should focus on the needs and the progress of the student. Parents and teachers should act politely and professionally, be prepared to listen to the other's perspective, ask questions, and share concerns. Parents should share with the teacher important information that may affect student performance. By the end of the conference, the parties should have discussed and developed next steps, including plans for any future communication that may be needed. When conferences involve specific issues of concern, it is important to focus first on identifying the problem and then on solving it together.

In most cases of concern about a classroom situation, parents should communicate directly with the teacher or specialist involved. General questions or concerns may be most appropriately addressed by the guidance counselor (or SPED chair/liaison). If direct communication with the teacher is not possible or does not resolve the concern, parents should contact the building principal who may refer some issues to a department director or to another appropriate specialist. Anonymous concerns or complaints cannot be addressed.

Parking for Students

The privilege of driving symbolizes one entrance to adulthood by many HHS students. All members of the school community are urged to avoid hazardous driving and encouraged to respect and adhere to all driving laws. Statistics show that one third of all sixteen-year-old motorists is involved in a serious accident. To prevent accidents, all drivers on school property and in the surrounding community are expected to observe the following:

- Wear seat belts and insist that all passengers buckle up
- Start and stop slowly
- Observe the speed limit at all times on all roads and in the parking lot
- Defer to pedestrians and other drivers
- Avoid distractions, especially cell phone use
- Follow the special rules that pertain to a learner's permit and a junior operator's license.

Students who drive automobiles to school will be subject to such regulations as the school administrators deem necessary for safety. Driving abuses may result in loss of the privilege of driving to school and parking on school grounds as well as disciplinary action deemed appropriate by the administration.

Eleventh and twelfth grade students may park on the campus of Hingham High School subject to the restrictions below and provided that their car displays the appropriate parking sticker. Student parking will be restricted to the far parking lot between the baseball field and the soccer field and to spaces marked with "S" (last row and spaces parallel to Union Street along the grass) in the Union Street parking lot. Parking in the Union Street close lot is open **only to seniors** who have purchased a parking sticker. There is no fee for a sticker to park in the far Union Street lot which is open to eleventh and twelfth grade students. No student will be

allowed to park in the auto shop/gymnasium parking area unless the vehicle clearly displays an authorized pass. No student will park in areas assigned to staff. “Green spaces” may be used by special permit only.

Violators to any of the above may lose the privilege of parking on the school campus. Cars parked in places other than designated student parking areas may be towed at the owner’s expense. Parking on school property during the school day or when participating in school-sponsored activities is a privilege and not a right. As such, cars brought on to school property may be subject to a search by school officials.

Physical Education

Appropriate attire for participating in physical education class is required and will be specified by the teacher. The lack of appropriate attire will result in a grade of “F” for the class. The student will remain with the class under the supervision of the physical education teacher. A note from a parent or guardian must be presented to the school nurse BEFORE school if for some reason a student cannot participate in a physical education class. A medical excuse given by the nurse must be taken to the physical education instructor by the student. The nurse will determine whether the student is able to attend the class. A permanent medical excuse must be renewed each school year.

If a student becomes injured or unable to participate in physical education due to a temporary medical condition, the student must make up the time in physical education regardless of length or type of condition unless it becomes a permanent dis-ability. The student must provide proof from either a doctor or the school nurse. The student will have several options to fulfill this requirement. These are available from the physical education staff.

Rank in Class/GPA

Hingham High School does not rank students and does not provide colleges or universities with class rank information. Designations of class valedictorian and class salutatorian will be awarded to the two seniors with the highest grade-point averages. Students who are not enrolled at HHS for the final four consecutive semesters of high school (all of junior and senior year) will not be considered for these designations. Class valedictorian and class salutatorian will be selected after the seniors’ final grades have been established. HHS uses a custom weighted GPA (Grade Point Average). The conversion chart is available in the *Program of Studies*. GPA is calculated for all students who enter HHS prior to their senior year. Grades from previous schools will be included in the GPA. All leveled courses are included in the calculation of GPA.

School Property

The use and care of Hingham High School, the buildings, the grounds and its equipment is everyone’s business. Students who are identified as responsible for causing any damage will be expected to pay for the necessary repairs or replacements. They also may be subject to further sanctions as set forth in the

Code of Discipline. Students are responsible for any texts and other equipment assigned by the staff. Textbook receipts should be requested by students when materials are returned. If equipment or books are lost, report cards and schedules will be held until either the property is returned or the school is remunerated.

Smoking/Tobacco Products

Hingham High School, like all Town of Hingham property, is a smoke-free zone. No student shall use or possess tobacco or tobacco-related products of any type including e-cigarettes, vaporizers, and vaping liquids on school grounds or at school-sponsored activities. The penalty for violation of this regulation may be found in the *Code of Discipline*.

Tardiness to Class

Students are expected to be in their seats in the room to which they are assigned *before* the bell rings to begin the period. Without the express permission of an administrator, students who report to class after the bell will be marked tardy. Chronic tardiness adversely affects the learning of all students in a class. Therefore, every three times a student is late for less than ten minutes or dismissed with less than ten minutes remaining in class will be considered an absence from that class. Tardiness to study without a pass will result in detention with the study hall teacher.

Tardiness to School

Students who report to school after 8:10 a.m. must report to the tardy office for a tardy slip. Tardiness is unexcused if the note from a parent or guardian is not provided or if the note is considered unacceptable by the assistant principal. A one-day grace period is allowed for submitting notes. Failure to comply will be considered truancy and will result in disciplinary action. Failure to check in upon arrival at school will result in a two-hour Saturday School session.

Truancy

Truancy results when the student is absent from school without parental permission or leaves the school grounds without permission from an assistant principal. Violation of this rule will result in the assignment of four hours in Saturday School or other action as deemed appropriate by the principal. Failure to attend the Saturday School assignment will result in two days of suspension.

Visitors and Telephone Calls

Students are not permitted to bring visitors to school. Adult visitors must report to the main office prior to going elsewhere in the building. Unauthorized visitors will be asked to leave. Those refusing will be regarded as trespassers and may face prosecution. Students will not be called to the office to answer telephone calls. Except in cases of emergency, the office staff will not take messages for students.

Work Missed

Any graded schoolwork missed due to unexcused tardiness, class cuts or truancy will be considered as a zero.

EXTRACURRICULAR ACTIVITIES

Hingham High School offers a wide variety of extracurricular activities including ACLU Club, Activists United, Amnesty International, Art Club, A.S.L. Club, Band/Chorus/Orchestra competitions, Best Buddies, Biology Club, Breathe Out, Chinese Club, Crochet Club, Debate Team, DECA, Diversify Our Narrative, Diversity Empowerment Club, Drama Club (activities & productions), Dungeons and Dragons, Film Club, Fashion Club, Film Club, Financial Literacy Club, French Club, Gender Sexuality and Allies Club, Girls Learn International, Global Citizenship Program (GCP) Club, Green Team, HHS Unity Project, *Harborlight* school newspaper, Hingham Service Club, Latin Club, Math Team, Medical Sciences Club, Mentor Program, Mindfulness Club, Model UN, Oceanography Club, *Outer Limits* literary magazine, People of Color and Allies, Personal Health Club, Quiz Bowl, Reaching out to Children, Robotics, S.A.D.D., Spanish Club, Sunrise Club, student government, Thespians, Veterans' Appreciation Club, WHHS, Women in STEM, Ultimate Frisbee Club, Yearbook, and other activities approved by the principal. Information about these and other clubs can be found on the website at <http://hinghamschools.org/hingham-high-school/clubs-and-activities>

Student activities are open to all students of Hingham High School. All students are encouraged to participate in these activities to the fullest extent possible. HHS provides equal opportunity for all students to participate in intramural and interscholastic sports and extracurricular activities and clubs sponsored by the school. No student will be excluded from an extracurricular activity on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or Foster care status. Attendance at events sponsored by the school, regardless of where they are held, shall be subject to such regulations as the principal of the sponsoring school may deem necessary as well as rules and regulations of the Hingham Public Schools.

Dances and Other Social Activities

School activities must be sponsored by a member of the faculty and approved by the administration. The request must be made well in advance of the function. An activity may be disapproved if the principal determines that staff supervision is insufficient or that the activity is of a nature that precludes a guarantee of orderly conduct or for such other reason as the principal deems appropriate. If the principal so determines, tickets to a particular activity will not be sold at the door. Periodically, students will be reminded of their obligation to maintain good order and discipline at school functions.

1. Dances (excluding proms) are for Hingham High School students only. The number of tickets that may be sold will be limited, and some dances may be grade-specific. Tickets must be purchased in advance, and students must read and sign the HHS Dance Guidelines when purchasing their tickets.

2. No one is allowed to enter an activity later than one hour after the start without prior written permission from an administrator.
3. Once a student leaves a dance or activity, they will not be allowed to return.
4. Unruly or disruptive students who fail to heed the warnings of the chaperons shall be remanded to the custody of the Hingham Police.

Students and parents should be aware that breathalyzers or other drug tests may be given at any dance or activity. Students who refuse to take such a test will be removed from the dance or activity and released to a parent. The school will impose appropriate disciplinary action.

ELIGIBILITY

Students who wish to participate in such activities must exhibit good citizenship, satisfactory scholarship and a willingness to abide by prescribed rules and standards. The school department has established the following rules and standards which students should understand and obey to protect their eligibility.

Academics

Two (2) F's (failure), two (2) I's (incomplete), two (2) N's (no credit), two (2) WF's or any combination thereof in all subjects will prevent a student from participating in an activity. In the case of incompletes, this rule applies until incomplete grades are made up to a passing average. Ineligibility lists are published quarterly twenty-four hours after the deadline for teachers to post their grades and are based on the previous year's final grades for the fall term and on the term grades for each successive term of the school year.

Students who receive one F will be placed on academic probation for that quarter. They may continue to participate in extracurricular activities; however, they must meet with the principal or their designee to review their academic progress.

Attendance

Unless excused by the principal or assistant principal, students may not participate in after-school activities (e.g., games, concerts, club meetings, etc.) if they have missed (non-exempt) more than one hour of that school day. (Exception: students may attend a prom after no more than two hours of absence from school on that day.). Students suspended for any portion of a school day are barred from participation in or attendance at the above listed activities that day and during the entire period of the suspension.

Alcohol and Drugs

Students will not possess (possession includes group possession, e.g., in automobiles, etc.), use, or be under the influence of drugs or alcohol on school property or at school-sponsored events, wherever held. The only exception to this rule is by doctor prescription for students using these substances. Students who use such substances without a doctor's prescription are ineligible. The following conditions of ineligibility apply.

- On first offense, a student will not be allowed to participate in any extra-curricular activities for twenty-five (25) school days. The suspension will be served immediately and for consecutive days. If an athlete commits the offense while their sport is in season, they will be removed from the team for the rest of that season.
- On the second and subsequent violations, the student will not be allowed to participate in any extra-curricular activities for one calendar year (12 months).

After the second violation, if the student becomes a participant in a school-approved dependency or other treatment program, the school may reinstate the student's participation in extra-curricular activities after a minimum period of fifty (50) school days.

In addition to the disciplinary action for drug and alcohol offenses addressed in the *Code of Discipline*, any student found to be in violation of the school's alcohol and drug policy in school or at ***any school-sponsored event or activity*** will lose the privilege of attending all school events (e.g., games, dances, etc.) for the next nine (9) weeks.

Non-school Sponsored Activities

The school is not responsible for student activities that are carried out without the approval of the school's administrative team. Students are not permitted to advertise or to collect money in school for non-school-sponsored activities. Contact a school administrator if you have any questions.

NATIONAL HONOR SOCIETY

The National Honor Society (NHS) was established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. These characteristics have been associated with membership in the organization since its beginning in 1921

Selection Procedure

1. The selection of members to this chapter shall be by a majority vote of the Faculty Council which consists of five faculty members appointed by the principal. The chapter adviser shall be the sixth, nonvoting, exofficio member of the Faculty Council.
2. The selection of active members shall be held once a year during the second semester of a student's junior year. A second selection period will take place for seniors only during first term each year.
3. Prior to the final selection, the following shall occur.
 - a. Students' academic records shall be reviewed to determine scholastic eligibility. Scholarship qualifications, in compliance with the National Honor Society and Hingham High standards, are determined by a cumulative weighted

grade point average greater than or equal to 3.7 on a 4.0 scale. The academic records considered reflect students' work from grades 9, 10, and 11.

- b. All students who are eligible scholastically (i.e., candidates) shall be notified and asked to complete and submit the Candidate's Form for further consideration.
- c. The faculty shall be requested to evaluate candidates determined to be scholastically eligible in the areas of leadership, scholarship, service, and character.
- d. The Faculty Council shall review the Candidate Forms, faculty evaluations and other relevant information to determine those who fully meet the selection criteria for membership.

Candidates will also complete at least two written statements as part of the Candidate Forms, with the third written statement being optional.

- 4. Candidates receiving a majority vote of the Faculty Council will be inducted into the chapter. Selection and membership in NHS is not determined by the Hingham Public Schools.
- 5. Those students selected will be notified by public announcement. Candidates become members when inducted at a special ceremony. At that time, they assume all membership honors and responsibilities. Subsequent to notification, students will receive a letter outlining some of the duties and responsibilities of membership in the National Honor Society.
- 6. An active member of the National Honor Society who transfers from this school will be given an official letter indicating the status of their membership.
- 7. An active member of the National Honor Society who transfers to this school will be automatically accepted for membership in this chapter.

The Faculty Council shall grant to the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain their membership.

For more information about the requirements of membership, see the National Honor Society page on the web site - <https://hinghamschools.org/hingham-high-school/departments-programs/clubs-and-activities/national-honor-society/>

STUDENT GOVERNMENT

The HHS Student Council is the school's student government. It encourages leadership, teamwork, volunteering, and problem solving. The goal of Student Council is to improve the school and encourage leadership skills. Members choose

to participate in a specialized committee within Student Council: Green, Spirit, Communications, Staff-Appreciation, Assembly, Improving HHS, Fundraising, or Community Service. For more information about the council, see the web page <http://hinghamhighstuco.weebly.com/about.html>

The student council is comprised of a president, vice president, secretary, treasurer and junior executive, elected at large and class representatives. Each class elects a president, vice president, secretary and treasurer.

Student Advisory to the School Committee

Student members are elected annually to serve as advisory members to the school committee. Their responsibility is to present the view of the student body to the school committee and to report back to the students the outcome of their presentation. The students do not vote at school committee meetings nor do they attend executive sessions but may participate in all discussions that affect them. Any student who wishes to attend a regularly scheduled school committee meeting is welcome.

Student Advisory Board to the State Board of Education

Two (2) students may be elected annually to represent Hingham High School at monthly meetings at the Massachusetts State House.

Elections

Elections are conducted by the student council. Elections for sophomore, junior and senior class officers and the advisory board representatives are conducted in May of each year. Elections for freshman class officers are conducted in September of each year.

GLOBAL CITIZENSHIP PROGRAM

The Global Citizenship Program (GCP) promotes global competence, a key twenty-first century skill, in Hingham High School students. Through interdisciplinary academic study, community service and international travel, participants increase their global awareness, heighten their appreciation of diversity, and enlarge their capacity to work and contribute in an increasingly interconnected world. There are two related branches of the GCP: the GCP Club and the GCP Certificate Program.

The GCP Club is open to all students at Hingham High School interested in global competence and awareness. The GCP Club offers social, educational, and service activities that promote global competence and furthers the mission of the entire GCP. GCP Club meets once per month and offers an array of globally-themed activities each month. All Hingham High students are welcome to help plan and carry out GCP club activities and events.

The GCP Certificate Program is an application-based program with specific requirements. Students in the Certificate Program are required to participate in the

GCP Club. Students who are only in the GCP 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 GCP 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. For more information about the program including application for admission, see the web site <https://hhsgep.weebly.com/>

TECHNOLOGY ACCEPTABLE USE POLICY

The Hingham Public School system provides computers and technical equipment for the professional use of teachers, administrators, and other staff, and as educational aids for students. Use of any of the Hingham Public School District's computer systems is limited to school-related activities. Administration and classroom systems can be re-allocated at the discretion of the school administration or technology department without advance notice.

The Hingham Public School District makes no warranties of any kind, whether expressed or implied, for the computer services it is providing. Hingham Public Schools will not be responsible for any damages resulting from delays or service interruptions caused by its own negligence or its errors or omissions. Use of any information obtained via the Internet is at your own risk. Hingham Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its computer services.

The following set of technology policy guidelines applies to all users of Hingham Public Schools' computer systems. Use of District technology resources is a privilege, not a right. Use of these resources demands personal responsibility and an understanding of acceptable uses of the Internet. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of District technology resources may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges.
- Denial of future access
- Payments for damages and/or repairs
- Discipline under other applicable District policies, including suspension and termination.
- Civil or criminal liability under other applicable laws.

Users who violate policy guidelines will be subject to disciplinary procedures. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using the District's technology resources. These regulations may be amended and updated at the discretion of Hingham Public Schools' administration.

1. District Computers, including installed software, hardware and peripheral devices, are the property of Hingham Public Schools. Computer systems are to be used for school-related activities and are not to be removed from the premises without written permission from the District's Manager of Technology
2. The use of a user's personal electronic device (including, but not limited to, device classifications such as smartphones, computers, and tablets) on the school network or on the District's Internet connection subjects the user to the terms of this policy.
3. Users should not have any expectation of privacy with respect to personal data stored on Hingham Public Schools' computers. Electronic mail (E-mail) messages are considered public records and are therefore legally discoverable and subject to record retention. Users should not expect that electronic mail messages (even those marked "Personal") are private or confidential.
4. The Hingham Public School system may monitor electronic mail and Internet activities on the schools' computer systems for reasons including, but not limited to, the following:
 - a. system checks
 - b. reviews of productivity
 - c. investigations into claims of possible criminal activity
 - d. investigations into inappropriate use of the District's internet connection
5. Use of the District's computer systems constitutes consent to monitoring of E-mail transmissions and other online services, and is conditioned upon strict adherence to this policy.
6. The following activities are strictly prohibited:
 - a. Any illegal activity, including, but not limited to, the transmission of copyright or trade secret material, or the participation in any type of criminal activity.
 - b. Attempts to violate the computer security systems implemented by the Hingham Public Schools, Town of Hingham, or other institutions, organizations, companies or individuals.
 - c. Accessing material that is inappropriate for school use, such as Internet sites promoting pornography, gambling, or hate.
 - d. Attempts to circumvent the Internet filtering capabilities of the Hingham Public Schools or the school systems' Internet provider(s).
 - e. Plagiarism, or any reproduction of copyrighted material without explicit permission.
 - f. The use of profanity or inappropriate language in electronic mail.
 - g. Use of school computer systems for political or commercial purposes.

- h. Using school computer systems to send unsolicited bulk e-mail (SPAM).
 - i. Developing or disseminating malicious software programs, such as computer viruses.
 - j. Downloading, installing, or copying any commercial software, shareware, or freeware onto network drives or disks without written permission from the network administrator or the District's Technology Manager.
 - k. Misrepresentation of your identity by using another user's account, or by masking your own identity.
7. No profane, abusive, or impolite language should be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. Should a user encounter such material by accident, the user should report it to an appropriate authority immediately.
 8. In compliance with the Children's Internet Protection Act (CIPA), Hingham has installed filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. The software scans for objectionable words or concepts, as determined by the Hingham Public School District. Students and staff may not disable the District's filtering software at any time when students are using the Internet if such disabling will cease to protect students against access to inappropriate materials. Staff authorized by the District's Manager of Technology may temporarily or permanently unblock access to sites containing appropriate materials if the filtering software has inappropriately blocked access to such sites.
 9. Staff must supervise student use of the District's Internet system in a manner that is appropriate to the students' ages and the circumstances of use.
 10. The following restrictions against inappropriate speech and messages apply to all speech communicated and accessed through the District technology resources, including all email, instant messages, Web pages, and Web logs.
 - a. Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages.
 - b. Users shall not post information that could cause damage, danger, or disruption, or engage in personal attacks, including prejudicial or discriminatory attacks.
 - c. Users shall not harass other persons, or knowingly or recklessly post false or defamatory information about a person or organization.
 11. Users' home and personal Internet use can have an impact on the school and on other District users. If a user's personal Internet expression - such as sending a threatening message to another District user - creates, in the view of the principal or principal's designee, the likelihood of material disruption of the school's operations, that user may face school

discipline and criminal penalties.

12. Hingham takes bullying and harassment by computer very seriously. No District user shall use any Internet or other communication device to intimidate, bully, harass, or embarrass other students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material disruption of school operations, in the view of the principal, shall be subject to penalties for bullying and harassment as contained in the Code of Discipline, as well as possible criminal penalties.

In the event of an allegation that a student has violated this policy, the District will provide the user with notice and an opportunity to be heard in the manner set forth in the *Code of Discipline*.

HAZING

In accordance with Massachusetts General Laws, no HPS student, staff, or school organization shall engage in the activity of hazing while on or off school property, or at a school sponsored event regardless of the location.

Any student who observes what appears to them to be the activity of hazing has an obligation to report such information to the Principal or staff member including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and staff of the HPS District are obligated by law to report incidents of hazing to the police department. Any student who participates in hazing may be subject to appropriate disciplinary action by the Principal. In all cases relating to hazing, students will receive procedural due process.

M.G.L. c. 269, Section 17 Hazing; organizing or participating; hazing defined Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

M.G.L. c. 269, Section 18 - Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

M.G.L. c. 269, Section 19, Copy of secs. 17 to 19; issuance to students and student groups, teams and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar

means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

See School Committee policy [JICFA](#)

WEAPONS, CONTROLLED SUBSTANCES, FELONY CHARGES

M.G.L. c. 71, Section 37H

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with violation of either paragraph a) or b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph a) or b).
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of their appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

M.G.L. c. Section 37H1/2

Students charged with a felony may be suspended as provided by Massachusetts General Laws, Chapter 71, Section 37H1/2. Students convicted of a felony, or upon an adjudication or admission in court of guilt with respect to such a felony or felony

delinquency, may be expelled as provided in Massachusetts General Laws, Chapter 71, Section 37H1/2.

M.G.L. c.76, Section 21

Students who are suspended from school for 10 or fewer consecutive days will have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

Students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school, will have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. The school will provide a student who is expelled or suspended for more than 10 consecutive school days, and their parent or guardian, with a list of alternative educational services, and the school will facilitate and verify enrollment in the service chosen.

BULLYING AND HARASSMENT

Teachers and students are to maintain an environment free of bullying and harassment of any kind including but not limited to bullying and harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or Foster care status. Teachers and students are to treat one another with courtesy and respect at all times.

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

Bullying shall include cyber-bullying. Cyber-bullying is defined as "bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, or a photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications."

Cyber-bullying also includes the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or

impersonation creates any of the conditions enumerated in the definition of bullying. Additionally, cyber-bullying includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

As required by M.G.L. c. [71B section 3](#), whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Neither a skill deficit nor the existence of an IEP or 504 plan will be used as either a justification for bullying or as a rationale for reduced consequences for aggressors.

Reports of bullying can be made either orally or in writing. Anyone who believes someone is being bullied are obligated to notify a member of the school staff or fill out an incident reporting form which can be found in the school administrative offices, counseling office, or nurse's office. Anonymous reports may be made via the anonymous reporting form found on the Hingham Public Schools' website; however, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited. Hingham High School administration reserves the right to alter the schedule of a student who has bullied a classmate.

Harassment includes but is not limited to such things as threats, unsolicited remarks, gestures, physical contact, or the display or circulation of written materials or pictures derogatory to gender, racial, ethnic, religious, age or handicap groups.

In accordance with Massachusetts law, Hingham Public Schools has designed and implemented a bullying prevention and intervention plan which can be found on the Hingham Public Schools website.

See School Committee policy [JICFB](#)

Sexual Harassment

All persons associated with the HPS District are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of HPS policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against

individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Each employee and student at Hingham High is personally responsible for the following:

- Ensuring that their conduct does not sexually harass any individual in the school.
- Cooperating in the investigation of informal reports or formal complaints of alleged sexual harassment by providing any information they possess concerning the matters being investigated.
- Otherwise cooperating with the efforts to prevent and eliminate sexual harassment and to maintain a working and learning environment free from such unlawful discrimination.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: **[Title IX Officer, 220 Central St. Hingham, MA 02043 781-741-1500]**

The Superintendent will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure:

1. Any member of the school community who believes that they have been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
 - a. The grievance officer will then attempt to meet with the charged party in order to obtain their response to the complaint.
 - b. The grievance officer will hold as many meetings with the

parties as is necessary to establish the facts.

c. On the basis of the grievance officer's perception of the situation they may:

- Attempt to resolve the matter informally through reconciliation.
- Report the incident and transfer the record to the Superintendent or designee, and notify the parties by certified mail.

3. After reviewing the record made by the grievance officer, the Superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the Committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, the Committee will act promptly to eliminate the offending conduct.

4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

Retaliatory action of any kind taken by an employee or student against any other employee or student as a result of a person's seeking redress under these procedures or cooperating in any proceeding under these procedures is prohibited and shall be regarded as a separate and distinct grievable matter under this procedure.

See School Committee policy [ACAB](#)

NOTIFICATION OF SEX EDUCATION PROGRAMS

Our comprehensive health education curriculum, developed by our professional staff under the guidance of the community health education advisory council, has its own goal to continue efforts begun in earlier grades to promote the health and well-being of our students and to help them make wise and informed decisions during their adolescent years and beyond. To further the accomplishment of this goal, students may periodically be asked to participate in an anonymous survey about student behaviors in the areas of fitness, nutrition, alcohol, drug and tobacco use, violence exposure, and HIV awareness. The purpose of such a survey is to identify areas of concern that should be more fully addressed in the health education curriculum.

Sex education is part of the health education curriculum in grades 7-12, including dating, relationships and communication skills, pregnancy, sexually transmitted diseases, HIV-AIDS, sexual harassment, and personal health care issues. Health topics are taught in the grade 6 DARE program for that level as well. As always, curriculum outlines and materials are available at schools for parent review.

Under Massachusetts law and Hingham School Committee policy, parents may actively exempt their child from participation in any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To request an exemption, parents need simply send a letter to the school principal requesting an exemption for their child. No student who is exempted from this portion of the curriculum will be penalized.

MEMORANDUM OF UNDERSTANDING
between
The Hingham School Department
and
The Hingham Police Department

A. PREAMBLE

The Hingham Public Schools and the Hingham Police Department share common commitments to ongoing, two-way communication ensuring the safety and well-being of students and fostering a welcoming and secure educational environment. To that end, both parties agree to the principles of a Memorandum of Understanding as they are articulated below.

B. GENERAL PRINCIPLES

This Memorandum of Understanding is established between the Hingham Public Schools and the Hingham Police Department regarding the establishment of a protocol for the reporting and coordination of responses to incidents of violence or other illegal activity involving Hingham Public School students, taking into account the age and abilities of the individuals involved. The Hingham Public Schools and the Hingham Police Department agree to coordinate their responses to violence or other illegal activity by students and non-students that occur on school premises, at school-sponsored or school-related events, through social media, or, during the dates that School is in session, in the Hingham community. Through collaboration, the two departments can ensure safe and secure school and community environments designed to maximize effective teaching and learning.

To ensure a safe educational environment, this collaborative effort between school administration and law enforcement supports “zero tolerance” for drugs, alcohol, weapons, hate crimes and violence involving Hingham Public School students within the buildings, on the grounds of the Hingham Public Schools, at school-sponsored or school-related events, through social media, or in the Hingham community. Non-students involved in such acts on school premises or at school events are to be reported in the same manner as students are reported. Non-students include, but are not limited to, administrators, teachers, professional staff, support staff, clerical and custodial staff, security personnel, bus drivers, visitors and trespassers.

This Memorandum of Understanding is in addition to, and does not supplant, policies of the Hingham Public Schools with regard to disciplinary procedures and codes of student conduct which are now or may be formulated and published in

student handbooks. It is also the responsibility of school authorities to notify the Hingham Police Department when any criminal activity is detected or suspected on school grounds or at school-sponsored events. It is the responsibility of the Hingham Police Department to respond when drugs, alcohol or weapons are found on school property or when a student is suspected of or charged with criminally chargeable offenses under Massachusetts General Laws. Furthermore, both the Hingham Public Schools and Hingham Police Department agree to respond cooperatively to incidents of school delinquency and truancy, social media issues, questions of residency, discussions of school safety and security, and issues related to custody and other family concerns.

C. PUBLICATION of this MEMORANDUM by REFERENCE

M.G.L. c. 71 § 37H requires each school district to have a written Code of Conduct reflected in student handbooks stating the standards and procedures to assure building security and safety of students and school personnel, and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or civil rights violations.

D. DISCLAIMER

This Memorandum of Understanding is voluntarily entered into with the consent of both parties and is an internal document between the parties and does not confer any rights, privileges or obligations nor is it enforceable as against the parties hereto in any court, administrative hearing, or other forum. Any written or oral communication between the parties of the Memorandum of Understanding will be protected by all laws relating to privacy and confidentiality. This Memorandum of Understanding is in addition to, and does not supplant, policies of the Hingham Public Schools with regard to disciplinary procedures and codes of student conduct that are now or may be formulated and published in student handbooks.

E. TERMS, CONDITIONS, AND OPERATING PROCEDURE

1. The parties to this Memorandum of Understanding hereby understand and consent to the following terms, conditions, and operating procedures:

The Superintendent of Schools or their designee and the School Principal or their designee are responsible for reporting the mandated reportable acts specified below. The Police Chief shall designate an officer (or officers) to coordinate all reported criminal acts.

2. The Superintendent of Schools or their designee and the School Principal or their designee shall immediately report to the Hingham Police Department any incident on school premises, including in or around a school bus, or at a school-sponsored or school-related function, if such incident involves any of the mandated reportable acts set forth below. A mandated reportable act shall include:

- a) A student's possession or use of a dangerous weapon as defined in Massachusetts General Laws c. 269, § 10;
- b) Any indecent or sexual assault;
- c) Any instance of substance abuse, including the possession of

alcohol, and the possession of any controlled substance as defined in Massachusetts General Laws c. 94C including but not limited to marijuana, cocaine and heroin;

d) Any assault and battery which results in bodily injury;

e) Any violation of a temporary or permanent restraining order or harassment order;

f) Any so-called “hate crime,” meaning for purposes of this section, any violation of Massachusetts General Laws c. 265, §§ 37 or 39;

g) Any illegal destruction of property or theft;

h) Any threat to commit a crime against the person or property of another, e.g., threats over the Internet or on social media;

i) Any incident or threat of fire setting or involving incendiary devices or explosives;

j) Any incident of “bullying” “cyber-bullying” as defined by M.G.L Chapter 71, Section 370, where the school believes that the incident may have involved criminal conduct or involves any other reportable acts outlined in (a) through (n) of the Statute.

3. Hingham Public School personnel, including but not limited to, administrators, teachers, professional staff, support staff, clerical and custodial staff, security personnel and bus drivers, shall immediately report to their direct supervisors any incident on school premises, including in or around a school bus, or at a school-sponsored function, if such incident involves any mandated reportable act specified above.

4. Said supervisor shall immediately report such incident to the School Principal. Any School Principal who receives such a report and who has reason to believe the allegations shall file a written report with the Superintendent of Schools as soon as possible, but no later than forty-eight (48) hours after receiving the report. The Superintendent of Schools shall then file copies of said report as soon as possible, but no later than forty-eight (48) hours, with the Police Chief or their designee and, where required by law, the Massachusetts Department of Social Services Children and Families. When reports are forwarded to the Hingham Police Department, a follow-up response will be provided by the police to the Superintendent of Schools.

5. The Superintendent of Schools or their designee and the School Principal or their designee may report to the Hingham Police Department any incident on school premises, including in or around a school bus, or at a school sponsored or school related function, if such incident involves any of the discretionary reportable acts set forth below. A discretionary reportable act shall include:

a) Any student’s violation of a state criminal statute which warrants reporting but is not a mandatory reportable act as described above, e.g., driving to endanger, license violations, etc.

b) Finding any student, regardless of age, who is reasonably believed to be at risk of their safety due to concerns about use of possible controlled substances, bullying, mental health, abuse, or other reasons.

c) Any destruction of property or theft.

6. Hingham Public School personnel, including but not limited to, administrators, teachers, professional staff, support staff, clerical and custodial staff, security personnel and bus drivers, may report to their direct supervisors any incident on school premises, including in or around a school bus, or at a school-sponsored function, if such incident involves any discretionary reportable act specified above.

7. Said supervisor may report such incident to the School Principal. Any School Principal who receives such a report and who has reason to believe the allegations may file a written report with the Superintendent of Schools as soon as possible, but no later than forty-eight (48) hours after receiving the report. The Superintendent of Schools may then file copies of said report as soon as possible, but no later than forty-eight (48) hours after receiving the report, with the Police Chief or their designee and, where required by law, the Massachusetts Department of Children and Families. When reports are forwarded to the Hingham Police Department, a follow-up response will be provided by the police to the Superintendent of Schools.

F. SEARCHES

In order to maintain a safe environment in its schools, the Hingham Public Schools reserve the right to search all school property, including all school grounds and all parking lots, for contraband or controlled substances in accordance with state and federal laws. Searches may be conducted on a periodic basis and may include the use of trained Police K-9 units. The police liaison and the appropriate school administrator will coordinate any such searches in an effort to minimize disruption and maximize the security and effectiveness of the search.

G. REPORTING PROCEDURES

1. Any teacher or other school employee who has reasonable grounds to believe that a student has committed a mandatory reportable act or a discretionary reportable act, as defined above, shall take (or cause to be taken) the student to the School Principal or their designee. The School Principal/designee shall ask the reporting teacher/employee what happened and take custody of any physical evidence.

2. The School Principal/designee shall inform the student and their parent or guardian of the nature of the offense and inform the student and their parent or guardian that certain offenses must be reported to the police. The School Principal/designee may offer the student the opportunity to respond to the teacher/employee's report. The School Principal/Superintendent of Schools shall, in the case of mandatory reportable act, and may, in the case of a discretionary reportable act, notify the Hingham Police Department of the presence of contraband and the existence of any physical evidence. All contraband (drugs, alcohol, firearms, and dangerous weapons) shall be immediately surrendered to the Hingham Police Department.

3. Upon notification from the School Principal/Superintendent of Schools or their designee, police shall, respond in cases of mandatory reportable acts and may consult in discretionary reportable and other cases. Police shall investigate such cases and, where appropriate and following applicable Miranda guidelines,

refer such cases to the District Attorney's Office.

4. In addition, the School Principal/Superintendent of Schools will comply with Massachusetts General Laws c. 71, § 37L requiring that an incident involving a student's possession or use of a dangerous weapon on school premises at any time be reported in writing to the Chief of Police. This report must be submitted in any case involving a student's possession or use of a dangerous weapon on school premises, regardless of whether it occurred during school hours, and whether or not the student has been expelled.

H. RECORDS AND COLLABORATION

1. The Hingham Public Schools and the Hingham Police Department will maintain appropriate records for all school incidents including acts or suspected acts of violence.

2. The Superintendent of Schools, Chief of Police, and other designated school administrators and police officers will meet to collaborate on the implementation of this Memorandum of Understanding and establish communication lines to support a safe, secure school and community. They will then continue meeting on at least an annual basis.

3. The Hingham Police Department will continue to provide police services to the Hingham Public Schools with a high priority response to reported crimes in progress in and around school facilities. The Hingham Police Department will also maintain visibility of uniformed Hingham police officers when requested by the Hingham Public Schools such as the arrival and dismissal of students at targeted locations.

4. The Superintendent of Schools, Chief of Police and other designated school administrators and police officers will meet during the year to collaborate on other issues as needed.

5. In addition to the above responsibilities, the designated liaisons from the Police Department and the Hingham Public Schools will meet regularly for the following purposes: (1) to discuss the scope of drug and alcohol possession and use and violence in the school setting; (2) to identify strategies to reduce such activities; and (3) to suggest the necessary action plan for implementation of such strategies.

I. POLICE DEPARTMENT REPORTS TO THE SCHOOL DEPARTMENT

1. Subject to applicable legal restrictions, including confidentiality and age restricted disclosure requirements, the Hingham Police Department will provide the Hingham Public Schools with a written report of the arrest or filing of a complaint application against any student of the Hingham Public Schools within the jurisdiction of the Hingham police. The appropriate Police Department designated liaison shall report to and share related documents including, but not limited to, police reports, with the appropriate School designated liaison any police-involved incident or event involving students of the Hingham Public Schools if the activity poses a serious threat or adverse effect to the safety of the student, other students, faculty, or administrative personnel. Examples: domestic incident, medical emergency, untimely death, etc.

2. The Hingham Police Department will report to the Hingham Public Schools all reports of missing, abducted, or exploited children or those otherwise at risk. Parents will be notified by the appropriate authorities.

3. The Hingham Police Department will provide the Hingham Public Schools with an official written report of incidents where the police conclude that reasonable suspicion exists to believe an enrolled student in the Hingham Public Schools has participated in/or committed an illegal activity by students which report may include names of students and other persons who are identified as being present. Examples: possession/consumption of illegal substances and/or alcohol, graffiti, public disturbances, etc.

4. Written reports provided by the Hingham Police Department of incidents involving Hingham students may include, but is not limited to, such information as the names of individuals present at, or actually involved in, an incident; the names of vehicle operators and/or owners; the name of home owners; a list of all witnesses to an incident.

J. TRAINING

Prior to the effective date of this Memorandum of Understanding, the Hingham Public Schools and the Hingham Police Department shall provide agency-wide training to their respective staffs to inform them of their roles and responsibilities under this agreement. On an ongoing basis, the same training will be provided to new staff members. It will also be reviewed with students on an annual basis.

K. BUILDING SECURITY

The Director of Business and Support Services and the Facilities Manager, after consultation with other school officials, will develop with the Hingham Police Department plans for the safety and security of school buildings and grounds and for the safety and security for certain extra-curricular events and activities involving Hingham students, and held on property owned and controlled by the Town of Hingham.

L. EFFECTIVE DATE AND DURATION OF THIS AGREEMENT

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

Margaret Adams, Ed.D.
Superintendent
Hingham Public Schools

David Jones
Chief of Police
Hingham Police Department

Michelle Ayer
Chair
Hingham School Committee

BELL SCHEDULE

Supervised Classrooms	7:48 - 8:00
Block 1	8:00 - 8:57
Homeroom / Announcements	8:57 - 9:00
Block 2	9:04 - 10:01
Block 3	10:05 - 11:02
Block 4 (includes lunch)	
11:06 - 12:30	
Lunch 11:06 - 11:30 / Class 11:33 - 12:30	
Class 11:06 - 11:33 / Lunch 11:36 - 12:00 / Class 12:03 - 12:30	
Class 11:06 - 12:03 / Lunch 12:06-12:30	
Block 5	12:34 - 1:31
Block 6	1:35 - 2:32

Schedule of meetings

Day 1	A	B	C	D	E	F	(no G)
Day 2	A	B	C	D	E	G	(no F)
Day 3	A	B	C	D	F	G	(no E)
Day 4	A	B	C	E	F	G	(no D)
Day 5	A	B	D	E	F	G	(no C)
Day 6	A	C	D	E	F	G	(no B)
Day 7	B	C	D	E	F	G	(no A)

Friday Morning Schedule

Block 1	8:00 - 8:54
Homeroom / Announcements	8:54 - 8:57
Friday Show	8:57 - 9:06
Block 2	9:10 - 10:04
Block 3	10:08 - 11:02

The rest of the day remains the same.

Detention: Afternoon 2:40 p.m. - 3:30 p.m. (Mon., Tues., Thurs., Fri.)

Extra Help Monday, Tuesday, Thursday, Friday (2:32 - 3:02)

DELAYED OPENING SCHEDULES

One-hour Delay

Block 1	9:00 -9:37
Homeroom	9:37 -9:39
Block 2	9:43 -10:20
Block 3	10:26 - 11:03
Block 4	11:07 - 12:32
(Regular lunch periods)	
Block 5	12:36 - 1:32
Block 6	1:36 - 2:32

Two-hour Delay

Block 3	10:00 -11:01
Homeroom	11:01 - 11:03
Block 4	11:07 - 12:32
(Regular lunch periods)	
Block 5	12:36 - 1:32
Block 6	1:36 - 2:32

Early Release for Professional Development

Block 1	8:00 -8:31
Homeroom	8:31 – 8:34
Block 2	8:38 – 9:09
Block 3	9: 13 – 9:44
Block 4	9:48 – 10:19
Block 5	10:23 – 10:55
Block 6	10:59 – 11:30
(No lunch served)	

ATHLETICS

PHILOSOPHY

Interscholastic athletics at Hingham High School is an educational program designed to provide life-long lessons that foster the social, emotional, physical and intellectual development of the student-athlete, through healthy competition. High school athletics is an extension of the classroom. Every aspect of the athletic program reflects the mission of Hingham High School.

Participation at the freshmen level focuses on the developmental aspects of being on a team. Skill development, commitment, work ethic, sportsmanship and time management are stressed to help the student-athlete understand the rigors of interscholastic competition.

Participation at the junior varsity level continues to focus on the developmental aspects of being on a team. However, team and individual competition becomes more important at this level. Student-athletes learn to develop an appreciation for hard work. This in turn will help them develop the skills, attitude, and work ethic necessary to advance to the varsity level.

Participation at the varsity level provides an opportunity for the highly skilled to compete at the highest level that is offered to a high school student athlete. A varsity student athlete earns the opportunity to play by displaying a commitment to individual skill development, sportsmanship, integrity, work-ethic and discipline.

At all levels, the athletic program provides experiences to help the student athlete acquire confidence, self-esteem and self-discipline. It is expected that the student athlete will develop the values associated with success. Student-athletes will also learn to deal with loss and disappointment. These experiences are not only limited to athletics, but also to life on and off the field and beyond high school.

A student-athlete represents their team, school and community. Participation in interscholastic athletics at Hingham High School is an honor and privilege.

ATHLETIC DEPARTMENT OBJECTIVES

1. Student athletes will be provided the opportunity to develop and grow physically, mentally, socially, and emotionally through their athletic learning experiences.
2. Student athletes will develop the qualities of good sportsmanship, honesty, sense of responsibility, self-discipline, self-control, moral integrity, and respect and concern for others.
3. Student athletes will be provided the opportunity to develop their own skills and potential.
4. Student athletes will develop dimensions such as self-esteem, assertiveness, emotional control, and mental toughness.
5. Student athletes will be provided opportunities for positive growth and development, qualities which contribute to a successful adult life.

6. Student athletes will develop an appreciation of the value of physical fitness and conditioning.
7. Student athletes will learn to accept victory or defeat in a gracious manner.
8. Student athletes will learn the value and benefits of hard work and dedication.
9. Student athletes will be provided the opportunity to learn how to function and compete as a team.

SPORTS OFFERED

FALL

Dance*	-- Girls and Boys
Cross Country	-- Boys and Girls
Crew*	-- Boys and Girls
Field Hockey	-- Girls Varsity, JV, and Freshman
Football	-- Boys Varsity, JV, and Freshman
Golf	-- Boys Varsity and JV
Soccer	-- Boys and Girls Varsity, JV, and Freshman
Unified Basketball	-- Boys and Girls
Volleyball	-- Girls Varsity, JV, and Freshman

WINTER

Dance*	-- Girls and Boys
Basketball	-- Boys and Girls Varsity, JV, and Freshman
Gymnastics	-- Girls
Ice Hockey	-- Boys and Girls Varsity and JV
Skiing	-- Boys and Girls
Swimming	-- Boys and Girls
Winter Track	-- Boys and Girls
Wrestling	-- Boys Varsity and JV

SPRING

Baseball	-- Boys Varsity, JV, and Freshman
Golf	-- Girls Varsity and JV
Lacrosse	-- Boys and Girls Varsity, JV, and Freshman
Crew*	-- Boys and Girls
Rugby	-- Boys
Sailing	-- Boys and Girls
Softball	-- Girls Varsity and JV
Tennis	-- Boys and Girls Varsity and JV
Track and Field	-- Boys and Girls
Unified Track	-- Boys and Girls

* These activities are not covered by the HHS athletic user fee. Because these activities are only partially funded by Hingham Public Schools, a separate fee will be assessed.

Procedure for Requesting a New Sport

1. Contact the athletic director in writing to discuss the new sport.
2. Present rationale (i.e. -interest level, established youth program with no place to go once students reach high school etc.)
3. Athletic Department will conduct a feasibility study which will include the following:
 - a) What is the number of students interested in playing?
 - b) Is it a Patriot League and/or MIAA sport?
 - c) How does it impact the Title IX status and gender balance?
 - d) Does it provide an opportunity for a previously underserved segment of the student population?
 - e) Identification of potential practice and game facility
 - f) Schedule development-Who will we compete with?
 - g) Budget preparation
 - h) What is the financial impact of starting and continuing the sport?
 - i) How will the sport be financed?
4. The athletic director will present the findings of the feasibility study, including a recommendation, to the Principal and Superintendent.
5. The Hingham School Committee must approve all new programs.
6. Upon approval of the school committee, the athletic director will complete the following:
 - a) Interview potential coaches and make a recommendation to the principal.
 - b) Develop a game, practice and transportation schedule.
 - c) Purchase equipment and uniforms.
7. The New coach and staff will conduct sign-up meetings and prepare for the upcoming season exactly like the rest of the Hingham High School coaching staff.

CODE OF CONDUCT FOR ATHLETES

The student athlete has a responsibility to maintain a proper attitude and to respect their teammates and others. It is essential that the student athlete subscribes to the rules of sportsmanship and applies these principles through word and deed.

A student athlete must agree to the following principles:

1. Maintain an adherence to rules, standards and policies. These rules are found in the MIAA Handbook, Patriot League Handbook, HHS Student Handbook, and the Hingham Public Schools Code of Discipline. All are available on the website <http://hinghamschools.org/hingham-high-school/athletics/>
2. Take pride in setting good examples in appearance, conduct, language, and sportsmanship.
3. Demonstrate the ideals of sportsmanship and fair play in all competitive situations.
4. Respect every coach, official, teammate, opponent, and others.
5. Exhibit the ability to accept victory or defeat in a proper manner.

6. Compete within the spirit of the game and follow appropriate rules and regulations.
7. Demonstrate concern, courtesy and compassion.
8. Provide an example of good sportsmanship and encourage spectators to display good sportsmanship.
9. Be a positive influence for teammates and others.

ATHLETIC PARTICIPATION REGULATIONS

Parental Permission

Any student participating in interscholastic athletics must complete the Online Registration Form and have an electronic signature by a parent or guardian before they may participate in any practice or game. This must be completed before every season.

Physical Examination

All student athletes trying out for and/or playing interscholastic sports are required to have a physical examination. Physical examinations are valid for 13 months to the date. Any physician licensed to practice medicine in the Commonwealth of Massachusetts may examine the student. Any student athlete requiring medication (e.g., EPI pen, inhalers, etc.) must provide written parent/guardian permission, physician order, and the medication in order to participate.

Insurance

All student athletes participating in interscholastic sports are covered by a pre-paid insurance plan carried by the school system. The insurance is a secondary policy that picks up where the family's primary policy leaves off. Any injury must be reported to the coach and the school nurse. Insurance claims must be filed promptly. Insurance claim forms are available from the Director of Athletics.

Guidelines for the Athletic User Fee

1. The Hingham Public School Department has established a HHS user fee of \$325 with an additional fee of \$100 for ice hockey. There will be a family cap of \$625 and \$800 for hockey players. There will be only one fee per student athlete for the school year; a student will be allowed to participate in as many as three (3) sports seasons upon payment of the fee. Therefore, for example, students who pay the fee in the fall do not need to pay again during the remainder of the school year. Student athletes are not eligible to participate until the fee is paid.
2. If a student athlete's family feels they cannot afford the fee, they may request a waiver from the athletic director. The criteria for the federal free or reduced lunch program will be considered in making the determination.
3. The fee is non-refundable except for those student athletes who are "cut" from a team by the coach in order to reduce the number of team members. Payment of the fee does not guarantee membership on a team. Students who leave the team voluntarily or who are removed from the team by the coach, athletic director, or principal for disciplinary or scholastic deficiencies are not eligible for a refund.

4. All payments must be made either electronically or by check or money order, payable to *Hingham Public Schools* (no cash will be accepted).

Participation in One Sport per Season

A student athlete shall participate in only one sport in any defined MIAA sport season (fall, winter, or spring), including tournaments and/or championships in that season. A student-athlete officially becomes a member of their team for the sport season on the date of that school's first regular season contest in that sport.

Age

The student athlete shall be under nineteen (19) years of age on September 1 of the current school year. If a student becomes nineteen before September 1, they is no longer eligible to participate on an interscholastic team.

Eligibility

Student athletes must meet all eligibility requirements stated in the *HHS Student Handbook*. Students may not join a team after the season has started if cuts have been made.

Time Allowed for Participation

Student athletes are eligible for interscholastic competition for no more than twelve (12) consecutive athletic seasons (defined below) beyond Grade 8. In no case will students be eligible to participate in more than four (4) of each of the seasons defined as follows:

fall	coinciding with the dates of the fall season
winter	coinciding with the dates of the winter season
spring	coinciding with the dates of the spring season

Use of an Ineligible Player

The use of an ineligible player will result in the loss of that contest. In tennis or track, etc., this means forfeiture of the whole contest.

Student Eligibility: Chemical Health/Alcohol/Drugs/Tobacco

In addition to the eligibility rules stated on p.34 of this handbook, athletes are also subject to the following rule:

From the earliest fall practice date to the conclusion of the academic year or final athletic event (whichever is latest) and on any school-sponsored summer events, a student shall not, regardless of the quantity, use, consume, possess (possession includes group possession, e.g., at parties, in automobiles, etc.), buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again. If a student who is not already on a team violates the Chemical Health Rule after the season has started, they may not join a team for that season.

First violation: Students shall lose eligibility for the ***next consecutive interscholastic contests which total 25% of all interscholastic contests in that sport.*** For the student these penalties will be determined by the season the violation occurs. No exception is made for a student who becomes a participant in a treatment program. Athletes may participate in tryouts and/or practices during this time period.

Second offense Students shall lose eligibility for ***the next consecutive interscholastic contests which total 60% of all interscholastic contests in that sport.*** For the student these penalties will be determined by the season the violation occurs. If this offense occurs while the athlete is in season, they will be removed from the team for the rest of that season.

If after the second or subsequent violations the student of their own volition becomes a participant in a chemical dependency or treatment program that has been approved in advance by the principal, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency/treatment center must issue such certification.

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

Patriot League Chemical Health Rules

1. A student may not join a sport after the first of practice/tryouts if they have an existing chemical health violation.
2. A student who has a chemical health violation is ineligible to be elected or serve as a captain for one full calendar year from the date of the violation. A student who is ineligible on day one of a season to serve as captain due to a chemical health violation will remain ineligible to serve in that capacity for the entire season.
3. Any player suspended for violating the MIAA chemical health rule during the season is not eligible for All Star status for that season.

Loyalty to the High School Team: Bona Fide Team Members Rule

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. First Offense: Student athlete is suspended for 25% of the season. Second Offense: Student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation. Student athletes may request a waiver providing that the request is supported by their coach, athletic director, principal and parents. A bona fide team member rule waiver may not be considered for MIAA state tournament games or practices after the published last play date.

PRACTICES

1. Length of Season:
 - A. Fall: Second Thursday preceding Labor Day through Thanksgiving. Football teams must precede their initial contact practice day with an additional three days of single non-contact sessions.
 - B. Winter: Monday after Thanksgiving to the Saturday preceding the third Monday in March.
 - C. Spring: Third Monday in March through the end of school.
2. Each team should begin tryouts on the opening day of the season.
3. Each team should practice or play a minimum of five (5) days a week.
4. Practice during inclement weather is at the discretion of the coach. Practice should never be held outside when there is the threat of thunderstorms or lightning.
5. Practices may be held during vacations and on holidays and once during the weekend.
6. Team members are required to attend practice unless absent from school or excused by the coach.
7. Practice should not start until one-half hour after the close of school. Students must be given time for extra help and make-up work.

TRANSPORTATION

1. A coach must accompany their squad on the bus to and from all events.
2. All athletes must ride the bus to and from away games.
3. Athletes may be released to a parent or guardian only when the parent personally makes such a request to the coach.
4. No athlete is to be released to anyone other than their parent or guardian unless a written request is submitted to and approved by the Principal in advance.
5. No spectators will be allowed on the team bus.

COLLECTION OF EQUIPMENT AND SUPPLIES

1. Each student must fill out and sign a student inventory sheet (pink). If the equipment is not returned, the student to whom the equipment and supplies are issued will be held accountable for making payment of any replacement cost.
2. The coach will collect uniforms on the day of the last athletic contest.
3. The coach will submit to each athlete a billing form (green) for all missing or damaged equipment and supplies. If payment is not made after one week, the coach will call and inform the athlete's parents of the missing or damaged items. A bill will be sent to the parent after one week, and another phone call to parents will be made.
4. Two weeks prior to graduation, the coach will complete senior hold cards for missing or damaged items.
5. After the collection procedure for equipment and supplies is followed, the coach will submit a list of all missing or damaged equipment to the Athletic Director.

6. The money collected will be submitted by check, payable to Hingham Public Schools, to the Athletic Director. Students should be told that the Athletic Department would rather have equipment and supplies than money.

CAPTAIN ELECTIONS

All elections of captains will take place on the first Monday after the last game of the season (including tournaments). All letter-winners, including seniors, must participate in the election. Coaches will have the final input and will approve all captains. All ballots must be returned to the Athletic Director.

CAPTAIN ELIGIBILITY

Any student who in their junior year must serve a suspension for having violated the school's chemical health rules or who violated Group A, and/or B of the Hingham Public Schools Code of Discipline will not be eligible to be a candidate for varsity captain.

A captain must lead by example at all times. Beginning the day a captain is publicly announced, if that captain violates the Code of Conduct for Athletes or MIAA rules, they will forfeit their captaincy. This includes school vacations and the summer.

CAPTAINS' RESPONSIBILITIES

The position of captain is critical to the team and coach. It carries major responsibilities with it. A captain is the team leader, a team representative to the officials, a leader in exercises and drills, and is responsible for maintaining communications between the coach and the team. Captains are expected to attend the Captains' Class program as scheduled by the athletic director. In the event that a captain must miss a class, the captain shall communicate with both their head coach and the athletic director. Captains will then arrange with the athletic director to review the class topics covered during the missed class. Repeated unexcused absences from the Captain's Class could lead to the loss of the leadership role.

ATHLETIC VIOLATIONS

The following offenses may result in action taken by the individual coach under the direction of the Athletic Director. The penalty may result in up to a one-week suspension from the team, including all games and practices:

1. Use of profanity or obscene gestures or other unsportsmanlike conduct
2. Fighting
3. Failure to comply with a legitimate direction from the coach
4. Taunting opponents or game officials
5. Unruly conduct
6. Unexcused absence from a game
7. Unexcused absence from practice
8. Disrespect
9. Any other inappropriate conduct as determined by the coach or Athletic Director

The following offenses may result in up to a three-month suspension from athletics:

1. Theft
2. Vandalism
3. Gross unsportsmanlike conduct, gross inappropriate behavior
4. Second violation of 1 – 9 above.

Expulsion – MIAA Rule

If a student in any sport is ruled out of a contest (including Jamboree), they shall not participate in the next scheduled competition or in MIAA tournament play. The MIAA Handbook identifies several games that require an ejected student-athlete to be ineligible for the next two (2) contests. The MIAA Handbook guidelines will be adhered to in considering the length of suspension.

Expulsion- MIAA Rule

- A. A student ruled out of a contest twice in the same season shall be disqualified from further participation in that sport and in all sports during that season for a year from the date of their second disqualification.
- B. A student who physically assaults an official shall be expelled from the game immediately and banned from further participation in all sports for one year from the date of the offense.

ATHLETIC AWARDS

Athletic awards are presented to all student-athletes who complete the season in good standing. Students will lose their “good standing” status if they are ineligible to participate at the end of the season. Any student who becomes academically ineligible during the season will not receive any awards for the season.

SENIOR ATHLETIC AWARDS

The following criteria will be used to determine those seniors who will be honored at Senior Athletic Awards Night.

1. The student athlete must participate in a sport during their senior year.
2. The student athlete must have successfully completed three seasons of one sport or six seasons of multiple sports during their high school career.
3. The student athlete must complete their senior season as a team member in good standing.

BANQUETS

Banquets are considered a school event. There must be no alcohol available at these events.

SAFETY

Students should realize that there is an inherent risk in all athletic activities. Athletes must adhere to the preseason and in-season conditioning directions of their coaches and follow all safety precautions outlined when skills are taught. Student-athletes must be appropriately attired for all practices and games. Appropriate footwear and shirts must be worn at all times.

Following is a partial list of safety precautions. Specific precautions for each sport will be covered during the initial practice season.

Footwear

We recommend the rubber-cleated, multi-purpose shoe for all outdoor athletic teams. Individuals wearing plastic-coated or metal cleats are cautioned about wearing this type of shoe on locker room floors, macadam and other blacktop areas. Cleats should never be worn inside the school building.

Shin Pads

Shin pads must be worn by all field hockey and soccer players in all levels during both practices and games.

Mouth Guards

Mouth guards must be worn by all football, field hockey, ice hockey, and lacrosse players during both practices and games.

Helmets

Protective helmets will be worn by all football, boys lacrosse, baseball, softball, and ice hockey players during practice sessions and drills, as appropriate. Goalies in field hockey, ice hockey, and lacrosse will wear masks and appropriate headgear during warm-up drills and practice sessions that involve shooting.

Goggles

Field hockey and girls lacrosse players must wear safety goggles for all practices and games.

GUIDELINES FOR ATHLETIC INJURIES

An athlete must follow these athletic injury guidelines:

1. Proper Procedure for Determining the Need for the Athletic Trainer
 - A. Coaches or the trainer will attend to serious injuries immediately.
 - B. For other injuries requiring the trainer's services, athletes must notify the coach prior to seeing the trainer.
 - C. General trainer services are available immediately before or after a game or practice.
2. Trainer and Training Room Utilization
 - A. The training room will be available after school each day during the season.
 - B. The trainer will observe these practices:
 - i. Game participants will have priority for the trainer's services. Athletes with away games will be first, then athletes with home games. Athletes who need consultation for sprains, strains, and

- bruises will be seen after a game or practice.
 - ii. Athletes using the training room must sign in, indicating the time, sport, and injury. The athlete must sign out when leaving.
 - iii. Athletes may not use the training room for social gatherings.
 - iv. Tappings, consultations, and treatment will occur during training room hours only.
 - v. Athletes must notify the trainer if they will not participate in practice or games due to an illness or injury.
3. Athletes Returning from Serious Injury Status
- A. Athletes must be cleared for their sport, in writing, by the attending physician.
 - B. The trainer reserves the right to refuse the return of an athlete to participate if the welfare of the athlete is at risk.

IMPACT CONCUSSION MANAGEMENT PROGRAM

All athletes must participate in the ImPACT Concussion Management Program. ImPACT is a computerized exam utilized in many professional, collegiate, and high school sports programs across the country to successfully diagnose and manage concussions. If an athlete is believed to have suffered a head injury during competition, ImPACT is used to help determine the severity of head injury and when the injury has fully healed. The computerized exam is given to athletes before beginning contact sport practice or competition. Fall athletes will take this assessment on sign-up day. Winter and spring athletes must contact their coaches before the start of the season if they have not yet been assessed.

PARENT/COACH COMMUNICATION GUIDELINES

Parenting and coaching are difficult vocations. If we understand each of these roles and establish good communication, we are better able to accept our respective responsibilities and support our student-athletes. Effective communication is vital and requires participation, dedication, sacrifice and communication from parents, student-athletes and coaches.

From your child's coach, you should expect communication regarding:

- Coach and program's philosophy.
- Individual and team expectations.
- Location and times of all practices and games.
- Team requirements: practices, special equipment, suggested off-season conditioning.
- The procedures followed if your child is injured during practice or game.
- Any interest shown by non-Hingham High School coaches in your child regarding future athletic opportunities.
- Any discipline that may result in the denial of your child's participation.

From parents, coaches should expect:

- Attendance at the corresponding season's student-athlete/parent team meeting.
- Concerns, including those about a coach's philosophy and/or expectations, expressed directly to the coach.
- Notifications of schedule conflicts well in advance.
- Partnership in encouraging students to work hard and strive for excellence.

While your child is involved in interscholastic athletics, they will experience many moments that are rewarding and inspiring but others that are disappointing. Encourage your child to first speak to their coach directly regarding the latter situations. Dealing with difficult situations is a vital part of the development that young people must go through to be successful later in life. If the student-athlete to coach conversation has not resolved the concerns, we would then encourage you to speak directly to the coach.

Participation in an interscholastic contest is the culmination of hours of preparation through the course of a season. This preparation is at the direction of the head coach. The complete attention and focus of each team member is required in order to effectively implement this preparation on the athletic field or court. With this in mind, parents should completely refrain from direct communication with or influencing of student-athletes as they participate in an interscholastic contest unless there is an injury or safety issue. Supporting the efforts of student-athletes by being an engaged observer is encouraged; attempting to influence game action by 'coaching' student-athletes is not.

Accepting your child not playing as much as you would hope can be difficult. The full payment of athletic activity fees does not entitle a student-athlete to minimum playing time standards. Coaches are professionals and make decisions based on what they believe is best for the team and all of the student-athletes. Certain issues should be discussed with your child's coach [after the student-athlete to coach conversation has been exhausted]. Other issues should be left to the direction of the coach.

Appropriate concerns for discussions with coaches:

- The psychological and physical treatment of your child.
- Ways to help your child improve and develop.
- Concerns about your child's behavior.

Inappropriate concerns for discussion with coaches:

- Playing time
- Team strategy
- Play calling
- Other student-athletes
- Activity Fees and payment of such

If there is a question or concern regarding athletics, the student athlete should contact the coach. Coaches will define a “safe time” for student athletes to make these conversations easier to schedule. If a parent has a concern, they may contact the coach if the student athlete is unable to resolve the matter. If you have a concern to discuss with a coach:

- Call to set up an appointment with the coach.
- If you cannot reach the coach, call the Athletic Director, who will set up a meeting with the coach for you.
- Please, do not confront a coach before, after or during a practice or game. This interaction, at times that may be emotional for both the parent and the coach, does not promote objective analysis or resolution.
- If the meeting with the coach does not provide a satisfactory resolution, call and set up an appointment with the Athletic Director to discuss the situation.
- If a student-athlete or their family has a safety-related complaint that cannot be resolved directly with the coach, the complaint may be brought directly to the Athletic Director.

Athletics support the academic mission. They are an integral part of a good educational program. Students who participate in athletic programs tend to develop good time management skills, self-discipline, self-confidence and the ability to handle competition. Experience in athletics teaches life skills through valuable lessons in teamwork, sportsmanship, winning and losing, and hard work. Participation in high school athletics is often a predictor of later success – at college, in a career and as a community member.

As the Patriot League motto states: Let the players play, let the coaches coach, let the officials officiate – and let the parents positively cheer for their child/children during the game.

BOOSTER CLUBS AND PARENT SUPPORT GROUPS

Individual sport booster clubs should support the athletic program and the coaches. All fundraising, gifts, and awards should be reviewed and approved by the head coach, athletic director, and principal.

The Hingham High School Booster Clubs are a vital part of our school activities. The effort and generosity of our booster members is deeply appreciated. Pro-gram promotion, fund raising and allocating can impact student eligibility and school department policies. Therefore, communication between booster groups and the Hingham High School administration is essential. Each year as the leadership of each group changes, it is very important to adhere to following guidelines:

- All Booster groups must have their own Tax ID number.
- All fund raising activities must be approved by the principal.

- All expenditures must be in compliance with Hingham High School policies, MIAA and NCAA rules, and the Office of Civil Rights.
- All expenditures must be made in concert with the head coach.
- It is strongly recommended that all profits from fundraising be used for team expenses such as specialized technique coaching, equipment to benefit all team members, and expanding opportunities for additional students to participate in the sport.
- If a booster club decides to issue a scholarship, the following policy must be followed:
 - Design an application. This needs to include a recommendation from the advisor.
 - Create a selection committee. This cannot include a parent or family member of a prospective candidate.
 - Submit criteria, application and selection process to HHS Administration for approval.
 - Minimum: \$500.00

HINGHAM PUBLIC SCHOOLS

CODE OF DISCIPLINE

TO: ALL STUDENTS

In the Hingham Public Schools, we subscribe to the “Rules of the Road.” These guidelines ask students to

- Treat each other with care and respect
 - Be kind.
 - Do not hurt anyone with your words, body, or any object.
- Support a positive learning environment
 - Be cooperative.
 - Do not interfere with teaching or learning.
- Be serious about learning
 - Work hard and honestly.
 - Pay attention and follow directions.
- Take care of your school
 - Do not damage, destroy, or steal any property.

We expect all Hingham Public Schools students to act within the spirit of the Rules of the Road, and that they also respect all school rules and state laws. For those students whose behavior is unacceptable or in violation of stated rules and laws, there are consequences and they are clearly stated in the Code of Discipline. The Code of Discipline is intended to support our goal of a safe and secure environment that is conducive to student learning and personal growth.

We encourage students to experience the personal rewards of conduct that is commendable, the same kinds of rewards people experience when they have accomplished something worthwhile or have made a contribution to others through individual effort and initiative. Although all students should understand the expectations in this Code and be familiar with its contents, the majority of students – those who have learned self-discipline – will never experience the consequences associated with any misconduct that is specified.

If you have any questions or concerns related to the Code, please feel free to consult your teacher, counselor or principal. I also would be happy to meet with anyone regarding its interpretation or implementation.

Margaret Adams, Ed.D.
Superintendent of Schools

CODE OF DISCIPLINE

One definition of discipline is “Training that is designed to provide a specified character or pattern of behavior, especially that which is expected to produce moral or mental improvement.” While the school, with reinforcement from the home, plays the primary role in development of a student’s intellectual capabilities, the development of proper social behavior is the responsibility of the home, with reinforcement from the school.

One shared objective of the home and school must be the development of self-disciplined adults who are prepared to assume responsibility for their actions. However, self-discipline is learned behavior. And because students learn at different rates, the school must maintain an imposed or external system of controls to provide guidelines and remediation for those whose mastery of self-discipline is below the established standards. Essentially, the Code of Discipline is the vehicle through which the school insures a safe and secure learning environment for all members of the school community.

In Hingham, the Code of Discipline is based on the following beliefs:

1. All students and their parents have the right to expect each school to have a stable, humane environment in which excellence of instruction may flourish.
2. All students and their parents have the right to expect prompt action in cases where unacceptable behavior interferes with teaching and learning or the wellbeing of others.
3. Good discipline helps students in their adjustment to school and society.
4. Students need a structured climate for optimal learning and development.
5. Students need to know the rules and regulations of the school and the consequences for violations of those rules and regulations.
6. Students must be assured that all rules and regulations will be consistently and impartially enforced.
7. Limitations and controls within a school are essential to a student’s personal development and to the smooth and safe functioning of the school.
8. Adults who participate in the discipline process must have a positive attitude toward students and a recognition of the goals of good discipline.

The following Code of Discipline, as well as individual school handbooks, will regulate student behavior in the Hingham Public Schools by identifying unacceptable behaviors (violations) and their consequences.

RULES AND REGULATIONS

Introduction

Although it is understood that some of the following rules and regulations might be more germane at one level of education than another, rules and regulations apply to all students, grades kindergarten through twelve.

In most cases, a conference involving the parents, the student, and the principal or assistant principal will precede the imposition of consequences arising from violations of the **Code of Discipline** by elementary students.

At all levels, the principal or designee will interpret these rules and regulations and will extend their application in a manner consistent with their intent, taking into consideration the age of the student and any unique or extenuating circumstances. The principal's designee is typically an assistant principal. At Hingham High School, assignment to "Saturday School" or in-school suspension may be offered (at principal's discretion) as an alternative to the stated consequence. The Hingham Middle School may also elect to implement (at the principal's discretion) an in-school suspension in place of the stated consequence.

CATEGORIES OF VIOLATIONS AND CONSEQUENCES

The Hingham Public Schools administration has made an effort to detail numerous violations and their consequences. However, the list below is by no means exhaustive and the schools reserve the right to impose discipline for offenses not listed below, following the procedures detailed herein as they deem appropriate.

GROUP A

Violations

1. Physical violence (battery) or threats of violence (assault) directed towards any member of the school staff.
2. Acts of arson, bomb threats, false alarms.
3. Sale or distribution of drugs on school property or at school-sponsored events, wherever held.
4. Possession, use, or threat to use weapons, such as guns, knives, clubs, slingshots, or other articles which may be determined dangerous, possession or sale of explosives (including fireworks).
5. Physical violence or threats of violence on school property or at a school-sponsored event wherever held.
6. Obtaining money, material goods, or favors by threat of physical harm.
7. Malicious destruction of, damage to, or theft of school or personal property.
8. Possession (e.g. on person, in locker, in car, etc.) or use (in the belief of the school administrator) prior to or at a school-sponsored event, wherever held, of drugs or alcoholic beverages.

9. Possession and/or use of drug paraphernalia or a substance represented as a drug.
10. Hazing as defined in Massachusetts General Laws Chapter 269 and 603 CMR 33.00.
11. Pendency, admission, or conviction of felony charges. See M.G.L. Chapter 71, Section 37H1/2.

Consequences

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following.

Minimum five-day suspension from all classes and school activities; referral of the matter to the Police Department or Fire Department for appropriate action; requiring that the student provide restitution (in the amount necessary to restore the property or equipment to its original state) for any property damage or other monetary expense incurred as a consequence of the student's misconduct; referral to the Superintendent of Schools for further action as they deem fit, up to and including exclusion or expulsion.

Students believed by the administration to have engaged in hazing, as defined in MGL Chapter 269, will be suspended from extracurricular activity for the remainder of the season and other such punishment as required by Chapter 269.

Massachusetts General Laws Chapter 71, Section 37H and 37H1/2 provide that students may be suspended (excluded) or expelled by the principal with a right of appeal to the superintendent for certain of the offenses above. Full text of Sections 37H and 37H1/2 is also printed in the high school student handbook.

GROUP B

Violations

1. The use of obscene, abusive or profane language (oral, written, or gestured), derogatory in its nature and/or directed at an individual because of gender, gender identity, sexual orientation, religion, racial or ethnic origin, age or disability.
2. Harassment of any kind including, but not limited to threats, unsolicited remarks, gestures, physical contact or the display or circulation of written materials or pictures derogatory in nature and related to gender, gender identity, race, ethnicity, religion, age, sexual orientation, or disability.
3. Bullying as defined by M.G.L. C 71 S 37 O, as amended in 2013 and 2014.

Consequences

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following.

Suspension from all classes and school activities; involvement of Police Department and/or DCF as principal deems it appropriate; referral to the Superintendent of Schools for further action as they deem fit, up to and including exclusion or expulsion.

GROUP C

Violations

1. Forgery of a school-related document, willful use of a forged school-related document and/or tampering with a school-related document.
2. Failure to properly identify oneself upon request of school personnel acting in their official capacity.
3. Leaving the school building without permission, leaving school grounds without authorization, and/or truancy.
4. Behavior which might endanger persons or property and/or disrupts the orderly administration of the school (e.g., throwing snowballs, food, or other objects; making excessive noise).
5. Defiant behavior toward any school personnel whether on or off school property.
6. Failure to abide by guidelines for acceptable use of computers including access to the Internet.
7. Violations of academic integrity, including plagiarism (See school handbook for possible additional academic penalties.)
8. Failure to check in to school, failure to report to the office, failure to report to Saturday School or asked to leave Saturday School.
9. Disruptive, disobedient, or rude behavior.

Consequences

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following.

One or more days detention; Saturday School; one to three days suspension from all classes and school activities; referral to the Superintendent of Schools for further action as they deem fit, up to and including exclusion or expulsion.

GROUP D

Violations

1. Failure to operate a motor vehicle in a safe and reasonable manner on school property, in the vicinity of a school, or when driving to and from school or to and from school-sponsored activities; wherever held.
2. Failure to follow student parking guidelines (H.H.S. Handbook page 30).
3. Unexcused tardiness to school or to class.
4. Class cuts (see school handbooks for other penalties).
5. Gambling, unauthorized card playing, improper use of radios, tape recorders, cell phones, pagers, (or any other electronic equipment deemed by the administration to be distracting or disruptive to the learning environment) cameras, roller blades, or skateboards.

Consequences

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following.

One or more detentions; for violation of Group D-1 and D-2, loss of right to operate motor vehicle on school property; for violation of Group D-5, confiscation of listed items; referral to the Superintendent of Schools for further action as they deem fit, up to and including exclusion or expulsion.

GROUP E

Violations

Use or possession of tobacco products of any type including e-cigarettes, vaporizers, and vaping liquids on school grounds (including school buildings and buses) or at any school-sponsored activities.

Consequences

Consequences for the foregoing offenses are within the sole discretion of the principal or their designee and may include, but are not limited to, one or more of the following.

First Offense: One day in-school suspension.

Second Offense: Three-day suspension from all classes and school activities.

Third Offense: Five-day suspension from all classes and school activities.

Further Violation: Minimum five-day suspension with additional consequences to be determined by the school administration.

REPEAT OFFENDERS

1. For each academic year, any student who accumulates in excess of ten days of suspension will, at the principal's discretion, be referred to the Superintendent of Schools for such further action as they deem warranted.
2. For each academic year, any student who accumulates five days of detention with a teacher may be required to attend a conference with parents and the teacher. Further detentions with that teacher may result in referral of the matter to the principal for such action as they deem warranted.
3. Any student who accumulates five or more unserved office detentions may be subject to a one-day suspension. If suspended, the student will serve the detentions upon completion of the suspension. If the problem reoccurs, the length of subsequent suspensions may be increased.

Discipline will be imposed for any other behavior not listed in Groups A-E above which constitutes a disruption to the educational process or threatens student wellbeing or staff safety or school security in any way.

SUSPENSIONS

The Hingham Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37H 1/2 and 37H 3/4 and 603 CMR 53.00 et seq.

PROCEDURES FOR SHORT-TERM SUSPENSION (exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or their designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the "Procedures for Long-term Suspension"; and
 2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances.
3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notice the student and parent in writing of their decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

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

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year. If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

PROCEDURES FOR LONG-TERM SUSPENSION

(exclusion of a student from school premises and regular classroom activities for more than ten school days.)

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.
2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances. The student shall also

have the right to produce witnesses and the right to cross-examine witnesses presented by the school.

5. The principal shall notice the student and parent in writing of their decision, including the following information:
 - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;
 - iv. The notice of the student's opportunity to receive education services to make academic progress during the suspension;
 - v. The student's right to appeal the principal's decision to the superintendent or their designee if a long-term suspension has been imposed. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing. The decision of the superintendent shall be the final decision of the school district.
 - vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

STUDENT EXPULSION PROCEDURES

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Massachusetts General Laws Chapter 71, Section 37H provide that students may be expelled by the principal, with a right of appeal to the superintendent, for certain types of offenses. These offenses include (a) being in possession on school premises or at a school-sponsored or school-related event, including athletic games, of a dangerous weapon including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C including, but not limited to, marijuana, cocaine, and heroin; and (b) assaulting a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at a school-sponsored or school-related event, including an athletic game. Students charged with these offenses will be notified in writing of the opportunity for a hearing at which time the student may have representation and the opportunity to present evidence and witnesses on their behalf.

In addition, students may be suspended or expelled as a result of a felony charge, conviction, or admission, again with a right of appeal to the superintendent (M.G.L. c. 71, Section 37H1/2).

Students may also be expelled for other serious violations of school rules by recommendation of the Superintendent to the School Committee. The School Committee may conduct a formal hearing after written notice to the student of the charges and their right to representation and to present evidence and witnesses at any hearing.

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from their program for more than ten school days in the school year, the student’s special education Team must first determine whether the student’s behavior was caused by, or was directly and substantially related to their disability or whether the conduct in question was the direct result of the district’s failure to implement the student’s IEP (a “manifestation determination”). If the Team determines that the behavior was a manifestation of their disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to their current program, unless the student’s parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student’s disability or failure to implement the IEP, the school may discipline the student according to the school’s code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior’s relationship to their disability.

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the class- room. The principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents of the services and arranging the services.

RIGHT TO DUE PROCESS

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

Due Process for Students with Disabilities

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

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

Prior to the imposition of any disciplinary sanction that would result in a change in placement; the student's Team will meet to determine whether the student's conduct was a manifestation of the student's disability. If the Team determines that the conduct was a manifestation of the student's disability shall review any existing behavior plan or, if no such behavior plan exists, conduct a functional behavioral assessment. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to

provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline please contact the building principal.

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

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

CIVIL RIGHTS PROTECTIONS

Coordinator Of Title VI Of The Civil Rights Act Of 1964 For The Hingham Public Schools: The person serving as the Coordinator of Title VI of the Civil Rights Act of 1964 for the Hingham Public Schools is the Superintendent for the Hingham Public Schools. Title VI “prohibits

discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.” Any student, parent, caregiver having questions or concerns about Title VI with respect to the Hingham Public Schools should contact the Interim Assistant Superintendent, Katie Roberts, 220 Central Street, Hingham, Massachusetts 02043 or by phone at (781) 741-1500, by email kroberts@hinghamschools.org or by fax at (781) 749-7457.

Coordinator Of Title IX Of The Education Amendments Of 1972: The person serving as Coordinator of Title IX of the Education Amendments of 1972 for the Hingham Public Schools is Interim Assistant Superintendent for Teaching and Learning. Title IX “prohibits discrimination, exclusion from participation, and denial of benefits in education programs based on sex”. Any student, parent, or caregiver having questions or concerns about Title IX with respect to the Hingham Public Schools should contact the Director of Student Services, Suzanne Vinnes, at the School Department, 220 Central Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781) 741-1500, by email at svinnes@hinghamschools.org, or by fax at (781) 749-7457.

Coordinator Of Section 504 Of The Rehabilitation Act Of 1973: The person serving as Coordinator of Section 504 of the Rehabilitation Act of 1973 for the Hingham Public Schools is the Director of School Counseling Services for the Hingham Public Schools. Section 504 “prohibits discrimination, exclusion from participation, and denial of benefits based on disability.” Anyone having any questions or concerns about Section 504 with respect to the Hingham Public Schools should contact Heather Rodriguez at Hingham High School, 17 Union Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781) 741-1565, by email at hrodriguez@hinghamschools.org, or by fax at (781) 741-1515

School District Homeless Education Liaison: The McKinney-Vento Education Act for Homeless Children and Youth requires that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth. Anyone having questions or concerns about the legal rights of homeless children or youth should contact the Director of Student Services, Suzanne Vinnes, at the School Department, 220 Central Street, Hingham, Massachusetts 02043. She can be reached by telephone at (781) 741-1500 or by email at svinnes@hinghamschools.org or by fax at (781) 749-7457.

Title II, ADA Compliance Liaison: The person serving as the contact for concerns about school facilities and compliance with the Americans With Disabilities Act of 1990 is Aisha Nelson-Oppong, Director of Business & Support Services. She can be reached at (781)741-1500, or at aoppong@hinghamschools.org.

Grievance Procedure:

1. Any employee or student who believes that they have been discriminated against should contact in writing the appropriate coordinator or liaison as soon as possible, normally within thirty (30) days of the discrimination.
2. The Coordinator will meet with the person(s) to discuss the situation within seven (7) days of receiving the written complaint.
3. The Coordinator will have fourteen (14) days to respond to the grievance in writing.
4. If the grievance is not settled at this level, a representative from the Office of Civil Rights or the Department of Education will be contacted for remediation

HARASSMENT AND BULLYING

The Hingham Public Schools strive to maintain an environment free of harassment and bullying. Students and adults are expected to treat one another with courtesy and respect at all times. Harassment includes but is not limited to threats, unsolicited remarks, gestures, physical contact, or the display or circulation of written materials or pictures derogatory in nature and related to gender, gender identity, race, ethnicity, religion, age, sexual orientation, or disability. Bullying is defined by M.G.L. C 71 S 37 O, as amended in 2013 and 2014. Harassment or bullying of any type must be reported immediately to a school counselor or administrator who will conduct an investigation and take steps to resolve substantiated claims. If the problem persists or if an individual is not satisfied with the resolution of the complaint at this level, they should pursue the matter with the principal or with the Superintendent if the problem remains unresolved. In serious situations, the Department of Children and Families (DCF) and/or the police may be notified.

It is the policy of the Town of Hingham to promote and maintain a working and educational environment which is free from sexual harassment. Sexual harassment violates state and federal law, and therefore, the policies of the Town of Hingham. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment, or success as a student; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive educational environment.

Each employee and each student in the Hingham Public Schools is personally responsible for the following:

Ensuring that their conduct does not sexually harass any other employee or applicant for employment, or other individual in the workplace or school;

Cooperating in the investigation of informal reports or formal complaints of alleged sexual harassment by providing any information they possess concerning the matters being investigated; and

Otherwise cooperating with efforts to prevent and eliminate sexual harassment so as to maintain a learning environment free from such unlawful discrimination.

For any alleged sexual harassment violations involving a student by staff or by other student(s), the Superintendent of Schools has designated the principal of the school attended by student(s) involved in the alleged sexual harassment violation, as the Grievance Officer. The principal, as outlined in the established procedure, will present investigation findings to the superintendent and may notify DCF and/or police for suspected violations that are covered by M.G.L. C119, S 51A or the Child Endangerment Act. The Director of Student Services is the Grievance Officer for alleged sexual harassment violations between adults in the school community.

If you need this booklet translated, please contact the main office of your child's school.

Se você necessitar este livreto traduzido, contate por favor o escritório principal da escola da sua criança.

Si usted necesita este librete traducido, entre en contacto con por favor la oficina principal de la escuela de su niño.

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A full set of school committee policies are available on the District Web site or may be accessed directly through [Link](#) to Policies. Frequently Accessed School-Related Policies are listed below:

AC-2- NONDISCRIMINATION

ACA - NONDISCRIMINATION ON THE BASIS OF SEX

ACAB - SEXUAL HARASSMENT

ACE - NONDISCRIMINATION ON THE BASIS OF DISABILITY

BDFA - SCHOOL COUNCILS

EBA -SAFE SCHOOLS POLICY

IHBEA - ENGLISH LEARNER EDUCATION

JB - EQUAL EDUCATIONAL OPPORTUNITIES

JBB - EDUCATIONAL EQUITY

JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

JH - STUDENT ABSENCES AND EXCUSES

JIC - STUDENT DISCIPLINE

JICA - STUDENT DRESS CODE

JK - STUDENT CONDUCT

JICC (also EEAEC) - STUDENT CONDUCT ON SCHOOL BUSES

JICFA - PROHIBITION OF HAZING

JICFA-E - HAZING

JICFB - BULLYING PREVENTION

JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

JIH - SEARCHES AND INTERROGATIONS

JJA - STUDENT ORGANIZATIONS

JKAA – PHYSICAL RESTRAINT

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Memorandum

To: Margaret Adams
From: Derek Smith, David Riordan, and Alison Janulewicz
Date: June 21, 2023
Re: Proposed Changes to the *HMS Student Handbook*

We propose the following changes to the 2023-2024 edition of the HMS Student Handbook.

1. Under “**Absences and Make-up Work**” (p 6) the addition of the following language:

“Students absent due to the observance of a religious holiday will be given additional time to make up any missed assignments and/or assessments. Teachers, students, and parents should communicate in order to determine when work should be completed by. Teachers are encouraged to avoid any major assignments or assessments during these days, if at all possible. Families are welcome to request work in advance of a holiday and teachers may provide it if possible.”

2. Addition of School Committee Policy JICK **Harassment of Students** (p 20 - 21)
3. Update of **Sexual Harassment Policy** (p 21 - 23) to align with School Committee Policy ACAB

Thank you for your consideration of these changes.

Sincerely,

Derek Smith
Principal
Hingham Middle School

2 Collins Road
Hingham, MA 02043
781-741-1570



Jonathan Hawes
Principal
Amanda Donovan
Assistant Principal

6/9/23

MEMO RE: Elementary Handbook Changes

FROM: Jonathan Hawes (East Elementary)

TO: Margaret Adams (Superintendent)

CC: Mary Eastwood (South Elementary), Gregory Lamothe (Plymouth River Elementary), Matt Scheufele (Foster Elementary)

Dr. Adams, the following changes represent the updates elementary principals made to the unified elementary handbook this spring:

- Student Attendance Notification: updated language to reflect current district processes to notify parents of absences, tardies, or dismissals as well as related makeup work
- Homeschooled/home educated students: updated to reflect School Committee policy
- Non-Discrimination Policy: updated language to reflect current practices and processes (per School Comm. policy)
- Sexual Harassment Policy: updated language to reflect current practices and processes (per School Comm. policy)
- Harassment of Students: updated language to reflect current practices and processes (per School Comm. policy)

In addition to the substantive changes listed above, edits for spelling, updated personnel, and formatting were also made, including a section at the end of the document that links Frequently Accessed School Committee policies.



HINGHAM MIDDLE SCHOOL

1103 Main Street Hingham
Massachusetts 02043
www.hinghamschools.org

- **STUDENT HANDBOOK 2022-2023**

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Mission Statement of the Hingham Middle School

Hingham Middle School must provide all children with a positive learning atmosphere which offers students an opportunity to be challenged to their utmost ability, while fostering understanding between diverse people, promoting service to others, and instilling a feeling of self-worth. Contributions from all members of the Hingham Middle School community are necessary and welcome.

THIS AGENDA BELONGS TO:

Student Name: _____ Homeroom No. _____

HINGHAM MIDDLE SCHOOL
1103 Main Street
Hingham, MA 02043



Dear Students and Parents/Guardians:

The Hingham Middle School administration and faculty wish you a productive and successful school year.

We have provided each student with an agenda book to serve as a place to store important dates, notes and materials, and to allow teachers and parents/guardians a means of communication about the student's progress. The cost of replacing a lost agenda book is \$10.00.

Hingham Middle School has developed a "Home/School Partnership" document with input from staff, students, and parents/guardians. It outlines the roles and responsibilities for each group. A copy of this contract can be found on the following page.

After reading the student handbook, please sign the statements found at the end of this document.
Return that signed page to the homeroom teacher.

Derek M. Smith, Principal
David M. Riordan, Assistant Principal
Alison A. Janulewicz, Assistant Principal

If you need this booklet translated, please contact the main office of your child 's school. Se você necessitar este livreto traduzido, contate por favor o escritório principal da escola da sua criança. Si usted necesita este librete traducido, entre en contacto con por favor la oficina principal de la escuela de su niño.

如果您需要这本小册子被翻译，请与您的
儿童的学校大会办公处联系。



**HINGHAM MIDDLE SCHOOL
FAMILY-SCHOOL PARTNERSHIP**

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and in life.

STAFF PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Respect the school, students, staff and families;
- Assign meaningful homework that challenges the students and complements class activities;
- Collect, correct and return student work in a timely manner;
- Foster positive relationships with families through appropriate communication;
- Create a vibrant, enjoyable learning atmosphere;
- Respect the needs and differences of each student;
- Practice zero tolerance for bullying such as harassment, physical and verbal disrespect;
- Design classes that challenge students and reach all learners.

STUDENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Respect the school, students, staff and families;
- Complete all homework assignments thoughtfully in a timely fashion;
- Come to school prepared for classes and activities;
- Follow “the Rules of the Road”, the Code of Discipline and the expectations of teachers;
- Participate in the activities available in the school and community.

FAMILY/PARENT/GUARDIAN PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Respect the school, students, staff and families;
- Provide home support and monitoring of student academic work;
- Recognize my child’s abilities and challenges and accept them;
- Be aware of rules and regulations governing the classroom and the school;
- Provide support of school policies, events, and programs;
- Attend school functions/activities.

Equal Opportunity for All Students (AC-2, ACA, JB)

Hingham Public Schools does not discriminate in its educational and/or operational programs or activities on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or Foster care status or any other characteristic protected under applicable federal, state or local law.

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Note: This handbook summarizes many of the official policies and administrative guidelines of the District. If any of the policies or administrative guidelines referenced herein are revised after the approval of the handbook, the language in the most current policy or administrative guideline prevails.

ATTENDANCE/PROCEDURES: (JH)

Parents/guardians should call the school if a student is to be absent from school. In addition, on the first day a student returns to school after being absent, the student must bring a note signed by a parent or guardian to the homeroom teacher.

Excessive absences will result in contact from a school administrator in order to discuss the situation and work with the home to improve attendance.

Absences and Make-Up Work

It is the responsibility of the student to make up all work missed. Students should check with each of their teachers about make-up work on the day they return to school. Make-up work not completed by the end of the term will be reflected in the grade a student receives. Students absent due to the observance of a religious holiday will be given additional time to make up any missed assignments and/or assessments. Teachers, students, and parents should communicate in order to determine when work should be completed by. Teachers are encouraged to avoid any major assignments or assessments during these days, if at all possible. Families are welcome to request work in advance of a holiday and teachers may provide it if possible.

Parents/guardians may call the office for homework assignments on the **third** day of a student's absence only if the student will also be out the next day. Prior to the third day, students should check with fellow classmates for possible assignments or check with the teachers' websites. Frequent absences affect a student's ability to do well academically. The administration reserves the right to require a doctor's note if the student has excessive absences.

Students are **not** permitted to take part in after school or evening activities if they are absent from school on that day. Students are considered absent if they are not in school by 11:00 a.m. Although students are marked absent after 11:00 am, students arriving after 11:00 am will be permitted to attend their classes for the remainder of the day.

In unusual circumstances, a principal's waiver may be granted for students to attend after school or evening activities on the day of an absence or late arrival.

DISMISSALS (JH)

If a student is to be dismissed early from school, they must bring a note signed by a parent/guardian to the designated area (either Library Media Center or main office) before school **stating the reason and time** of dismissal. The student will be given a dismissal slip to be presented to the teacher at the time of dismissal. Whoever is picking up the student **must** come into the main office to sign out the student. If no note is given, a student will not be dismissed until the teacher receives a call from the main office. Please allow extra time to locate and call the student down to the office.

TARDY TO SCHOOL PROCEDURES (JH)

After a student has been tardy to school (unexcused) three times, a verbal warning will be issued to the student by a school administrator. In addition, the following will be in place.

1. Communication will be sent to parents/guardians after the fourth unexcused tardiness to school.
2. A student will serve a detention after the fifth unexcused tardiness to school within a semester.

3. Additional action will be taken if the pattern of tardiness continues.
4. Habitual tardiness, excused or unexcused, will result in disciplinary action.

TARDY PROCEDURES/NOTES (JH)

1. Students should report to the Library Media Center for a tardy pass after 7:30 a.m.
2. Tardiness is excused only for a student who brings a note from home on the day they are tardy. The note should contain the student's name, the date, the reason for tardiness and parent/guardian signature.
3. If a student does not have a note, they are unexcused. Multiple unexcused tardies by students will result in disciplinary action.
4. Parents/guardians of students who are frequently tardy will be notified.

TRUANCY (JH)

A student is considered truant from school if:

1. the student is absent from school without permission of the parent/guardian.
2. the student leaves the school grounds without the permission of the school.
3. the student is absent from an assigned class or study hall without permission.

Truancy will result in detention, suspension from school, or other appropriate alternatives.

VACATIONS (JH)

When parents/guardians are planning family vacations, these vacations should coincide with school vacation dates. By doing so, the student's academics are not impacted. Teachers should **not be expected** to provide specific assignments in advance of a vacation or long-term absence; however, they may be able to provide a general sense of what topics/areas the missed classes will cover.

TARDY TO CLASS (JH)

A student late to class must have a pass from their previous teacher. If the student is late to class and does not have a pass, the student may be required to make up time after school.

Parents/guardians will be informed if the student is required to make up time after school. Chronic offenders will be reported to the office and parents/guardians will be notified.

ACTIVITIES (JJ)

Students who wish to participate in a school activity will be required to pay an activity fee. If the family is unable to pay the fee, please submit a request for a waiver, in writing to the principal, from the parent or guardian. Hingham Middle School offers a wide variety of extracurricular activities. Activities have included Ambassador Club, Drama Club, Yearbook, class leaders and representatives, Science Explorers, World Language Club, Band, Chorus, Junior Choral Spectrum, and Chamber Orchestra. In the past, intramurals have included soccer, basketball, tennis, and volleyball. Student interest and staff availability will determine what is offered. These activities are held on Mondays, Tuesdays, Thursdays or Fridays, from 2:05-3:05 pm.

Students will be kept informed of upcoming activities and registration procedures through daily notices. Daily notices are available on the HMS website for parents/guardians to keep updated.

Evening Activities

Evening activities for students may be held periodically during the school year. Before coming to the activity, students should make arrangements to be picked up at the end of the evening. Students are not allowed to leave and then return. If a student must leave the activity early, he/she/they must be picked up by a parent or guardian. Guests are not permitted.

School rules and regulations will be in effect and enforced at all times. Parents/guardians are welcome to contact the PTO for volunteer opportunities.

AFTER SCHOOL / DAILY /LUNCHROOM PROCEDURES (EEAA, EEAEC, JICC, JI, EFC, EFD)

After School Procedures

1. Students may remain after school if they are:
 - a. directly involved in a school sponsored activity.
 - b. requested to remain by a teacher, guidance counselor or administrator. If so requested, a student must report to the designated area within five minutes after the end of school.
 - c. receiving extra help from a teacher or working on a class project.
 - d. working appropriately in the computer room or the L.M.C. with teacher supervision.
2. The gymnasium will not be open after school, unless a supervised activity is taking place.
3. After completing after-school commitments, bus students should wait for late buses in designated areas. Non-bus students should leave the school area immediately. Hingham Middle School is not responsible for students remaining at school unless they are participating in a school-sponsored activity.
4. Late bus runs are provided for all students who have stayed for extra help, disciplinary reasons or participation in extracurricular activities.

Daily Procedures

1. Students arriving on buses that unload between 7:10-7:20 a.m. will use the gymnasium entrance (doors #3 & 4) and report directly to the cafeteria. All other students will enter the building after 7:20 a.m. using their assigned entrance: 6th graders and 8th graders will enter through the main entrance (doors #1 & 2) and 7th graders will enter through the gymnasium entrance (doors #3 & 4). Students may not leave the school for any reason after arriving unless dismissed to an authorized adult.
2. Students arriving at school before 7:20 a.m. must report to the cafeteria. Students may report to Guidance, extra help or special areas before 7:20 a.m. if they have obtained a pass the previous day. Students will proceed directly to their homeroom after 7:20 a.m. School begins at 7:30 a.m.
3. All students must stand during the recitation of The Pledge of Allegiance.
4. Students must walk directly to their class, keeping to the right while passing in the halls. Loitering, running and horseplay are prohibited in the corridors.

5. Students are expected to bring proper materials (pencils, pens, books, notebooks, etc.) to all classes.
6. During class time, students are not allowed to be in the corridor without a pass from a teacher.
7. Students are expected to bring study and reading materials to directed study halls.
8. Students may not have open beverage containers, etc. in school except at lunch or at the designated snack time; however, reusable, shatter-proof water containers are allowed. Snack time may be held at the discretion of each individual teacher during C Block, or once a day as determined by the teacher.
9. Gum chewing is not allowed, nor is the unauthorized sale or distribution of gum, candy or other foods.
10. The school day ends at 2:00 p.m. When students are dismissed they must proceed directly to the bus area or to their after-school activity.

Lunchroom Procedures

By following these procedures and regulations, students will make lunch a positive social experience.

1. Students will be assigned first, second or third lunch based on their E block room number. This assignment may vary depending on the even or odd day cycle. Students with special health concerns may eat first lunch.
2. Students may bring lunch or purchase a school lunch. An online payment option is available to all families.
3. Students buying lunch should line up in a single file. Students not buying lunch, but wishing to buy milk, may move to the front of the line.
4. Borrowing money from other students is discouraged.
5. Beverages or food may not be carried from the cafeteria. Students who do so will be asked to dispose of the food or drink. Repeated failure to comply will result in removal from the lunchroom or could be considered defiant behavior covered by the Code of Discipline.
6. No student may leave the cafeteria without permission of a lunchroom supervisor. Students who leave without permission will be referred to the office. Students who must leave the cafeteria for valid reasons (lavatory, health office, front office, guidance office) may do so after receiving permission from a lunchroom supervisor.
7. Students are expected to treat lunchroom supervisors and cafeteria staff with respect and courtesy.

8. After eating, students are responsible for cleaning their areas and disposing of their lunch remains and eating utensils. When choosing a seat at a particular table in the cafeteria, the student also chooses responsibility for that area and is expected to help clean the area. Failure to do so will result in cafeteria cleaning duty.
9. Assigned cleaning duty may be for one or several days, depending on the severity of the offense or repetition of the offense. Failure to adhere to assigned cleaning duty will result in action through the Code of Discipline.
10. Problems resulting when students misbehave will be handled by removing individuals from that table, by assigned seating for a length of time to be determined by the administration and lunchroom supervisors, or by removal from the cafeteria for a period of 1 to 3 days.

SCHOOL CANCELLATIONS AND DELAYED OPENINGS

In the event of an emergency, extremely bad weather, or other cancellations, announcements will be broadcast over local radio stations, as well as local TV channels and the HPS website.

Please DO NOT call the school or the Hingham Police for information on school cancellations. Check the district/school website at www.hinghamschools.org

In addition to the cancellation of school due to inclement weather, opening of school may be delayed by one or two hours. School closing times will remain the same unless otherwise announced on such days.

UNSCHEDULED EARLY RELEASE DAYS (EBCD)

Parents/guardians should formulate a "contingency plan" with students for any days during which it is necessary to release students early.

BICYCLES

Given our location on Main Street, we do not recommend the use of bicycles by students; however, parents/guardians are in the best position to determine the ability of their child to ride a bicycle safely. All bike riders under age 15 must wear helmets. HMS strongly encourages riders over the age of 15 to also wear a helmet. Bicycles brought to school should be locked at the bike rack.

SKATEBOARDS and ROLLERBLADES

Because of liability issues, students are not permitted to bring skateboards or rollerblades to school, and skateboarding and rollerblading on school property are prohibited. Skateboards or rollerblades brought to school may be confiscated and will be returned only to parents/guardians.

TELEPHONES

Permission from a staff member must be obtained to use the office phones during school hours.

USE OF CELL PHONES AND OTHER PORTABLE ELECTRONIC EQUIPMENT (IJNDD)

During the instructional day, the use of cell phones and other portable electronic equipment (including, but not limited to, Apple watches) is not allowed as it causes a disruption to the learning environment. While we recognize the importance of the use of cell phones for families to stay in contact with each other, when needed, the office phones must be used instead.

Cell phones/portable electronic equipment must be turned off during the school day including

lunch time. These devices cannot be used during the school day for any purpose (including, but not limited to, checking the time, text messaging, photographing, etc.)

Cell phones/portable electronic equipment in use during the school day will be confiscated by staff. Confiscated cell phones and other portable electronic equipment may only be picked up in the Main Office at the end of the school day by a parent or guardian. Students who use cell phones/portable electronic equipment during the school day will be subject to discipline. Parents/guardians who wish to contact their child during the instructional day in emergency situations may do so by calling the school.

EDUCATION

COMPREHENSIVE HEALTH CURRICULUM (IHAMB, IHAMA)

Our comprehensive health education curriculum, developed by our professional staff under the guidance of the community health education advisory council, has its own goal to continue efforts begun in earlier grades to promote the health and well-being of our students, and to help them make wise and informed decisions during their adolescent years and beyond. To further the accomplishment of this goal, students may periodically be asked to participate in an anonymous survey about student behaviors in the areas of fitness, nutrition, alcohol, drug and tobacco use, violence exposure, and HIV awareness. The purpose of such a survey is to identify areas of concern that should be more fully addressed in the health education curriculum.

Sex education is part of the health education curriculum in grades 7-12, including dating, relationships and communication skills, pregnancy, sexually transmitted diseases, HIV/AIDS, sexual harassment, and personal health care issues. Health topics are taught in the grade 6 DARE Program for that level as well. As always, curriculum outlines and materials are available at schools for parent/guardian review.

Under Massachusetts law and School Committee policy, parents/guardians may actively exempt their child from participation in any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To request an exemption, simply send a letter to the school principal requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized.

English Learner Education (IHBEA, JIC)

The family of every registering student is given a Home Language Survey to complete. The principal must notify the Director of Student Services of any student whose first language is other than English. This student will be assessed by the HPS English Language Learner (ELL) teacher. A team of professionals, including the ELL teacher, will determine whether this student is eligible for English Language Services.

Any student identified as an English Language Learner (ELL) is not automatically eligible for Special Education and/or related services. To be found eligible for Special Education and/or related services a TEAM of professionals, including an ESL teacher, must have formally evaluated, found the student to have a disability, and found the student to not be making effective progress in the regular education classroom, due to the disability. The basis of their decision cannot be based on the fact that the student is an English Language Learner. Moreover, the needs of English Language Learners should not be confused with those of students with disabilities. If regular education teams need assistance with this distinction, the ELL teacher will be consulted.

Hingham Public Schools will conduct all communication to a family whose first language is other than English in the primary language of the home. Additionally, Hingham Public Schools provides for oral translations of all meetings with parents/guardians and students and teachers (including Special Education Team Meetings) for individuals who may require it. Hingham Public Schools has ongoing contracts with a number of interpreters for this purpose. If a student or parent/guardian requires oral translations in their native language, the School Psychologist/Team Chairperson should notify the Director of Student Services as soon as possible so arrangements can be made to secure native language translation services. This oral translation is then documented in writing in the student record.

Communications with parents/guardians are in clear and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and generally familiar with special education procedures, programs, and services. If the parents/guardians or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.

If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent/guardian understands the content of the notice.

English Language Learners are provided the opportunity to receive support services, such as guidance and counseling, in a language that the student understands. Further, English Language Learners are taught to the same academic standards and curriculum as all students, and are provided the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. All educators in Hingham Public Schools use grade appropriate content objectives for English Language Learners that are based on the district curriculum across all content areas and all English Language Learners are instructed by qualified staff members

Please see the *“English Language Learners Procedures Manual”* for more comprehensive information and related forms.

EXAMINATIONS / FINALS

Students in grades seven and eight may take final exams or complete final projects in all core subjects. Students who must miss final exams need to contact the teacher to make arrangements to complete the exams or assignments.

CHEATING (JICD)

Academic dishonesty will not be tolerated. Cheating in any form is considered a discipline matter to be addressed by the school. A teacher who becomes aware of one or more students cheating on any graded assignment, quiz or test will record a zero grade for that assignment for each student involved. Plagiarism, (stealing the thoughts and ideas of another and passing them off as one's

own) is a form of cheating and will be dealt with as a cheating offense. The teacher will inform the parent/guardian and the administration of the incident. The Administrator will take further action if they deem it warranted.

PHYSICAL EDUCATION

Physical education teachers will discuss appropriate attire for physical education classes with all students at the beginning of the school year. A note from a parent or guardian must be given to the school nurse before school if, for some reason, a student cannot participate in a physical education class. The note excuses participation, but attendance in class is still required. Students with medical excuses for P.E. will still participate in all Health classes. Each seventh and eighth grade student will be assigned to Health for one term during the school year.

HINGHAM PUBLIC SCHOOLS SECONDARY HOMEWORK EXPECTATIONS

Homework, including daily assignments as well as long-range projects and responsibilities, is an integral component of the educational program in the Hingham Public Schools. The effectiveness of homework is directly related to the quality of the assignment, the clarity of instructions, and the level of engagement that is required of the student. In order to make this endeavor productive and profitable, there must be equal involvement among students, teachers, and parents/guardians in their respective roles.

While the type of homework varies by subject, course, level, and teacher, its purposes should be consistent. Tasks should focus on:

- practicing a skill
- reinforcing a concept
- extending an idea
- introducing a topic
- establishing readiness
- gathering information
- enriching an experience
- completing a research task
- studying in a productive manner
- reviewing actively and efficiently for tests and quizzes

In general, middle school students will average two hours of homework per week in each core subject; high school students will average three hours of homework per week in each core subject. Understandably, the amount of time spent on homework will depend upon the level of the course, the learning style of the individual, and the nature of the assignment.

While teachers may design their own systems for monitoring the completion of homework, students should clearly understand that they are accountable for the work assigned. Evidence of a checking, annotated checking, or grading system should be observable in separate sections of teachers' rank books. Each teacher's policy on the weight assigned and the impact that homework has on grades should be distributed in writing to students and to department directors. A copy of this policy should be kept in each teacher's rank book for reference purposes.

CONFERENCES (Parent/Guardian) (KBA)

Hingham Middle School administration and faculty recognize the importance of parent/guardian/school communication, but, at the same time, also recognize that excessive parent conferences can minimize attention given to students. The following avenues of communication are

available for parents/guardians:

1. communication using the Agenda Book
2. written communication to the teacher
3. email communication
4. telephone communication
5. individual/Team conferences

Parents/guardians should feel free to call the school office to arrange a specific conference with a teacher or team, if necessary. Successful conferences should happen when the following occur:

1. Parent/guardian/teacher conferences are collaborative endeavors that should focus on the needs and the progress/development of the student. Please share with teachers important information that may affect student performance.
2. Parents/guardians and teachers should be prepared to listen to the other's perspective, to ask questions, and to share concerns. By the end of the conference, the parties should have discussed and developed next steps, including plans for any future communication that may be needed.
3. When conferences involve specific issues of concern, it is important to focus first on identifying the problem and then solving it together.

When a resolution of a concern is needed, the following process should prove helpful:

- In most cases of concern about a classroom situation, parents/guardians should communicate directly with the teacher or specialist involved.
- General questions or concerns may be most appropriately addressed by the counselor.
- If direct communication with the teacher is not possible, or does not resolve the concern, parents/guardians should contact the building principal who may refer some issues to the department director.

Please note: Anonymous concerns or complaints will not be addressed.

COUNSELING DEPARTMENT (JLD)

Counseling services are available for every student in the school. These services include: assistance with home, school and/or social concerns; educational planning; interpretation of test scores; occupational information; career information; study help; and any other issue the student may wish to discuss with the counselor. Students wishing to visit a counselor should contact the administrative assistant in the counseling office before homeroom, after school or between classes to arrange for an appointment. Parents/guardians may call the school counseling office if they wish to make an appointment or to speak with a counselor. All conversations are kept confidential.

INSTRUCTIONAL SUPPORT TEAM (IST)

As part of our ongoing support of middle school students, the staff regularly collaborates to develop strategies to address academic and behavioral needs. All efforts are made to modify the regular education program to meet such needs. Such efforts may include, but are not limited to: modification of the curriculum, teaching strategies, teaching environments or materials, and use of support services, consultative services, and building-based teams to meet the child's needs in the

regular education classroom. The **IST** is composed of trained school staff. Members may include administrators, counselors, teachers, school psychologists, social workers, support staff, and others.

REPORT CARDS AND PROGRESS REPORTS (IK)

Communication between the school and home is extremely important. This communication may include phone calls, notes, conferences, email and progress reports. Parents/guardians can also access student's grades via the student X2 portal. Student report cards are not mailed home, however, can be accessed through our student portal. An email will be sent when information is available. Instructions for accessing report cards and progress reports can be found on our school website.

A progress report is a short-term strategy to monitor a student's academic progress. Parent/guardian intervention is a primary component to effect change. Progress reports may also be requested by parents/guardians according to the following schedule and guidelines:

1. For students achieving below a B- academically between October 1st and May 15th of the school year, parents/guardians may request a progress report for four consecutive weeks once per semester (half year).
2. It is a student's responsibility to procure the report from the teacher weekly on Fridays and return it to the teacher by the following Wednesday or the process will be discontinued.

STUDENT RECORDS (JRA, KBBA)

Students may examine their own records with prior notice and in accordance with the following:

The school shall, at the request of a parent or guardian of a student, or at the request of a student fourteen years of age or older, allow such parent, guardian or student to inspect academic, scholastic or any other records concerning such students which are kept or are required to be kept.

Students under 18 years of age and their parents/guardians may exercise these rights individually or jointly.

The student and/or parent/guardian has the right to request to amend the student record or request that information in the record be destroyed with the right of appeal if the request is denied.

Information in the student record may not be disseminated in whole or in part, in any manner or form, orally, or in writing, to a third party, without the written consent of the student and/or parents/guardian, whichever is applicable, except in the case of a court order or subpoena, in cases of emergency, or upon the request of certain state agencies.

CHANGE OF ADDRESS

Parents/guardians must inform the office of a change of address or telephone number, as soon as possible. If the change also necessitates a change in bus assignment, the transportation office must also be notified at 781-741-1510.

WITHDRAWALS (JH)

Parents/guardians of students moving or leaving Hingham Middle School for another school must contact the HMS Guidance Office to follow the appropriate withdrawal/transfer procedures.

LOCKERS (JH)

Students are responsible for their assigned lockers which should be kept locked at all times. All personal items and school materials, when not being used, should be kept in lockers. The school is not responsible for lost items.

Bookbags/backpacks may be used to carry material back and forth to school. Students must leave all bookbags/backpacks in their lockers during the school day.

Valuable items, such as musical instruments, should be in school only on the day they will be used and should be taken home when not being used.

Do not tamper with another lock or locker, or give your combination to another student. Use only the locker assigned to you.

It is important to remember that lockers are the property of the school, and are subject to search by school personnel at any time for legal, health, or safety reasons.

CARE OF SCHOOL PROPERTY (EBA, ECAC, ECAF, JIC)

Students are responsible for the proper care of all books, equipment, chromebooks, supplies, and furniture provided by the school. Students who disfigure property, break windows, or do other damage to school property or equipment will be subject to the Code of Discipline and required to pay for the damage or replace the item. Remember, this is your school and every person is expected to show concern for its upkeep.

TEXTBOOKS

Textbooks are becoming more and more expensive and must be covered. As a result, the school is unable to honor requests for a second set of books to be kept at home. If your child is unable to carry books back and forth to school due to a medical condition, they should bring a doctor's note to that effect. Once notified, the teachers will make an extra book available for classroom use. The student may then leave the book issued to them at home for study there. It is the student's responsibility to return the books that were assigned to them at the beginning of the school year. All books and other personal material should be kept in **locked** lockers. If you find any books belonging to the school in your home, please return them to the school asap.

Library Media Center

Our Library Media Center is open for student use before and after school, during study periods, and at other designated times. Students must sign up in advance and are expected to work quietly.

LAVATORIES

The lavatories may be used before school, after school, and between periods without a pass. During class time a pass from a teacher is required.

LOST AND FOUND

Lost articles should be reported to the office immediately. Articles found are kept in an area adjacent to the cafeteria. Periodically, any unclaimed items will be donated to charitable organizations.

MONEY AND VALUABLES

Students are cautioned not to bring valuable items or large sums of money to school. Students should bring just enough money needed for each day's expenses. If, for some special reason, students must bring a sum of money to the school, they should leave the money with an administrator for safekeeping.

HEALTH SERVICES

HMS school nurses are committed to providing all students with a healthy, safe and supportive learning environment. The nurses promote the physical and social emotional health and well-being of students through the provision of health services which may include: the identification and planning for care of students with individual health care needs; the performance of mandated health screenings; communicable disease prevention and control; emergency care of students, staff or faculty who are ill or injured; health counseling and education; and promotion of a safe and healthy school environment. The District recognizes that parents/guardians have the primary responsibility for the health of their children. Parents/guardians should inform the nurses of any change or potential problem in the health of their child/children. Strong communication between the school nurses, parents/guardians and primary care providers is essential.

Mandated School Screenings (JLC)

Massachusetts State law mandates regular health screenings be completed at school to identify potential barriers that may interfere with student success and make appropriate referrals for assessments and treatment. Mandated screenings do not take the place of regular primary care provider examinations. These screenings include: vision and hearing, completed once in middle school; postural screening, completed in grades 6, 7 and 8; BMI (Body Mass Index) and SBIRT (Screening, Brief Intervention, Referral to Treatment) screenings, both of which are completed in grade 7. Further information will be sent to parents/guardians. **Parents/guardians may opt their children out of any of the screenings with written notice to the nurses.**

Illness/Injury During School (EBB, JLC)

In case of illness, injury or emergency, the parent/guardian will be notified by the school nurse or other staff member. Parents/guardians MUST provide the school with emergency contact information in case they cannot be reached. It is imperative to keep this information up to date. Students who do not feel well enough to attend class must report to the Health Office for evaluation. Students should request a pass to the Health Office from their teacher if they become ill in school. The nurse will determine if the student will be sent back to class, monitored in the health office, dismissed from school, or referred for emergency medical intervention. Students dismissed with a fever (100 F or greater) must be fever-free for 24 hours without the use of fever-reducing medication (e.g., Tylenol, NSAIDS) before returning to school.

A physician's order is required for the use of crutches, splints, braces or other assistive devices. The order must specify any restrictions and note the estimated time of use. The student may be eligible for a 504 plan during the period of recovery.

Communicable Illness: (JLCC)

HMS nurses work in collaboration with the Hingham Board of Health when there is an identified contagious illness involving a student. The Hingham Board of Health will determine the quarantine, isolation and notification requirements on a case by case basis. The Massachusetts Department of Public Health Isolation and Quarantine Regulations mandates exclusion from school for contagious diseases.

<https://www.mass.gov/regulations/105-CMR-30000-reportable-diseases-surveillance-and-isolation-and-quarantine>.

Physical Examinations and Immunizations: (JLCA, JLCB)

School nurses are required to keep an immunization and health record for each student enrolled in the district. Physical examinations are required for new students registering at Hingham Middle School; this exam must have been completed within one year of school entry. Documentation of a physical exam is also required for students entering Grade 7. See Massachusetts State Law Physical Examination of children:

<https://www.mass.gov/regulations/105-CMR-20000-physical-examination-of-school-children>

All students attending school are required to be immunized according to Massachusetts State Law: <https://www.mass.gov/regulations/105-CMR-22000-immunization-of-students-before-admission-to-school>. Parents/guardians will be notified if their child/children do not have the required immunizations for school. Medical and religious immunization exemption waivers must be submitted to the Health Office annually. Note: When a case of a vaccine-preventable disease emerges in the school setting, susceptible individuals who are not vaccinated (**including those with medical or religious exemptions**) may need to be excluded as per Reportable Diseases, Surveillance and Isolation & Quarantine Requirements.

Medication at School: (JLCD) The delivery of medication at school is regulated by the Department of Public Health and has specific guidelines in place for the health, safety and confidentiality of all students. Any student taking medication in school on a regular basis must have a new permission form signed by the parent/guardian and the prescribing physician every school year. Medication must be provided by parent/guardian to the school nurse in a pharmacy or manufacturer labeled container. **When getting the original prescription at the pharmacy, please ask for a second container with all the prescribing information attached so medication can be left at school.**

No student is permitted to bring medications to school or carry medication in school with the exception of an inhaler, epinephrine auto injector, insulin, diabetes supplies or, if wearing, an insulin delivery system (pump).

The first dose of any medication will not be administered by the school nurse due to the possibility that an adverse event may occur.

Short-term medication (10 days or less), prescription or non-prescription, will only be given if the proper permission forms are signed and dated by a parent/guardian and physician if necessary. Parents/guardians should contact the school nurse(s) to discuss the scheduling of medication or any health issue pertaining to the student. All medication forms can be found on the Hingham Public Schools web page under health services.

Allergies or Chronic Health Care Issue: (JLC, ACE)

If a student has **ANY** type of allergy including food allergy or other chronic health issue, please contact the school nurse(s) to plan appropriate responses. Students with life threatening allergies or other chronic medical conditions may be eligible for a Medical 504 Plan after evaluation and an eligibility determination.

Please visit our Health Services Webpage for nurse contact information and more detailed health/wellness information and forms. <https://hinghamschools.org/academic-programs/nursing/>

DISCIPLINE – CODE OF DISCIPLINE (JIC)

It is impossible for teaching or learning to take place in a classroom unless good order is maintained. Students are reminded that they must adhere to a code of good behavior, not only for their own benefit, but for the benefit of others as well. Students should behave in a manner that will be a credit to themselves and our school.

It is important that every student and parent/guardian read and become familiar with the contents of the **Hingham Public Schools Code of Discipline** that will be distributed at the beginning of the school year. Parents/guardians and students should be aware that, when traveling to and from school, the students will be held accountable for their actions under the Code of Discipline. If you have any questions, speak with a teacher, counselor, assistant principal and/or the principal. If you have further questions, you may contact the Superintendent of the Hingham Public Schools at 781-741-1500.

CIVIL RIGHTS (AC-2, ACA, JB, JI)

It is the policy of the Hingham Public Schools that all programs, activities, courses of study, and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation, gender identity or disability.

COORDINATOR OF TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 FOR THE HINGHAM PUBLIC SCHOOLS (AC-2, IHBEA, JB)

The person serving as Coordinator of Title VI of the Civil Rights Act of 1964 for the Hingham Public Schools is the Superintendent. Title VI “prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, and national origin”. Anyone having questions or concerns about Title VI with respect to the Hingham Public Schools should contact the Superintendent at the School Department, 220 Central Street, Hingham, MA 02043. They can be reached by telephone at 781-741-1500 or by fax 781-749-7457.

COORDINATOR OF TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (ACAB)

The person serving as Coordinator of Title IX of the Education Amendment of 1972 for the Hingham Public Schools is the Assistant Superintendent. Title IX “prohibits discrimination, exclusion from participation, and denial of benefits in education programs based on sex”. Anyone having questions or concerns about Title IX with respect to the Hingham Public schools should contact the School Department, 220 Central Street, Hingham, MA 02043. They can be reached by telephone at 781-741-1500..

COORDINATOR OF SECTION 504 OF THE REHABILITATION ACT OF 1973 (ACE)

The person serving as the Coordinator of Section 504 of the Rehabilitation Act of 1973 for the Hingham Public Schools is Heather Rodriguez, Director of School Counseling Services. Section 504 “prohibits discrimination, exclusion from participation, and denial of benefits based on disability”.

Anyone having any questions or concerns about Section 504 with respect to the Hingham Public Schools should contact Ms. Rodriguez at Hingham High School, 17 Union Street, Hingham, MA 02043. Ms. Rodriguez can be reached by telephone at 781-741-1565 or by email at hrodriguez@hinghamschools.org.

SCHOOL DISTRICT HOMELESS EDUCATION LIAISON (JFABD)

The person serving as School District Homeless Education Liaison for the Hingham Public Schools is the Assistant Superintendent. The McKinney-Vento Education Act for Homeless Children and Youth requires that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youth. Anyone having questions or concerns about the legal rights of homeless children or youth should contact the School Department, 220 Central Street, Hingham, MA 02043. They can be reached by telephone at 781-741-1500.

TITLE II, ADA COMPLIANCE LIAISON (ACE)

The person serving as the contact for concerns about school facilities and compliance with the Americans With Disabilities Act of 1990 is the Director of Business & Support Services. Anyone having questions or concerns about Title II with respect to the Hingham Public Schools should contact the School Department, 220 Central Street, Hingham, MA 02043. They can be reached by telephone at his office at 781-741-1500.

The grievance procedure for any individual who believes that they have been discriminated against is described after this section.

GRIEVANCE PROCEDURE

1. Any employee or student who believes that they have been discriminated against should contact, in writing, the appropriate coordinator as soon as possible, normally within thirty days of the discrimination.
2. The Coordinator will meet with the person(s) to discuss the situation within seven days of receiving the written complaint.
3. The Coordinator will have fourteen days to respond to the grievance in writing.
4. If the grievance is not settled at this level, a representative from the Office of Civil Rights or the Department of Education will be contacted for remediation.

HARASSMENT POLICY (AC-1, ACAB, JICFB)

Any student who feels they have been the victim of harassment should contact a school counselor or an administrator. The reported harassment will then be investigated and handled appropriately by administration.

HARASSMENT OF STUDENTS (JICK)

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Hingham Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a

person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes.

Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

SEXUAL HARASSMENT POLICY (ACAB)

All persons associated with the HPS District are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of HPS policy Further, any retaliation against an individual who has complained about sexual harassment or retaliation against

individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Each employee and student at Hingham Middle School is personally responsible for:

- Ensuring that their conduct does not sexually harass any other employee or applicant for employment, or other individual in the workplace or school;
- Cooperating in the investigation of informal reports or formal complaints of alleged sexual harassment by providing any information they possess concerning the matters being investigated; and
- Otherwise cooperating with efforts to prevent and eliminate sexual harassment and to maintain a working and learning environment free from such unlawful discrimination.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. 2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: [Title IX Officer, 220 Central St. Hingham, MA 02043 781-741-1500]

The Superintendent will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure:

1. Any member of the school community who believes that they have been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process: The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
 - a. The grievance officer will then attempt to meet with the charged party in order to obtain their response to the complaint.
 - b. The grievance officer will hold as many meetings with the 47 parties as is necessary to establish the facts.
 - c. On the basis of the grievance officer's perception of the situation they may:
 - Attempt to resolve the matter informally through reconciliation.
 - Report the incident and transfer the record to the Superintendent or designee, and notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter

impose any sanctions deemed appropriate, including a recommendation to the Committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, the Committee will act promptly to eliminate the offending conduct.

4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

Retaliatory action of any kind taken by an employee or student against any other employee or student as a result of a person's seeking redress under these procedures or cooperating in any proceeding under these procedures is prohibited and shall be regarded as a separate and distinct grievable matter under this procedure.

See School Committee policy ACAB

NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION (AC)

The Hingham School Committee and Hingham Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation.

The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Hingham Public Schools.

Hingham Public Schools does not exclude from participation, deny the benefits of HPS from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements.

The School Committee
commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on human relations.

6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Hingham Public School District requires all members of the school community to conduct themselves in accordance with this policy.

Any person in the District, including staff, parents, volunteers, students, and visitors is personally responsible for:

- Ensuring that their conduct does not harass any student or other staff or applicant for employment, or other individual in the workplace or school;
- Parents/Guardians and volunteers are personally responsible for ensuring that their conduct does not harass any student, or other individual in the workplace or school.

Cooperating in the investigation of informal reports or formal complaints of alleged harassment by providing any information they possess concerning the matters being investigated; and Otherwise cooperating with efforts to prevent and eliminate harassment and to maintain a working and learning environment free from such unlawful discrimination.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Computer and Internet Acceptable Use Policy for Students (IJNDB)

The Hingham Public Schools recognize the educational value of technology equipment and access to the Internet when used properly.

Use of the District's computers and technology equipment, including access to the Internet, is a privilege and requires the user to be responsible for their behavior and for communications over the District's networks. The policy, policy guidelines, and sign-off procedures for use of technology resources shall be published and are described for students under Procedure 6.29A. Neither staff nor students should have an expectation of privacy with respect to the use of the District's hardware and software.

Policy Guidelines and Procedures for Internet and Technology Use

The Hingham Public School system provides computers and technical equipment for the professional use of teachers, administrators, and other staff, and as educational aids for students. Use of any of the Hingham Public School District's computer systems is limited to school-related activities. Administration and classroom systems can be re-allocated at the discretion of the school administration or technology department without advance notice.

The Hingham Public School District makes no warranties of any kind, whether expressed or implied, for the computer services it is providing. Hingham Public Schools will not be responsible for any damages resulting from delays or service interruptions caused by its own negligence or its errors or omissions. Use of any information obtained via the Internet is at one's own risk. Hingham Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its computer services.

The following set of technology policy guidelines applies to all users of Hingham Public Schools' computer systems. Use of District technology resources is a privilege, not a right. Use of these resources demands personal responsibility and an understanding of acceptable uses of the Internet. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of District technology resources may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges.
- Denial of future access.
- Payments for damages and/or repairs.
- Discipline under other applicable District policies, including suspension
- and termination.
- Civil or criminal liability under other applicable laws.

Users who violate policy guidelines will be subject to disciplinary procedures. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using the District's technology resources. These regulations may be amended and updated at the discretion of Hingham Public Schools' administration.

1. District computers, including installed software, hardware and peripheral devices, are the property of Hingham Public Schools. Computer systems are to be used for school-related activities, and are not to be removed from the premises without written permission from the District's Manager of Technology
2. The use of a user's personal electronic device (including, but not limited to, device classifications such as smartphones, computers, and tablets) on the school network or on the District's Internet connection subjects the user to the terms of this policy.
3. Users should not have any expectation of privacy with respect to personal data stored on Hingham Public Schools' computers. Email messages are considered public records and are therefore legally discoverable and subject to record retention. Users should not expect that email messages (even those marked "Personal") are private or confidential.
4. The Hingham Public School system may monitor email and Internet activities on the schools' computer systems for reasons including, but not limited to, the following:
 - a. system checks
 - b. reviews of productivity
 - c. investigations into claims of possible criminal activity
 - d. investigations into inappropriate use of the District's Internet connection

5. Use of the District's computer systems constitutes consent to monitoring of email transmissions and other online services, and is conditioned upon strict adherence to this policy
6. The following activities are strictly prohibited:
 - a. Any illegal activity, including, but not limited to, the transmission of copyright or trade secret material, or the participation in any type of criminal activity.
 - b. Attempts to violate the computer security systems implemented by the Hingham Public Schools, Town of Hingham, or other institutions, organizations, companies or individuals.
 - c. Accessing material that is inappropriate for school use, such as Internet sites promoting pornography, gambling, or hate.
 - d. Attempts to circumvent the Internet filtering capabilities of the Hingham Public Schools or the school systems' Internet provider(s).
 - e. Plagiarism, or any reproduction of copyrighted material without explicit permission.
 - f. The use of profanity or inappropriate language in email.
 - g. Use of school computer systems for political or commercial purposes.
 - h. Using school computer systems to send unsolicited bulk email (SPAM).
 - i. Developing or disseminating malicious software programs, such as computer viruses.
 - j. Downloading, installing, or copying any commercial software, shareware, or freeware onto network drives or disks without written permission from the network administrator or the District's Technology Manager.
 - k. Misrepresentation of your identity by using another user's account, or by masking your own identity.
7. No profane, abusive, or impolite language should be used to communicate, nor should materials be accessed which are not in line with the rules of school behavior. Should a user encounter such material by accident, the user should report it to an appropriate authority immediately.
8. In compliance with the Children's Internet Protection Act (CIPA), Hingham has installed filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. The software scans for objectionable words or concepts, as determined by the Hingham Public School District. Students and staff may not disable the District's filtering software at any time when students are using the Internet if such disabling will cease to protect students against access to inappropriate materials. Staff authorized by the District's Manager of Technology may temporarily or permanently unblock access to sites containing appropriate materials if the filtering software has inappropriately blocked access to such sites.
9. Staff must supervise student use of the District's Internet system in a manner that is appropriate to the students' ages and the circumstances of use.

10. The following restrictions against inappropriate speech and messages apply to all speech communicated and accessed through the District technology resources, including all email, instant messages, web pages, and web logs:
 - a. Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages.
 - b. Users shall not post information that could cause damage, danger, or disruption, or engage in personal attacks, including prejudicial or discriminatory attacks.
 - c. Users shall not harass other persons, or knowingly or recklessly post false or defamatory information about a person or organization.
11. Users' home and personal Internet use can have an impact on the school and on other District users. If a user's personal Internet expression - such as sending a threatening message to another District user - creates, in the view of the principal or principal's designee, the likelihood of material disruption of the school's operations, that user may face school discipline and criminal penalties.
12. Hingham takes bullying and harassment by computer very seriously. No District user shall use any Internet or other communication device to intimidate, bully, harass, or embarrass other students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material disruption of school operations, in the view of the principal or principal's designee, shall be subject to penalties for bullying and harassment as contained in the student handbook, as well as possible criminal penalties.

In the event of an allegation that a student has violated this policy, the District will provide the user with notice and an opportunity to be heard in the manner set forth in the student handbook.

Student Behavior (JI, JIC, JIH, JII, JK, JKA)

A town-wide HPS Code of Discipline is distributed to each family. Parents/guardians and students should note that misbehavior while traveling to and from school is punishable under the Hingham Code of Discipline. Consequences for lack of compliance with school rules will begin with restorative practices for behavior and conflict resolution as well as positive behavior interventions and supports (PBIS). If these practices don't work, other actions may include admonition, reprimand, in-school suspensions, or short or long-term exclusions from school or expulsion. Progressive discipline decisions shall be the responsibility of the principal, or the principal's designee, and will be guided by the HPS Code of Discipline,

When disciplining students with special needs, Hingham Middle School will follow state and federal laws, regulations and guidelines including:

- Individuals with Disabilities Act of 1997 (IDEA)
- Massachusetts General Laws (chapter 69-78A)

Due process stands as a protection of all rights. Formal due process procedures are provided for the more serious school infractions that could result in suspension or expulsion from school or the loss of school privileges. The purpose of due process is to protect students from the arbitrary

exercise of authority over them. Less serious infractions will be resolved in a more informal manner between the student, teacher, and administrator.

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

Short Term Suspension:

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

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

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

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

Emergency Removal

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

immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

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

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

Expedited Evaluation Process

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

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

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

Long Term Suspension

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

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

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

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

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

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

School Committee Policy JIC

Due Process for Students with Disabilities

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

The IEP for each student with special education needs will indicate if the student's disability requires a modification of the discipline code.

The Principal must notify the Executive Director of Student Services in writing within one school working day of the suspendable offense of any special needs student whose IEP does not reflect the need for modifications of the regular education discipline code. A record must be kept of such notices.

Prior to the imposition of any disciplinary sanction that would result in a change in placement; the student's Team will meet to determine whether the student's conduct was a manifestation of the student's disability. If the Team determines that the conduct was a manifestation of the student's disability shall review any existing behavior plan or, if no such behavior plan exists, conduct a functional behavioral assessment. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline please contact the building principal.

Due process for students with disabilities will also adhere to the following procedures:
Free and Appropriate Public Education, (FAPE): Hingham Public Schools is responsible for providing FAPE to all of its students. A student may not be suspended for more than ten cumulative school days without the provision of FAPE.

Manifestation Determination: The TEAM must consider whether appropriate services were in place and whether the behavior was a manifestation of the student's disability.

Functional Behavioral Assessment/Behavioral Intervention Plan: A FBA must be completed ten business days after the removal that will result in the 11th day of suspension; the BIP must be completed as soon as possible following the FBA. The goal of a functional behavioral assessment is to understand why a student misbehaves. What does the TEAM feel is the function of the behavior: attention? Sensory input? What behaviors could be chosen to try and redirect the student? The Behavioral Intervention Plan should include instructions on how to replace problem behavior with replacement behavior.

Alternative Educational Setting, AES: In cases of a dangerous weapon or drugs, the principal may place a student in an alternative educational placement for up to 45 days. The Principal and the Director of Student Services work with the TEAM to determine this placement.

"Stay-put" provision: Parents may request a due process hearing which invokes "stay-put", freezing the placement during the pending expedited hearing.

The following actions are examples of unacceptable behavior that could result in detention, parent/guardian notification, parent/guardian conference, suspension or expulsion.

1. Disrespect for school staff
2. Disrespect or intimidation of fellow students
3. Bullying
4. Inappropriate language
5. Locker misuse
6. Continued littering
7. Extreme dress or appearance which is disruptive to the educational environment
8. Gambling
9. Fighting
10. Theft
11. Inappropriate physical contact
12. Harassment as described in Code of Discipline.
13. Hazing as defined in Massachusetts General Laws Chapter 269.
14. Possession of weapons or items that can be used as weapons.

15. Possession and/or use of alcohol, drugs or drug paraphernalia.

BULLYING AND HARASSMENT (JICFB)

Teachers and students are to maintain an environment free of **harassment and bullying** of any kind including but not limited to bullying and harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or Foster care status. **Bullying is defined by MGL C71S 370..** Students and staff are expected to treat adults and students with courtesy and respect at all times.

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

Bullying shall include cyber-bullying. Cyber-bullying is defined as "bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, or a photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications."

Cyber-bullying also includes the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Additionally, cyber-bullying includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

As required by M.G.L. c. 71B section 3, whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Neither a skill deficit nor the existence of an IEP or 504 plan will be used as either a justification or bullying or as a rationale for reduced consequences for aggressors.

In accordance with Massachusetts law, Hingham Public Schools has designed and implemented a bullying prevention and intervention plan which can be found on the Hingham Public Schools website.

Harassment or bullying of any type must be reported immediately to a school counselor or administrator who will conduct an investigation and take steps to resolve substantiated claims. If the problem persists or if an individual is not satisfied with the resolution of the complaint at this

level, they should pursue the matter with the principal or with the Superintendent if the problem remains unresolved. **In serious situations, DCF and/or the police may be notified.**

It is the policy of the Town of Hingham to promote and maintain a working and educational environment, which is free from sexual harassment. Sexual harassment violates state and federal law; and, therefore, the policies of the Town of Hingham. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, or success as a student; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance or of creating an intimidating, hostile or offensive education environment.

DETENTION (JIC)

All students are expected to report after school when required by a teacher. Parents/guardians are notified when a student is required to serve detention. **Detention takes precedence over all other school and non-school activities.** Students who do not report must have a note the next day from a parent explaining the reason for failure to report.

Students sent from class for disciplinary reasons will report immediately to the school's office and check in. These students may be required to meet with the teacher and an administrator immediately after school on the day of the incident. Parents/guardians are notified when a student is required to remain after school. In cases of serious infractions, other actions may be taken at the discretion of the administration.

DRESS CODE/SCHOOL ATTIRE (JICA)

The goal of our dress code is to ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, culture, cultural observance, household income, ability, or body type/size.

Students must wear a top and bottom (or dress), as well as footwear. Any item of clothing should not contain words or symbols that could reasonably be construed as offensive. Clothing/attire or grooming which depicts or advocates violence, criminal activity, use of alcohol or drugs, pornography, or hate speech is prohibited. Health regulations require that shoes be worn at all times in a public building.

In accordance with Massachusetts State Law (MGL c.71, § 83) there is an expectation that students dress in keeping with reasonable standards of safety, health, and cleanliness. The following will apply:

- A. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- B. Shirts and dresses must have fabric covering the front.
- C. Clothing must cover undergarments (waistbands and straps excluded).
- D. Fabric covering breasts, genitals and buttocks must be opaque.
- E. Hats, hoodies and headwear may not be worn in school. Medical and religious exemptions will be made.

- F. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- G. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

In addition, HMS will follow the School Dress Code Policy as determined by the HPS School Committee.

EXPULSION AND RECORDS (JIC, JI)

According to the Massachusetts Educational Reform Act of 1993, students may be subject to expulsion from school by the school principal for the following reasons: a. Being in possession on school premises or at a school-sponsored or school-related event, including athletic games, of a dangerous weapon including but not limited to a knife or gun; or possession/use of a controlled substance as defined by Chapter 94C including, but not limited to, marijuana, cocaine, and heroin; and b. assault of a member of the educational staff on the school premises or at any school-sponsored event or school-related event, including athletic games. In addition, students may be expelled as a result of a felony charge, conviction, or admission, with a right of appeal to the superintendent.

Additionally, a student transferring into a local school system must provide the new school system with a complete discipline record. Said record shall include, but not be limited to, any incident involving suspension or violation of criminal acts or any incident reports in which the student was charged with a suspendable act. Complete copies of this law are available at the Superintendent's office.

MEMORANDUM OF UNDERSTANDING (KLG)

A Memorandum of Understanding has been agreed to and established between the Hingham Public Schools and the Hingham Police Department. Copies are available at the school.

PHYSICAL RESTRAINT POLICY (JKAA)

Hingham Public Schools' students may in rare circumstances require physical restraint when non-physical interventions would not be as effective and the student's behavior poses a threat of imminent, serious physical harm to self and/or others. Such physical restraint should be limited to the use of such reasonable force as necessary to protect a student or another member of the school community from assault or imminent, serious physical harm. Such incidents of restraint must be reported to an administrator and a report filed with MA Department of Elementary and Secondary Education. Parents/guardians will be notified.

SAFETY ENVIRONMENT (EBA, JIC, JI)

The middle school is committed to maintaining a safe and caring environment. The principal of the school may require an outside risk assessment of any student who possesses a threat to the safety of others or the school. When a student makes a threat, uses threatening behavior, or if there is concern that the student's behavior indicates an escalation for violence, administration will be notified and parents/guardians will be notified immediately. Local safety officials may also be notified. Examples may include:

- Student directly or indirectly threatens to harm a person, group, and/or entire school.
- Artistic, written or symbolic expression with disturbing and/or violent content is presented.

- Belief that someone possesses a weapon in school.
- Possession of a weapon.
- Student is demonstrating any imminent warning signs or a cluster of early warning signs.
- Student makes threat to harm or kill self or (along with indicators of harm) others.
- Student has escalating pattern of behavior that has been resistant to intervention at school.
- Other reasons for assessment as determined by the principal.

In addition, an internal threat assessment will be completed by the school.

TOBACCO PRODUCTS (ADC, JICH)

Refer to the Code of Discipline

Punishment for violation of the tobacco policy is automatic, as follows:

- First offense:** -one-day “in-school” suspension from all classes and school activities.
Second offense: -three-day suspension from all classes and school activities.
Third offense: -five-day suspension from all classes and school activities.

Further violations: Minimum of five-day suspension with additional penalties to be determined by the school administration.

Students found to be carrying cigarettes or other tobacco products will be subject to consequences and the item(s) will be confiscated.

DRUGS AND ALCOHOL (JICH,

Students shall not use, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. Parents/guardians and police will be notified. Refer to Code of Discipline.

The use or possession of alcoholic beverages or other controlled substances or being under the influence of any drug including alcohol is prohibited on school property, at any school function, or at any school sponsored event or in school owned or operated vehicles. Students violating this policy will be barred from that activity and may be subject to disciplinary action.

EVACUATION DRILLS (JL)

Drills at regular intervals are an important safety precaution. It is essential that, when the first signal is given, everyone obey orders promptly and leave the building by the prescribed route as quickly as possible. Students shall line up quietly outside the building and attendance will be taken. Students are not to re-enter the building until the Fire Department has declared it safe to do so.

EVACUATION GUIDELINES

System-wide evacuation (for storms or local incidents). This decision would be made at the office of The Superintendent of Schools.

System-wide evacuation (for an eventuality that is regional, such as a terrorist threat, power plant incident, etc.) - This decision would likely be made by someone other than school personnel.

At this time, the only alternatives would be to hold students at school until the regular dismissal time (or later if needed),

OR

dismiss all students early using the normal dismissal procedures in a timely manner. Public announcements would be made and notification of working elementary parents/guardians would be attempted. There are concerns, however, about whether or not parents/guardians could get home to receive students. Parents/guardians should have their own neighborhood contingency plans, with backup plans for childcare/supervision. It is important that parents/guardians discuss and review such plans with their children. The school system does not have the bus capacity to relocate all students simultaneously and alternate sites for any mass evacuation out of town have not been identified. The school system is not included in the district for which there is a Plymouth Power Plant evacuation plan.

Single building evacuation (such as for fire or problems with heat, power, or plumbing). This decision will be made by the Principal in consultation with the Office of the Superintendent of Schools.

Middle school students would be relocated to the high school by bus and dismissed from there on regular route buses. With an incident within an hour or so of the close of school, an early dismissal routine is likely, with the assumption that students of this age could be at home alone for a short time. As an alternative to dismissal at the school site, students would walk to the Resurrection Church parking lot and be dismissed from there using the regular routes and schedules.

FIREARMS (JIC)

The possession of a firearm on school property is a crime as defined under Chapter 269, Section 10 of the Massachusetts General Laws. Punishment could be a fine of not more than one thousand (\$1,000) dollars or by imprisonment for not more than one year, or both. Students may also face expulsion. Refer to Code of Discipline.

SCHOOL BUS PROTOCOLS (ECAF, EEA, EEAA, EEAE, JICC, JI, JK)

NOTE: Misconduct which threatens the **safe operation** of the motor vehicle may result in the immediate suspension of busing privilege for a minimum of two weeks.. A subsequent offense may result in the suspension of busing privileges for the remainder of the school year.

Good behavior is expected at all times whether waiting for, boarding, or riding the bus to assure the safety of all passengers. Parents/guardians of students are responsible for their supervision until the student boards the bus in the morning and after the student leaves the bus at the end of the day. When a student boards the school bus they become the responsibility of the school system. Because the bus is an extension of the school, the School Committee requires students to conduct themselves in the same manner established for school behavior. The bus driver is required to report violations of school bus rules and regulations to the building principal or designee and the transportation coordinator.

The building principal or designee will inform the parents/guardians immediately of the misconduct and will request parent/guardian cooperation in correcting the student's behavior. If a student is reported three times to the building principal for misconduct on the school bus, the student's

busing privileges will be suspended for a period not to exceed ten school days. The parent/guardian of the student will be notified and they will be informed that they are responsible for their child's transportation to and from school during the period of suspension. A subsequent offense will result in the suspension of busing privileges for the remainder of the school year.

All substances prohibited on school grounds are likewise prohibited on school buses and students who violate this policy shall be subject to the same punishment as that administered for said violations on school grounds.

CAMERAS ON SCHOOL BUSES (ECAF)

Hingham school buses may be equipped with interior video cameras. The purpose of the cameras is to encourage proper bus behavior, allowing the bus driver to focus attention on the important job of driving. Videotapes will be viewed by the Supervisor of Transportation and the Building Principal or Assistant Principal if there is a question related to misbehavior on a school bus. Videotapes are reused (taped over) on a regular basis.

SAFETY/BEHAVIOR RULES (EEAEC, JICC)

1. **Obey the driver at all times. They are looking out for your safety and they need your cooperation to drive the bus safely.**
2. Wait behind the safety line and enter the bus in an orderly fashion, going directly to a seat. Students must remain in this seat until their destination is reached. Do not change seats while the bus is moving.
3. There will be no rough-housing, littering or defacing of the bus.
4. Loud and vulgar language is prohibited.
5. Students should keep their hands, arms, legs, and head inside the bus.
6. Nothing is to be thrown from the bus.
7. The aisle of the bus should be kept clear of feet, books, athletic equipment, and musical instruments.
8. Do not push when boarding or leaving the bus.
9. The emergency door is for emergencies only. Do not touch safety equipment on the bus.
10. Students must not open or close windows without the permission of the driver.
11. Students will be courteous to the driver, to fellow students, and to passengers.
12. There will be no smoking/vaping on the bus.
13. Students who refuse to obey the directions of the bus driver, or refuse to obey regulations, forfeit their right to ride the bus.
14. According to Hingham School Committee Policy, a student will receive a bus letter reporting any inappropriate behavior on a bus. After three such communications are received during a single school year, the student will be suspended from all buses for 5 to 10 days. A fourth offense will result in the loss of bus privileges for the remainder of the year. **If the situation is serious enough, a student may be removed from the bus at the first offense.** As noted above, behavior that threatens the safe operation of the bus will result in immediate suspension of privileges; any further behavior that threatens the safe operation will result in suspension of bus privileges for the remainder of the school year.
15. No special stops will be made as favors to students or parents/guardians. Students are to be picked up and discharged at their regularly scheduled stops only.

16. Parents/guardians should make all requests for changes to the transportation office by calling 781-741-1510.
17. Students are allowed to ride **only the bus to which they are assigned**. The exceptions to this rule are as follows:
 - a) A student is required to do a group project by a teacher. In such cases, a request in writing from a parent/guardian, must be signed by the teacher, given to an administrator in the a.m. for signature. A bus pass then will be issued to be given to the bus driver.
 - b) A student is staying overnight with another family for an extended period of time while their parent/guardian is away.
18. Students who live less than 1.5 miles from the school are not assigned a bus and may not use bus transportation except as stated in # 17.

PARENT/GUARDIAN DROP-OFF AREA (EEAJ)

At all times the guiding consideration is to maintain a safe, orderly, and efficient dismissal for all of our students. It has been noted that there are more and more parent/guardian vehicles in the main parking lot at dismissal time each day.

VISITORS AND SECURITY (KI, KBA, IJOC, ADDA, IHBA)

We welcome parents/guardians to our school. All parents/guardians and visitors must report to the main office, sign in, identify their intended location and receive a visitor's badge before going to other parts of the school building. (To ensure security during the school day, all doors will be locked for entry, but not for exit.)

A full set of school committee policies are available on the District Web site or may be accessed directly through this [Link](#) to Policies. Frequently Accessed School-Related Policies are listed below:

[AC-2- NONDISCRIMINATION](#)

[ACA - NONDISCRIMINATION ON THE BASIS OF SEX](#)

[ACAB - SEXUAL HARASSMENT](#)

[ACE - NONDISCRIMINATION ON THE BASIS OF DISABILITY](#)

[BDFA - SCHOOL COUNCILS](#)

[EBA -SAFE SCHOOLS POLICY](#)

[JB - EQUAL EDUCATIONAL OPPORTUNITIES](#)

[JBB - EDUCATIONAL EQUITY](#)

[JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES](#)

[JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN](#)

[JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE](#)

[JH - STUDENT ABSENCES AND EXCUSES](#)

[JIC - STUDENT DISCIPLINE](#)

JICA - STUDENT DRESS CODE

JK - STUDENT CONDUCT

JICC (also EEAEC) - STUDENT CONDUCT ON SCHOOL BUSES

JICFA - PROHIBITION OF HAZING

JICFA-E - HAZING

JICFB - BULLYING PREVENTION

JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

JIH - SEARCHES AND INTERROGATIONS

JJA - STUDENT ORGANIZATIONS

(The information contained in this Agenda Book was updated on 8/1/22)

PARENT/GUARDIAN/STUDENT SIGNATURE PAGE

I have read the Hingham Middle School Student/Parent/Guardian Handbook and the Home/School Partnership Contract and agree to obey the rules, regulations and policies of the school. (Student please **print** your name)

STUDENT NAME _____ Y.O.G. _____ H.R. _____
(clearly print full name)

SIGNATURE OF STUDENT DATE

I have read the Hingham Middle School Student/Parent/Guardian Handbook and the Home/School Partnership Contract, and agree to have my child abide by the rules, regulations and policies of the school.

SIGNATURE OF PARENT/GUARDIAN DATE

Note: Some school activities are videotaped for use on cable, and photographs of school activities and/or student's receiving awards or other such honors may be taken by the press. Parents/guardians who do not want their child to participate in video recording or newspaper pictures, etc., must notify the principal **in writing** of their explicit request that their child not appear in such photos or videos.



PUBLIC SCHOOLS

Rules of the Road

➤ **Treat each other with care and respect**

Be kind.

Do not hurt anyone with your words, body, or any object.

➤ **Support a positive learning environment**

Be cooperative.

Do not interfere with teaching or learning.

➤ **Be serious about learning**

Work hard and honestly.

Pay attention and follow directions.

➤ **Take care of your school**

Do not damage, destroy, or steal any property.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:	Dr. Margaret Adams	June 26, 2023
	Nes Correnti, on behalf of	
Evaluator:	Hingham School Committee	June 26, 2023
	Name	Signature
		Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	X Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Based on the evaluation provided, it is evident that Dr. Adams is regarded as an intelligent, thoughtful, and effective leader who prioritizes the needs of students. She has displayed several attributes of a successful leader, including being a diligent worker, demonstrating commitment to the staff and community, and introducing improved processes and communication within the Hingham Public School system.

Dr. Adams is recognized for her efforts in assembling a strong Central Office team to stabilize leadership, particularly in the aftermath of the global pandemic and previous leadership changes. She has also emphasized the importance of innovation and data-driven approaches to education for both students and staff. Collaboration and working to establish a shared vision with other administrators and staff throughout the district have been key aspects of her leadership.

The evaluation highlights Dr. Adams' ability to effectively communicate her measurable goals to the leadership team, School Committee, and community. Feedback from the community, educators, and students has been actively sought through surveys, focus groups, and the information was delivered in thoughtful, high-quality presentations to ensure a comprehensive understanding of the district's needs. The regular updates provided by Dr. Adams, including weekly emails detailing completed tasks and district happenings have been appreciated and have helped stakeholders stay informed. Furthermore, the consistency of communication from principals to each school has been improved under her leadership.

Overall, Dr. Adams has had a remarkable first year in her role, and the evaluation emphasizes the positive impact she has made on the Hingham Public School system. The high expectations set for her have been met and her leadership has been regarded as a valuable asset to the district.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	<ul style="list-style-type: none"> ● I-E-1. Data-Informed Decision Making ● I-E-2. Plans and Goals ● II-E-1. Fiscal Systems ● III-A-2. Community and Stakeholder Engagement ● IV-A-2. Mission and Core Values ● IV-A-3. Meeting 	Ensure district's progress on district and school goals by collaborating with principals and other district leaders to ensure continued progress as measured by established student learning, professional practice, and school improvement goals aligned with the district's strategic plans completed by June 2023.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Professional Practice Goal	<ul style="list-style-type: none"> ● I-D-1. Educator Goals ● I-E-1. Data-Informed Decision Making ● I-E-2. Plans and Goals ● III-C-1. Culturally Proficient Communication ● IV-B-1. Policies and Practices 	Apply the skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program as evidenced by the completion of key benchmarks including entry plan, report entry plan findings, and strategic planning by June 2023.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

District Improvement Goal 1	<ul style="list-style-type: none"> • I-E-2. Plans and Goals • II-E-1. Fiscal Systems • III-A-2. Community and Stakeholder Engagement • III-C-1. Culturally Proficient Communication • IV-D-2. Continuous Learning of Administrator 	By June 2023, develop comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Overall, Dr. Adams has made positive strides in her first year as a Superintendent, demonstrating effective leadership and a commitment to addressing the critical needs within the district. She had a strong start on executing the strategic plan of the district. Results of this goal can be summarized as follows: <ol style="list-style-type: none"> 1. Dr. Adams successfully targeted the areas of communication and technology that were identified as critical needs for the district. She developed comprehensive plans for communication and technology for the district and implemented many of the proposed improvements immediately. 2. Dr. Adams and her staff delivered high-quality presentations that were data-driven and identified both the strengths and challenges of relevant departments and the district as a whole. 3. Dr. Adams demonstrated strength in setting the direction for the schools. By aligning decisions and plans with the strategic plan, she garnered support from the town, district leadership, teachers, and staff of Hingham Public Schools. This approach helps foster a cohesive vision for the district. 4. Dr. Adams laid a strong foundation for future work within the district. Through her efforts in communication, technology, direction setting, stakeholder engagement, and relationship building, she has successfully commenced work on the district’s strategic plan and has set a positive trajectory for the district. 5. Dr. Adams and her team have developed a process for curriculum review, which includes looking beyond the district for successful practices, such as the Innovative Schools Learning Excursion in Casco Bay, Maine. 6. There have already been improvements in programming, such as the addition of new pathways program, dual enrollment college courses, civics town meeting in Grade 3, civic projects in Grades 8 and 10, a pre-K Spanish immersion program, and support for an expansion of METCO enrollment. 				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Dr. Adams' entry process was commendable considering the challenges the district was facing. The fact that she was able to navigate through these obstacles speaks to her exemplary leadership skills. The series of events she had to tackle, including a special town meeting for a building project, forming a new leadership team, and validating and communicating the substantial budget needs that resulted in the first Proposition 2 ½ tax override in Hingham since 2009, were extraordinary challenges for an individual at the beginning of her superintendent career. Results of this goal can be summarized as follows: <ol style="list-style-type: none"> The year was marked by transitions in the schools. Dr. Adams and the central office created a road map for transitions within the schools, which was largely effective in marking out Hingham's direction and identifying the necessary steps to get there. The school improvement plan process has improved, allowing School Councils and staff to work more effectively. Many School Council members found the training session offered by Dr. Adams in the Fall particularly helpful. Dr. Adams made regular visits to the buildings and her presence was meaningful to students, as evidenced by their recognition and greetings. Dr. Adams and her team have developed a process for curriculum review, which includes looking beyond the district for successful practices, such as the Innovative Schools Learning Excursion in Casco Bay, Maine. 				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Adams has demonstrated proficient leadership and maintained momentum, promoting professional development, fostering relationships with stakeholders, and addressing areas identified through the strategic plan as needing improvement. Her proactive approach, commitment to equity and focus on collaboration bode well for the continued progress of the district. Results of this goal can be summarized as follows: <ol style="list-style-type: none"> Dr. Adams ensured that district stakeholders were well-informed about the findings and implementation process. This highlights her commitment to transparency and collaboration, which is crucial for building trust and support within the community. Dr. Adams actively engaged with stakeholders, seeking feedback, ideas, and learning about the district. This signifies her commitment to collaboration and understanding the needs and perspectives of various stakeholders. Dr. Adams began to rebuild relationships among families and educators within the district. This acknowledgement indicates her understanding of the importance of strong relationships in a successful education environment. Dr. Adams laid a strong foundation for future work within the district. Through her efforts in communication, technology, direction setting, stakeholder engagement, and relationship building, she has successfully commenced work on the district's strategic plan and has set a positive trajectory for the district. Dr. Adams made efforts to meet with various parent groups to foster stronger relationships. However, there is room for improvement in two-way communication to foster a better understanding among stakeholders when there are necessary updates in curriculum and school traditions. Nevertheless, Dr. Adams is well-positioned to address these areas. 				

6. There is recognition of the importance of diversity in the district, but more work is needed to create an environment where all administration, faculty, and students feel safe and that they belong. The additional professional development, action plan from the equity audit, and ongoing review of policies and procedures will be instrumental in helping Dr. Adams move the district forward in this goal. Overall, Dr. Adams has shown proficient leadership and has taken positive steps to address areas of improvement and maintain momentum in the district.
7. Some parents and staff members have described Dr. Adams' communication style as abrupt. This suggests that there may be room for improvement in how she communicates with different stakeholders.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Focus Indicator (check if yes)				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p>Dr. Adams has made positive strides in her first year as a Superintendent, demonstrating effective leadership and a commitment to addressing the critical needs within the district. She had a strong start on executing the strategic plan of the district. Dr. Adams has demonstrated proficient leadership and maintained momentum, promoting professional development, fostering relationships with stakeholders, and addressing areas identified through the strategic plan as needing improvement.</p> <p>Results of this goal can be summarized as follows:</p> <ol style="list-style-type: none"> 1. The first year of being a superintendent is a steep learning curve yet Dr. Adams was able to quickly learn and adapt to the demands of the position. 2. Dr. Adams successfully targeted the areas of communication and technology that were identified as critical needs for the district. She developed comprehensive plans for communication and technology for the district and implemented many of the proposed changes immediately. 3. Dr. Adams and her staff delivered high-quality presentations that were data-driven and identified both the strengths and challenges of relevant departments and the district as a whole. 4. Dr. Adams demonstrated strength in setting the direction for the schools. By aligning decisions and plans with the strategic plan, she garnered support from the town, teachers, and staff of Hingham Public Schools. This approach helps in fostering a cohesive vision for the district. 5. Dr. Adams laid a strong foundation for future work within the district. Through her efforts in communication, technology, direction setting, stakeholder engagement, and relationship building, she has successfully commenced work on the district's strategic plan and has set a positive trajectory for the district. 6. Dr. Adams attended all the content sessions provided by the New Superintendent Induction Program and completed all outlined assignments, although it appears Dr. Adams has not met with the NSIP coach since February 2023, which may have been a missed opportunity for professional development. 7. Dr. Adams did not take advantage of meeting with a separate, self-selected superintendent mentor as provided for in her contract and this was a missed opportunity for additional support and guidance that the Committee believed was important for a new superintendent. 				



FY23 Superintendent Evaluation – Dr. Margaret Adams

Goal #1: Effective Entry and Direction Setting

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

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

Overall, Dr. Adams has made positive strides in her first year as a Superintendent, demonstrating effective leadership and a commitment to addressing the critical needs within the district. She had a strong start on executing the strategic plan of the district.

Based on the information from the committee, the results of this goal can be summarized as follows:

1. The first year of being a superintendent has a steep learning curve. Dr. Adams was able to quickly learn and adapt to the demands of the position.
2. Dr. Adams successfully targeted the areas of communication and technology that were identified as critical needs for the district. She developed comprehensive plans for communication and technology for the district, and implemented many of the proposed changes immediately.
3. Dr. Adams ensured that district stakeholders were well-informed about the findings and implementation process. This highlights her commitment to transparency and collaboration, which is crucial for building trust and support within the community.
4. Dr. Adams' entry process into the district was exemplary, particularly in light of the challenges faced by the district.
5. Dr. Adams and her staff delivered high-quality presentations that were data-driven and identified both the strengths and challenges of relevant departments, and the district as a whole.
6. Dr. Adams demonstrated strength in setting the direction for the schools. By aligning decisions and plans with the strategic plan, she ensured that the support of the town, teachers, and staff of Hingham Public Schools was secured. This approach helps in fostering a cohesive vision for the district.

7. Dr. Adams actively engaged with stakeholders, seeking feedback, ideas, and learning about the district. This signifies her commitment to collaboration and understanding the needs and perspectives of various stakeholders.
8. Dr. Adams began to rebuild relationships among families and educators within the district. This acknowledgement indicates her understanding of the importance of strong relationships in a successful education environment.
9. Dr. Adams laid a strong foundation for future work within the district. Through her efforts in communication, technology, direction setting, stakeholder engagement, and relationship building, she has successfully commenced work on the district's strategic plan and has set a positive trajectory for the district.

Goal 2: Maintaining Momentum During the Transition

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

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

Dr. Adams has demonstrated proficient leadership and maintained momentum, promoting professional development, fostering relationships with stakeholders, and addressing areas identified through the strategic plan as needing improvement. Her proactive approach, commitment to equity and focus on collaboration bode well for the continued progress of the district.

Based on the information from the committee, the results of this goal can be summarized as follows:

1. The year was marked by transitions in the schools. Dr. Adams and the central office created a road map for transitions within the schools, which was largely effective in marking out Hingham's direction and identifying the necessary steps to get there.
2. The school improvement plan process has improved, allowing School Councils and staff to work more effectively. Many School Council members found the training session offered in the Fall particularly helpful.
3. Dr. Adams made regular visits to the buildings; her presence was meaningful to students, as evidenced by their recognition and greetings.
4. Presentations given by Dr. Adams and her staff were of excellent quality; Dr. Adams empowered her team to give presentations when appropriate.
5. Dr. Adams and her team have developed a process for curriculum review, which includes looking beyond the district for successful practices, such as the Innovative Schools Learning Excursion in Casco Bay, Maine.

6. Dr. Adams made efforts to meet with various parent groups to foster stronger relationships. However, there is room for improvement in two-way communication and better understanding of others' cultures and values across schools. Nevertheless, Dr. Adams is well-positioned to address these areas.
7. There is recognition of the importance of diversity in the district, but more work is needed to create an environment where all administration, faculty, and students feel safe and that they belong. The additional professional development, action plan from the equity audit, and ongoing review of policies and procedures will be instrumental in helping Dr. Adams move the district forward. Overall, Dr. Adams has shown proficient leadership and has taken positive steps to address areas of improvement and maintain momentum in the district.

Goal 3: (Professional Practice) New Superintendent Induction Program

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

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

Dr. Adams has made positive strides in her first year as a superintendent, demonstrating proficient execution of her third goal relating to the New Superintendent Induction Program.

Based on the information from the committee, the results of this goal can be summarized as follows:

1. Dr. Adams attended all the content sessions provided by the New Superintendent Induction Program and completed all outlined assignments.
2. Dr. Adams has been proactive in seeking out new ideas and solutions to issues that have arisen.
3. There have already been improvements in programming, such as the addition of new pathways program, dual enrollment college courses, civics town meeting in Grade 3, and projects in Grades 8 and 10.
4. Dr. Adams did not take advantage of meeting with a separate superintendent mentor, which was provided for in her contract. This may have been a missed opportunity for support and guidance.
5. Dr. Adams has not met with the NSIP coach since February 2023, which also appears to be a missed opportunity for professional development and growth.
6. Some parents and staff members have described Dr. Adams' communication style as abrupt. This suggests that there may be room for improvement in how she communicates with different stakeholders.

Overall:

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

Based on the evaluation provided, it is evident that Dr. Adams is regarded as an intelligent, thoughtful, and effective leader who prioritizes the needs of students. She has displayed several attributes of a successful leader, including being a diligent worker, demonstrating commitment to the staff and community, and introducing improved processes and communication within the Hingham Public School system.

Dr. Adams is recognized for her efforts in assembling a strong Central Office team to provide stable leadership, particularly in the aftermath of the global pandemic and previous leadership changes. She has also emphasized the importance of innovation and data-driven approaches to education for both students and staff. Collaboration and the establishment of a shared vision with other administrators and throughout the district have been key aspects of her leadership.

The evaluation highlights Dr. Adams' ability to effectively communicate her measurable goals to the leadership team, School Committee, and community. Feedback from the community, educators, and students has been actively sought through surveys, focus groups, and presentations to ensure a comprehensive understanding of the district's needs. The regular updates provided by Dr. Adams, including weekly emails detailing completed tasks and district happenings, have been appreciated and have helped stakeholders stay informed. Furthermore, the consistency of communication from principals to each school has been improved under her leadership.

Overall, Dr. Adams has had a remarkable first year in her role, and the evaluation emphasizes the positive impact she has made on the Hingham Public School system. The high expectations set for her have been met, and her leadership has been regarded as a valuable asset to the district.

MEMORANDUM

TO: Dr. Margaret Adams, Superintendent of Schools
Katie Roberts, Assistant Superintendent of Schools
FROM: Rick Swanson, Hingham High School Principal
RE: Edgenuity Credit Recovery
DATE: June 12, 2023

During the 2023-2024 school year, Hingham High School (HHS) intends to pilot a credit recovery program, Edgenuity, that is used by several area districts.

The purpose of this memorandum is to request the approval of a fee of \$200 per course to students participating in the courses. The purpose of the fee is to support some of the cost of the courses while also providing an additional incentive for both students and families to take responsibility for the course. For any students not able to pay the amount due to financial hardship, the fee would be waived. The amount is consistent with the fee charged in surrounding districts for the same type of programming.

Edgenuity is an online platform that provides full courses aligned to the Massachusetts State Curriculum Frameworks across all content areas. Students in need of summer school could enroll in an online course to complete the needed courses for credit recovery. HHS intends to use the courses for students who have failed to meet course requirements during the school and not for acceleration.

The Hingham Education Foundation generously funded a stipend to cover a coordinator for the pilot year.



Amy Jackson
Director of METCO

HINGHAM PUBLIC SCHOOLS

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To: Margaret Adams, Superintendent of Schools
Aisha Oppong, Director of Finance and Operations

From: Amy Jackson, Director of METCO

Date: June 20, 2023

Subject: METCO Grant Award

In FY23, the METCO program was awarded \$500k in grant funding by the state of Massachusetts, specifically earmarked for this purpose. The REI working group (composed of superintendents, METCO Directors, and DEI Directors representing eight METCO school districts) has allocated \$250k of this funding to be distributed as grants to METCO district partners.

The Hingham Public Schools has been awarded a professional development Racial Equity Inclusion grant from METCO Inc for \$15,000. METCO Inc reported that it was a highly competitive grant process as a number of grant proposals were received.

The purpose of the Hingham grant proposal is to support the district Leadership Team in participating in a monthly Professional Learning Community to support the implementation of the district's equity goals in the strategic plan and recommendations of the district's equity audit. The team will read the book, The Inner Work of Racial Justice by Rhonda Magee. The trainer from the Equity Process will facilitate monthly small group discussions with the Leadership Team that supports their implementation of the findings of our equity audit. By supporting our Leadership Team to grow in implementing the district's equity goals, we will also support all of our students, including our METCO students, to access equitable and inclusive learning environments.

HINGHAM SCHOOL COMMITTEE

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

**School Committee Meeting Dates
 2023-2024 School Year**

Year	Month	Date	Time	Location
2023	September	11	7:00 PM	TBD
		18	7:00 PM	TBD
		23	8:00 AM – 11:00 AM School Committee Workshop	TBD
	October	2	7:00 PM	TBD
		16	7:00 PM	METCO, Inc.
		30	7:00 PM	TBD
	November	13	7:00 PM	TBD
		27	7:00 PM	TBD
	December	11	7:00 PM	TBD
2024	January	8	7:00 PM	TBD
		22	7:00 PM	TBD
	Feb	5	7:00 PM	TBD
		26	7:00 PM	TBD
	March	12	7:00 PM	TBD
		25	7:00 PM	TBD
	April	8	7:00 PM	TBD
		29	6:30 PM (Town Meeting date)	TBD
	May	6	7:00 PM	TBD
		20	7:00 PM	TBD
	June	3	7:00 PM	TBD
		17	7:00 PM	TBD