

**HINGHAM SCHOOL COMMITTEE**  
**September 11, 2023 at 6:30 PM**  
**Central North 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: 882 5876 5910**  
**Passcode: 369518**  
**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 August 29, 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 Back-to-School Update
  - 4.2 Enrollment Numbers

5. Communications
  - 5.1 Communications Received by the Superintendent
  - 5.2 Student Communications
  - 5.3 Other Communications
  
6. Unfinished Business
  
7. New Business
  - 7.1 To receive report on World Language Proficiency Testing
  - 7.2 To discuss an exploratory group to consider possibility of Spanish elementary structured immersion program
  - 7.3 To discuss Communication Plan for 2023-2024 school year and act as appropriate
  - 7.4 To discuss process for naming new elementary school and act as appropriate
  - 7.5 To discuss rate for KIA nurses and act as appropriate
  - 7.6 To discuss grants and donations and act as appropriate
  - 7.7 To review surplus materials and act as appropriate
  
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 not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:
  - To approve minutes from the Executive Session held on June 26, 2023 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 from the Executive Session held on July 10, 2023 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 from the Executive Session held on August 25, 2023 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
  - To discuss strategy with respect to Interventionists/Tutors negotiations 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:

Monday, September 18, 2023 at 6:30 PM

Saturday, September 23, 2023 at 8:00 AM

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

## HINGHAM SCHOOL COMMITTEE

August 29, 2023

### MEETING MINUTES

#### **Called to Order at 6:00 PM**

School Committee Chair Nes Correnti called the meeting to order at 6:00 PM, and began by reading the following statement for those participating remotely by zoom:

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

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

**School Committee members participating remotely:** none

**School Committee members absent:** none

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

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom. Harbormedia was also present and recorded the meeting.

**Visitors present:** HEA President Jacqueline Beaupre

**Remote visitors:** There were approximately 3 remote attendees on Zoom.

#### **Approval of minutes:**

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on August 7, 2023

#### **Questions and Comments**

There were no public comments or questions at this time.

## Superintendent's Report

- **Facilities Update for the Beginning of the School Year**

Dr. Adams summarized the memo in the meeting packet detailing the findings of all facilities. She noted some of the highlights such as security shades for doors and windows, and the replacement of Smart Boards with View Boards at the High School. Dr. Adams thanked Facilities Director Katie St. Clair and her staff for all of their work over the summer to ensure that all the buildings were ready for the students' return.

- **Personnel Report**

Dr. Adams discussed the memo from HR Coordinator Kelly Larkin listing new hires, appointments, and resignations.

Dr. Adams also noted that the enrollment in the Kids in Action program has doubled and that more staff has been hired for KIA, as well as Food Services. She also reported that there are still a few open positions at this time.

Director of Business and Support Services Aisha Oppong reported that the recently held job fair was successful.

- **Beginning of School Activities**

Dr. Adams shared the opening activities schedule, and stated that Monday they welcomed about 20 new teachers for orientation. She mentioned that Convocation this week on Wednesday will be for returning teachers, and support staff on Thursday.

## Communications

Assistant Superintendent mentioned that this year will be the kick off of the new Elementary Reading Program.

## Unfinished Business

none

## New Business

### Superintendent's goals for the 2023-2024 school year

Dr. Adams gave a presentation which included a self-assessment of the four standards outlined in DESE's Superintendent rubric which include Instructional Leadership, Management and Operations, Family and Community Engagement, Professional Culture. The presentation then included goals for the coming school year listing key actions, benchmarks, and standards addressed for each of the following goals:

- Effective Entry and Direction Setting
- Strengthening Procedures for Hiring, Recruitment, and Retention
- Develop a Comprehensive Program Evaluation of Student Services
- Professional Practice: New Superintendent Induction Program

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve Dr. Adam's superintendent goals for the 2023-2024 school year.

### **Goals for Student Services for 2023-2024**

Dr. Barbara Cataldo shared the goals for Student Services for the coming school year which included:

- Student Services Entry Plan
- Support Program Review
- Strengthen Communication
- Collaborate with the Hingham Families and Community
- Organize a training program for the rollout of the new IEP that will be implemented in September 2024

Matt Cosman and Tim Dempsey commented, thanking Dr. Cataldo for her efforts and for being open to meeting with families, noting that they had received positive feedback from some members of the community.

### **Review of the "Leadership and Governance" standard for Comprehensive Program Review**

The Committee Discussed the standard related to Leadership and Governance in DESE's Comprehensive review and discussed notes added by Kerry Ni.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to accept the changes and approve the Leadership and Governance Standard in the DESE Program Review

### **Grants and Donations**

Director of Business and Support Services Aisha Oppong discussed a memo from Athletic Director Jim Quatromoni detailing the donation of a sound system for the Hingham High School gymnasium. The memo explains that Spiros and Athena Giannaros are donating \$15,000 for the materials required for a new sound system in the Hingham High School Gymnasium, and that Sachindra and Melanie Nimboorkar are donating \$5,700 for the labor required to install the new sound system.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to accept \$20,700 in donations from the Giannaros and Nimboorkar families to install a new sound system in the Hingham High School gymnasium. The equipment, material and supplies will become the property of Hingham Public Schools.

### **Declaration of Surplus**

none

### **Subcommittee and Project Reports/Warrants Signed**

- Matt Cosman reported that the Hingham Education Foundations meets on September 12<sup>th</sup>, and that he will be working on scheduling a meeting of the Special Education Subcommittee.
- Alyson Anderson reported that the Policy Subcommittee will be meeting on September 21<sup>st</sup>.
- Tim Dempsey reported that the Educational Programming Subcommittee will be meeting in late September.
- Kerry Ni reported that the Salary and Negotiations continues to hold meetings with all HEA units and with the Bus Drivers' union.
- Jen Benham reported that the Finance/Capital and Facilities Subcommittee will meet on Friday September 1<sup>st</sup>.
- Nes Correnti reported that she will represent the School Committee on the Wellness Advisory

Committee. She also noted that the School Committee will have its annual Saturday workshop meeting on September 23<sup>rd</sup> to discuss the goals of each Subcommittee.

**Other items as may not reasonable be known 48 hours in advance of the meeting**


none

On a motion by Michelle Ayer and seconded by Jen Benham



- It was **voted** to adjourn at 7:24 PM

Respectfully Submitted By: Jen Benham



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	Warrants
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	Item 2.1 Minutes of the School Committee meeting held on August 7, 2023.pdf 
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	Item 4.1 Facilities Update 2023.pdf 
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	Item 4.2 08_29_2023 Personnel Report for School Committee.docx (2).pdf 
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	Item 4.3 2023-Opening Activities (2).pdf 
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	Item 7.1 MASC_Superintendent-Evaluation_2020.pdf 
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	Item 7.1 Superintendent Goals 2023-2024.pdf 
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	Item 7.1 Superintendent Rubric.pdf 
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	Item 7.2 Update Student Services August, 2023.docx.pdf 
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	Item 7.3 District self-assessment_SC feedback.pdf 
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	Item 7.4 Hingham HS Sound System Donation.docx - Google Docs.pdf 
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## **District-Wide Special Education Program Evaluation**

### **Hingham Public Schools**

#### **Sandra C. Einsel, Ph.D.**

Sandra C. Einsel is an independent special educational consultant. She has 40 plus years of experience in special education, including as a teacher, assistant principal, counselor, principal, out of district coordinator, and head of special education for Walpole Public Schools, Holliston Public Schools and Foxborough Public Schools. Her work in special education has focused on inclusive practices, specialized programming, process and procedure, and bridging the division between general and special education. Dr. Einsel was an adjunct professor at Boston College teaching both undergraduate and graduate students in special education courses. She also participated in several federal grants awarded to Simmons College regarding inclusion of students with special needs within the general student population. The Goldin Foundation honored Dr. Einsel with the 2009 Goldin Award for Excellence in Education. Dr. Einsel earned her Ph.D. from Boston College in Special Education and Higher Education, a C.A.E.S. (a Certificate of Advanced Educational Study) in School Psychology from Boston College, a Master of Arts (M.A.) in Counseling from Boston College, and a Masters of Education (M.Ed.) in the area of Deaf/Blind, Multi-handicapped, also from Boston College. Dr. Einsel earned her Bachelor of Arts (B.A.) in Deaf Education with a minor in Early Childhood from Trinity University in San Antonio, Texas.

#### **Marlene M. Dodyk, Ph.D.**

Marlene Moskowitz Dodyk is an experienced special educator and administrator, devoted to the field of special education and program development for over 40 years, 39 of which were within the Wayland Public Schools. As the Early Childhood Coordinator/Out of District Coordinator and Director of Student Services and an ardent believer in inclusion for all students, she guided and worked collaboratively with staff, other administrators, and parents to develop high quality programs to meet the needs of students ages preschool through age 22 within the public schools. Early in her career, Dr. Dodyk was on the forefront of developing programs for students with disabilities within other extracurricular and educational programs. Currently, she continues to share her expertise consulting with local school districts and educational programs on special education program evaluation and development, conducting professional development workshops, and mentoring directors of special education. Dr. Dodyk holds a Master's degree in Special Education (M.Ed) from Boston University and a Doctorate in School Leadership and Curriculum and Instruction (Ph.D) from Boston College. Her Bachelor of Arts degree was in special education, elementary education, and psychology from Brooklyn College.



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# HPS ELEMENTARY CURRICULUM UPDATES

FALL 2023

Accessibility

Translate

High Contrast Mode

Aa Aa Aa

**K** Kathryn Roberts

Kathryn is using Smore newsletters to spread the word online.

Contact Kathryn Roberts

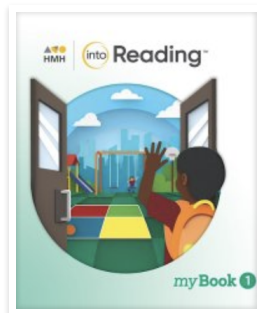


## 2023-2024 CURRICULUM INITIATIVES

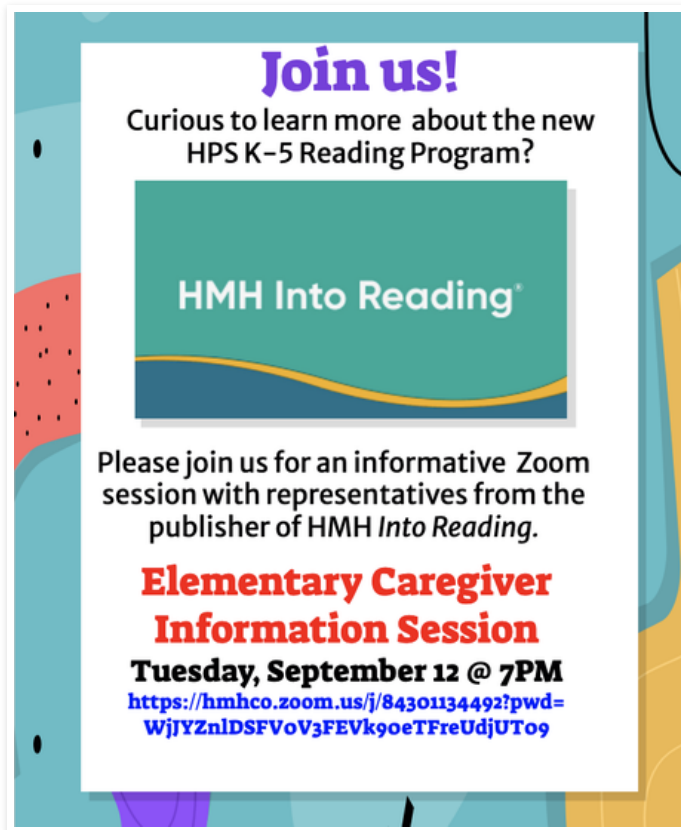
Welcome back elementary students, staff and families! The following elementary curriculum newsletter outlines district progress towards [strategic initiatives](#), as we continue to evolve and strengthen K-5 curriculum and instruction. We are looking forward to an enriching year of learning and growing!

## NEW ELEMENTARY READING PROGRAM

This fall, HPS staff will be implementing a new elementary reading program, *HMH Into Reading*, an evidence-based program, grounded in the science of reading principles. The program has received top-ratings on [Ed Reports](#) and the [DESE Curate](#) sites, which provide analysis of program quality, accessibility, and impact on student learning. Many thanks to the HPS classroom teachers who volunteered to pilot the program last winter and spring, and for the leadership of the ELA and reading staff for their coordination efforts.







**Join us!**

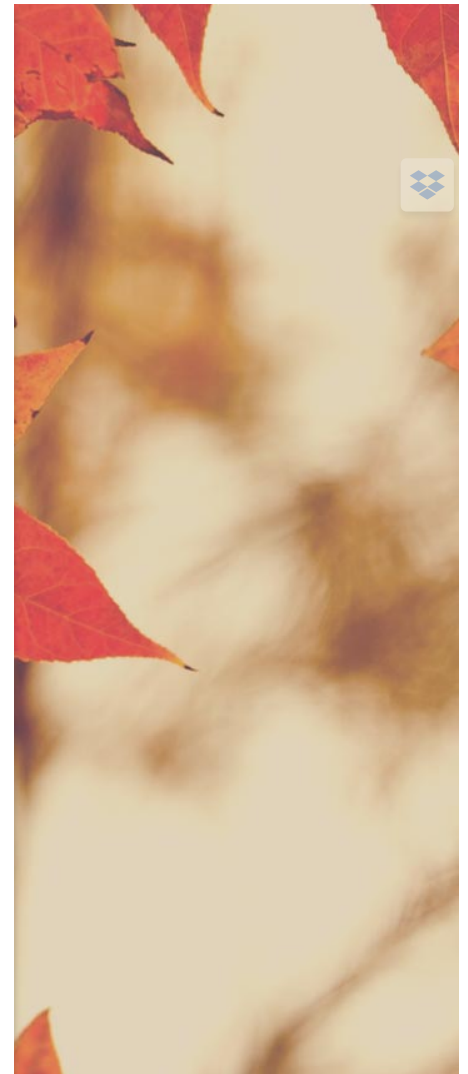
Curious to learn more about the new  
HPS K-5 Reading Program?

**HMH Into Reading®**

Please join us for an informative Zoom  
session with representatives from the  
publisher of *HMH Into Reading*.

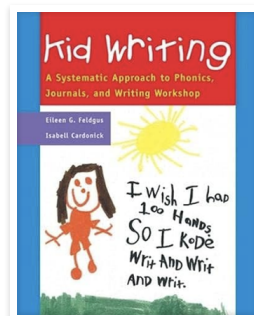
**Elementary Caregiver  
Information Session**

**Tuesday, September 12 @ 7PM**  
<https://hnhco.zoom.us/j/84301134492?pwd=WjYyZnlDSFV0V3FEVk9oeTFreUdjUT09>



## K-5 WRITING PROGRAM

Writing initiatives in kindergarten and Grade 1 will include new resources to support the writing process. K and Grade 1 students will start the year with a focus on handwriting: forming print letters and developing pencil grip, posture, and fine motor skills. In kindergarten, the *Kid Writing* program will support students' growing knowledge of phonics, spelling and the alphabet as they author their own stories. A new Personal Narrative unit will support Grade 1 teachers as they guide students to write stories from their lives. *Empowering Writers* lessons will be introduced later in the fall to create a cohesive writing curriculum for all students in K-5. Groups of teachers worked this summer to organize their grade level writing tasks so they integrate with the new reading program, science and social studies topics and grade level projects. Write on!

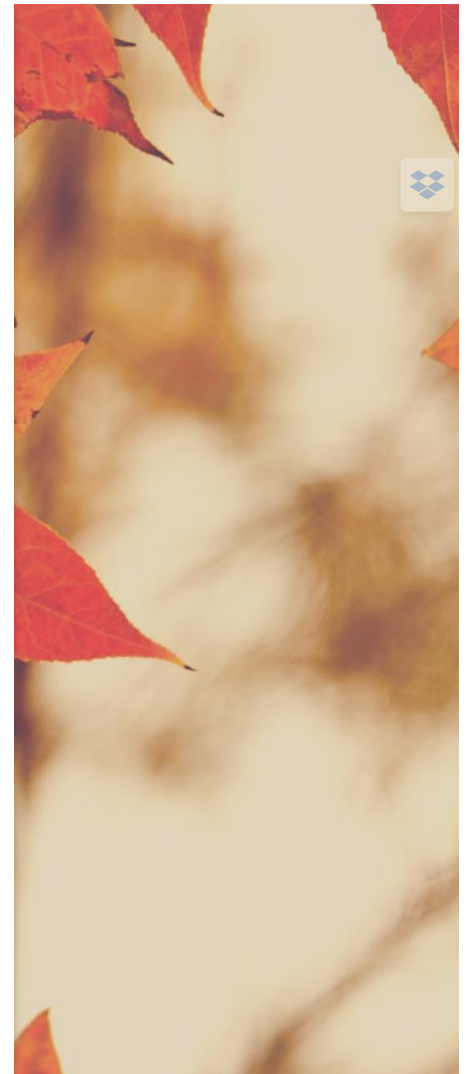


## IREADY DIAGNOSTIC & IREADY MYPATH

This year, elementary educators across the district will continue to use [iReady diagnostic assessments](#) and the [iReady myPath](#) personalized learning platform to support K-5 math and Gr. 3-5 reading instruction. iReady assessments are one component of the suite of district data used to analyze individual strengths and areas for growth, inform instructional grouping in our multi-tiered system of supports (MTSS), and monitor student progress.

## NEW GRADE 5 SOCIAL STUDIES CURRICULUM

This year, Grade 5 teachers will be piloting new social studies units aligned to the recently revised *Massachusetts History and Social Science Curriculum Framework*. The Grade 5 curriculum continues to focus on United States History, beginning with the colonial period and concluding with a new unit on the Civil War, slavery and the 20th century civil rights movement. In order to address these new standards, fifth grade teachers will participate in grant-funded professional development and pilot a new curriculum called *Investigating History*. *Investigating History* is a set of open-source social studies materials developed in partnership between MA DESE, Primary Source, and other leading scholars. The curriculum is inquiry-based and aligned to updated Massachusetts social studies standards.



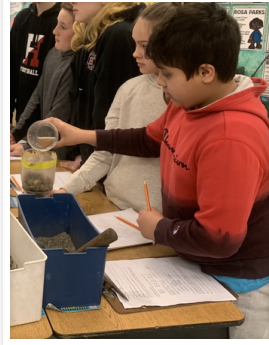
## WORLD LANGUAGE UPDATES

The World Language Department is working to develop and pilot new units aligned to the Massachusetts World Language Frameworks, published in 2021. In addition to developing students' language proficiency, the new frameworks link the use of a second language with the development of cultural competence. Through exploration of Spanish language and culture, students will develop an understanding of and appreciation for people around the world, exploring what we have in common with speakers of other languages and what we can learn from one another. The new frameworks also focus on social and emotional growth, through an exploration of students' identities, similarities, and differences.

## FINE ARTS--MUSIC NOTES

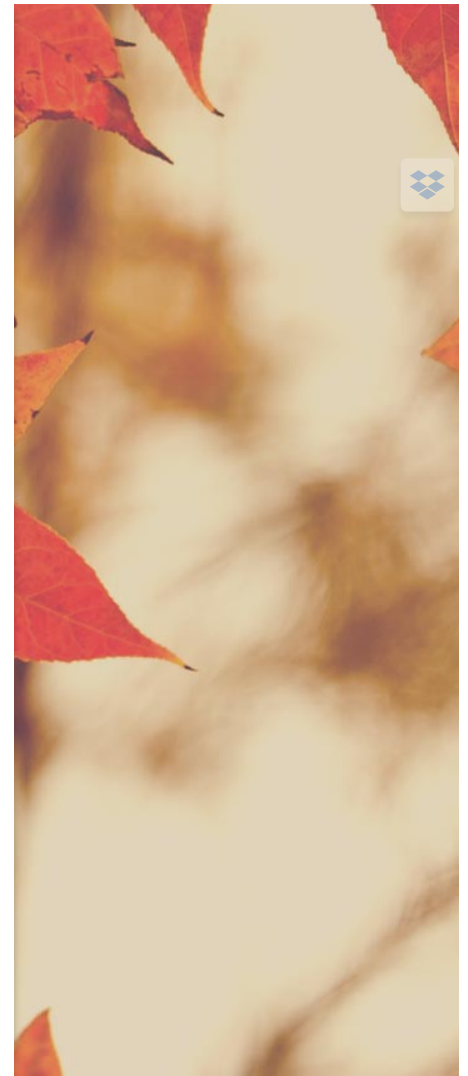
The HPS Fine Arts department, in partnership with the Kids in Action program, will continue to offer after school strings lessons for students in Grades 3 and 4 this year. The classes will consist of beginner group lessons of approximately 10 students each for 45 minutes. The curriculum will build upon the foundational concepts of music and provide exposure to stringed instruments prior to formal in-school strings offerings in Grade 5.





## SPOTLIGHT ON GRADE 5 FIELD SCIENCE

In addition to daily science lessons with their classroom teacher, Grade 5 students also meet once per six-day cycle with our district elementary science specialist for Field Science. Field Science is a hands-on, experiential course, in which students conduct investigations that reinforce life, Earth, and physical science standards in the 5th grade curriculum, explore local ecosystems, and cultivate a deeper curiosity of the natural world. In a typical class, students might investigate water samples from the Weir River and Hingham Harbor, design water filters, make shadow clocks, use microscopes to observe the diversity of life, or explore their school's nature trail.



<b><u>Curriculum Director</u></b>	<b><u>Department</u></b>	<b><u>E-mail</u></b>
Mary Andrews	ELA/Reading	mandrews@hinghamschools.org
David Jewett	Mathematics	djewett@hinghamschools.org
Michelle Romano	Science	mromano@hinghamschools.org
Andrew Hoey	Social Studies	ahoey@hinghamschools.org
Erica Pollard	World Language	epollard@hinghamschools.org
Joann Bellis	Fine Arts	jbellis@hinghamschools.org

Strategic Plan | 2022-2025

**HINGHAM**  
PUBLIC SCHOOLS

# Hingham Together

Navigating Our Future

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

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

**Our Core Values**

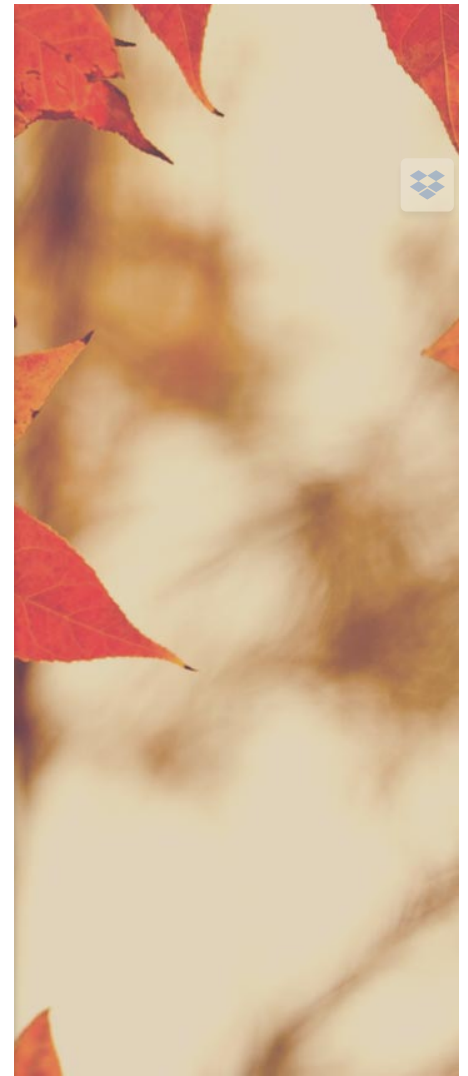
**Strategic Objectives**

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

**Community Well-being** **Student Centered** **Innovative Learning**

**Inclusivity and Belonging** **Lifelong Learning** **Personal Excellence** **Civic and Global Responsibility**

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



**FOLLOW @KROBERTSHPS ON INSTAGRAM!**



## CONTACT

Kathryn (Katie) Roberts  
Assistant Superintendent  
Hingham Public Schools

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hinghamschools.org/

**K** Connect with Kathryn Roberts

Kathryn is using Smore newsletters to spread the word online.

Contact Kathryn Roberts



### September 2023 HPS Enrollment

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total K-5
East	85	63	85	79	70	77	72	446
Foster	*	63	66	54	67	77	65	392
Plymouth River	*	44	70	57	59	66	63	359
South	*	72	84	93	78	79	87	493
<b>Total - By Grade K-5</b>	85	242	305	283	274	299	287	1690

Hingham Middle School	Grade 6	Grade 7	Grade 8	Total HMS
	295	276	283	854

Hingham High School	Grade 9	Grade 10	Grade 11	Grade 12	Post Grad	Total HHS
	258	278	264	284	2	1086

Group	Total
PreK	85
K-5	1690
6-8	854
9-12 (Plus Post Grad)	1086
<b>Total</b>	<b>3715</b>



**HINGHAM**  
PUBLIC SCHOOLS

	May 2023	September 2023	change		May 2023	September 2023	change
<b>East</b>	K=80	Grade 1= 85	+5		East Grade 5= 56	HMS Grade 6= 295	+1
	Grade 1= 78	Grade 2= 79	+1		Foster Grade 5= 74		
	Grade 2=67	Grade 3=70	+3		PRS Grade 5= 75		
	Grade 3=71	Grade 4=77	+6		South Grade 5= 89		
	Grade 4= 75	Grade 5 = 72	-3		Total Grade 5= 294		
	Grade 5=56						
					HMS Grade 6= 288	HMS Grade 7= 276	-12
<b>Foster</b>	K=62	Grade 1= 66	+4		HMS Grade 7= 289	HMS Grade 8= 283	-6
	Grade 1= 55	Grade 2= 54	-1				
	Grade 2= 68	Grade 3= 67	-1				
	Grade 3=82	Grade 4= 77	-5		HMS Grade 8= 258	HHS Grade 9= 258	No change
	Grade 4= 64	Grade 5= 65	+1		HHS Grade 9 = 284	HHS Grade 10= 278	-6
	Grade 5= 74				HHS Grade 10= 271	HHS Grade 11= 264	-7
					HHS Grade 11= 278	HHS Grade 12= 284	+6
<b>Plymouth River</b>	K= 65	Grade 1= 70	+5				
	Grade 1= 56	Grade 2= 57	+1				
	Grade 2= 57	Grade 3= 59	+2				
	Grade 3= 68	Grade 4= 66	-2				
	Grade 4 = 62	Grade 5= 63	+1				
	Grade 5=75						
<b>South</b>	K=81	Grade 1= 84	+3				
	Grade 1= 90	Grade 2= 93	+3				
	Grade 2=74	Grade 3=78	+4				
	Grade 3=80	Grade 4=79	-1				
	Grade 4= 89	Grade 5 = 87	-2				
	Grade 5=89						



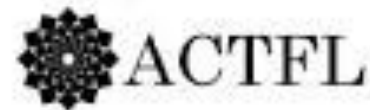
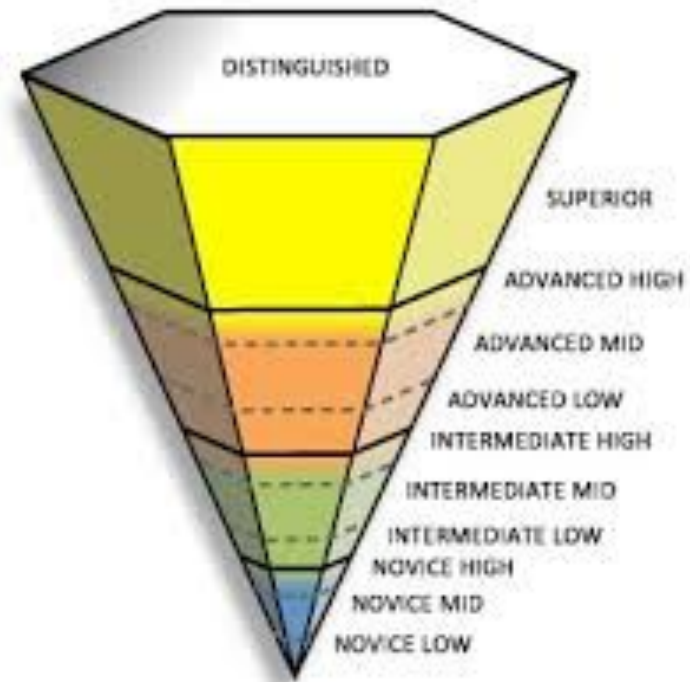


# Hingham High School Seal of Biliteracy and Proficiency Testing 2022-3 Results

Erica D. Pollard  
World Language Department Director  
September 11th, 2023

# Qualification Requirements

Students must demonstrate a proficiency level of intermediate high or higher. Intermediate high is the first level of proficiency at which students can make use of their skills in a professional setting.





# Summary of Results: Class of 2023

- 5 students received the Massachusetts Seal of Biliteracy with Distinction
- 38 students received the Massachusetts Seal of Biliteracy
- 164 students tested at Intermediate Mid or higher (out of 212 tests)



# 2023 Final Testing

	Students in final course	Advanced Low	Intermediate High	Intermediate Mid	% of students IM or higher
Spanish	171	17	52	79	86%
French	30	9	14	6	97%
Latin	30	0	4	11	50%
Chinese	13	2	0	7	69%



# Overall Progress Toward Proficiency Targets

Group	Exceeded	Met	Did Not Meet	Incomplete
Overall	68%	11%	19%	2%
Spanish-Middle School	94%	3%	0%	3%
Spanish-High School	69%	13%	17%	1%
French-Middle School	81%	4%	11%	4%
French-High School	75%	8%	17%	0%
Chinese-High School	73%	5%	21%	1%
Latin-High School	68%	11%	19%	2%



Course	Target	2022 Composite	2023 Composite	2022 Speaking	2023 Speaking
<b>Spanish</b>					
8th grade	3	3.8	4.1	3	3.2
3 Spanish 2	4	4.3	4.5	3.4	3.9
2 Spanish 2	4.25	4.9	5.1	4	5.1
3 Spanish 3	4.25	4.5	4	3.7	4.1
2 Spanish 3	5.25	5.9	6.3	5.1	5.7
3 Spanish 4	4.75	NT	4.8	NT	4
2 Spanish 4	5.5	NT	6.1	NT	5.3
2 Spanish 5	5.75	5.6	5.9	5.2	5
3 Spanish 5	5	4.8	5.1	4.3	4.4
AP Spanish Literature	6.5	6.5	6.3	5.7	5.6



Course	Target	2022 Composite	2023 Composite	2022 Speaking	2023 Speaking
<b>French</b>					
8th grade	3	3.5	3.7	3	3.1
3 French 2	4	4.1	4.2	3.7	3.3
2 French 2	4.25	5.4	5.2	4.5	4.3
2 French 3	5.25	NT	6.5	NT	5.4
3 French 3	4.25	4.3	4.5	3.6	3.7
2 French 4	5.5	4	6.4	4.5	5.5
3 French 5	5	4.1	NT	3.5	NT
2 French 5	5.75	5	5.9	4.1	5.1
AP French	6	5.7	7	4.9	6.2



Course	Target	2022 Composite	2023 Composite	2022 Speaking	2023 Speaking
<b>Chinese</b>					
Chinese 1	2	NT	3.2	NT	3.5
3 Chinese 2	3	2.8	3	3.3	3.3
2 Chinese 2	3.5	4	4.3	4.2	4.6
3 Chinese 3	3.5	2.4	3.3	2.9	4.3
2 Chinese 3	4.25	4.38	4.6	4.75	5.1
AP Chinese	5	4.5	5.1	4.8	5.2

Course	Target	Reading Score
3 Latin 1	2.75	3.2
3 Latin 2	3	3.6
2 Latin 2	4	6
3 Latin 3	4	3.2
2 Latin 3	4.5	5.4
3 Latin 4	5	4.1

# Next Steps

- Individual goal-setting to help students identify their own strengths and areas for growth
- Explore the expansion of offerings at HMS







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**Erica Pollard**

Director of World Languages

To: Margaret Adams, Superintendent of Schools  
Cc: School Committee Members  
From: Erica Pollard, Director of World Languages  
Date: September 11, 2023  
Subject: Language Proficiency Assessment Summary 2022-23

The following is to provide a summary of language proficiency assessment administered in the 2022-23 school year.

## **Purpose of the Seal of Biliteracy**

The State Seal of Biliteracy is an award given by state-approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in both English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation.

The State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

## **Qualifications for the Seal of Biliteracy**

In order to earn the State Seal of Biliteracy, a student must demonstrate proficiency corresponding to at least the Intermediate High level on the ACTFL proficiency scale. Depending on the level achieved, a student will be awarded either a Seal of Biliteracy or a Seal with Distinction.

Students demonstrate proficiency by:

- Taking one of the following English language exams and earning the required distinction
  - A score in the Proficient or Advanced range on the ELA MCAS exam
  - A score of at least 4 on an ACCESS exam (for ELL students only)

AND

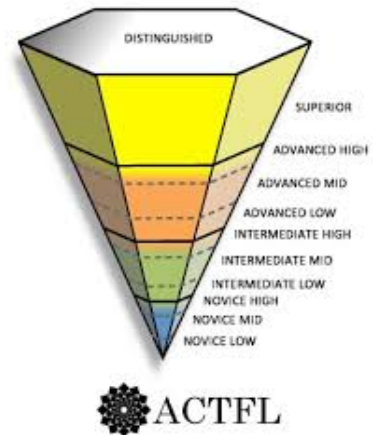
- Taking one of the following second language exams and earning the required distinction
  - o A score of 4 or higher on an Advanced Placement exam in the language
  - o A score of at least level 5 on a STAMP test (Spanish, French, Latin and Chinese)
  - o A score of at least level I-3 on the ALIRA test (Latin only)

Students wishing to apply for the Seal in a language not offered at Hingham High School may take an alternative test. If no test is available, students may submit a portfolio demonstrating proficiency in the language.

### 2022-23 Seal of Biliteracy Results

#### **Summary of Testing**

- The Seal of Biliteracy can only be awarded to members of the graduating class, so the following data pertains to our most recent graduates only. This year, 180 tests were administered to the graduating class of 2023 (318 students).
- Students were tested using the STAMP (STAndards-based Measurement of Proficiency), and ALIRA (ACTFL Latin Interpretive Reading Assessment). Students were also qualified based on their scores on the AP Spanish Language and Culture exam (other AP exam results, taken in senior year, arrive too late to be used to qualify for the Seal).



#### **Summary of Results**

- Five students of the class of 2023 received the Massachusetts Seal of Biliteracy with Distinction (ACTFL advanced low or higher). Four students received the award in Spanish and one in French.
- Thirty-eight students of the class of 2023 received the Massachusetts Seal of Biliteracy (ACTFL intermediate high) including 18 in Spanish, 14 in French, 1 in Chinese, and 6 Latin. One student received the Seal in both French and Spanish.
- In 2022, Hingham was awarded 12 Seals of Biliteracy with Distinction (ACTFL advanced low or higher) and 33 students received the Massachusetts Seal of Biliteracy (ACTFL intermediate high). In 2021, Hingham was awarded one Seal of Biliteracy with Distinction (ACTFL advanced low or higher) and 41 students received the Massachusetts Seal of Biliteracy (ACTFL intermediate high).
- Comparisons with other districts is not possible as the DESE does not release comparative data.

#### **Proficiency Levels**

The Seal of Biliteracy requires that each skill domain reach the score threshold in order for a student to qualify (e.g. a student must earn a 6 in reading, writing, listening, and speaking separately in order to qualify for the Seal). However, looking at the composite scores rather than

domain scores gives the following picture of student achievement for the class of 2023 by proficiency levels. The department's goal is for students to reach intermediate mid proficiency or higher by the end of the course sequence. The final courses included in this calculation include:

- Spanish - 2 Spanish 5, 3 Spanish 5, AP Spanish Language, AP Spanish Literature
- French - 2 French 5, 3 French 5, AP French Language
- Chinese - 3 Chinese 4, 2 Chinese 4, AP Chinese Language
- Latin - 2 Latin 4, 3 Latin 4, AP Latin

The following chart shows the distribution of students testing at Intermediate Mid or above in a final course. It includes student STAMP scores as well as scores on AP exams taken in 2023.

	<b>Students in final course</b>	<b>Advanced Low</b>	<b>Intermediate High</b>	<b>Intermediate Mid</b>	<b>% of students IM or higher</b>
Spanish	171	17	52	79	86%
French	30	9	14	6	97%
Latin	30	0	4	11	50%
Chinese	13	2	0	7	69%

### **Expanded Proficiency Testing in 2022-23**

During the 2022-23 school year, grants from the Massachusetts Department of Elementary and Secondary Education (DESE) allowed us to test more widely. This year, we were able to test all students enrolled in World Language classes from 8th through 12th grade. This allowed us to check students' progress in meeting district-set proficiency targets for each course. The following charts show the percentage of students in each language that are meeting or exceeding the target for their course.

<b>Group</b>	<b>Exceeded</b>	<b>Met</b>	<b>Did Not Meet</b>	<b>Incomplete</b>
Overall	68%	11%	19%	2%
Spanish-Middle School	94%	3%	0%	3%
Spanish-High School	69%	13%	17%	1%
French-Middle School	81%	4%	11%	4%
French-High School	75%	8%	17%	0%
Chinese-High School	73%	5%	21%	1%

Latin-High School	42%	17%	36%	5%
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The following conclusions can be drawn from the data above:

- Spanish-In middle school, 97% of the students taking Spanish met or exceeded the target. At the high school, 82% of the students taking Spanish met or exceeded the target for their course. Most of these students have begun their studies in Spanish since kindergarten. Spanish is classified by the Foreign Service Institute as one of the easiest languages for English learners to speak.
- French-In the middle school, 85% of students met or exceeded the target for their course. Most students have studied since 6th grade. At the high school, 83% of students met or exceeded the target for their grade level. French is classified by the Foreign Service Institute as one of the easiest languages for English learners to speak.
- Chinese-At the high school, 78% met or exceeded the target for their course. Most students have studied Chinese since 9th grade. Foreign Service Institute classified Chinese as a category 5 language, as most difficult for English speakers to learn.
- Latin-At the high school, 59% of students in Latin courses met or exceeded targets for their course. Most students have studied Latin since 9th grade. Latin is not categorized by the Foreign Service Institute, but it is more difficult than Spanish or French.
- Overall, there is a clear correlation between each language's difficulty classification, the amount of time students have studied the language, and overall scores.

### Proficiency by Language Domain and Course

The following table outlines the target score for each course. Target scores for each course are set based on each language's difficulty rating by the Foreign Service Institute and research into language acquisition rates by ACTFL (the American Council on the Teaching of Foreign Languages). This table compares the 2022 composite scores to the 2023 composite scores for each course. Because last year's results identified speaking as the weakest domain overall, this year the department focus was on adopting practices likely to improve student performance in this area. The table below compares 2022 speaking scores to 2023 speaking scores.

Course	Target	2022 Composite	2023 Composite	2022 Speaking	2023 Speaking
<b>Spanish</b>					
8th grade	3	3.8	4.1	3	3.2
3 Spanish 2	4	4.3	4.5	3.4	3.9

2 Spanish 2	4.25	4.9	5.1	4	5.1
3 Spanish 3	4.25	4.5	4	3.7	4.1
2 Spanish 3	5.25	5.9	6.3	5.1	5.7
3 Spanish 4	4.75	NT	4.8	NT	4
2 Spanish 4	5.5	NT	6.1	NT	5.3
2 Spanish 5	5.75	5.6	5.9	5.2	5
3 Spanish 5	5	4.8	5.1	4.3	4.4
AP Spanish Literature	6.5	6.5	6.3	5.7	5.6
<b>French</b>					
8th grade	3	3.5	3.7	3	3.1
3 French 2	4	4.1	4.2	3.7	3.3
2 French 2	4.25	5.4	5.2	4.5	4.3
2 French 3	5.25	NT	6.5	NT	5.4
3 French 3	4.25	4.3	4.5	3.6	3.7
2 French 4	5.5	4	6.4	4.5	5.5
3 French 5	5	4.1	NT	3.5	NT
2 French 5	5.75	5	5.9	4.1	5.1
AP French	6	5.7	7	4.9	6.2
<b>Chinese</b>					
Chinese 1	2	NT	3.2	NT	3.5
3 Chinese 2	3	2.8	3	3.3	3.3
2 Chinese 2	3.5	4	4.3	4.2	4.6
3 Chinese 3	3.5	2.4	3.3	2.9	4.3
2 Chinese 3	4.25	4.38	4.6	4.75	5.1
AP Chinese	5	4.5	5.1	4.8	5.2

This spring, Avant Assessments released a STAMP exam in Latin. Because the goal of studying

Latin is to read and interpret authentic text, the test measures proficiency in reading only. Because this is our first year using this test, no comparative data is available.

Course	Target	Reading Score
3 Latin 1	2.75	3.2
3 Latin 2	3	3.6
2 Latin 2	4	6
3 Latin 3	4	3.2
2 Latin 3	4.5	5.4
3 Latin 4	5	4.1

Some conclusions that can be drawn from the data include the following:

- Reading and listening scores tend to be higher across all of the languages. These are receptive skills and often develop first among students. Speaking and writing are expressive skills and across language learning are understood to take longer to develop. Especially at the lower levels, it is not uncommon for there to be a significant gap between receptive and expressive skill levels.
- In almost all cases, both the composite scores and the speaking domain scores showed improvement over the previous school year. In cases where scores were lower, the differences were minor and can likely be attributed to learner variability, because the group of students being tested was different from the previous year.
- During the 2022-23 school year, the department took some specific steps to foster speaking skills. We focused our professional development on strategies for promoting 90% plus target language use, which is recommended by ACTFL (the American Council on the Teaching of Foreign Languages) not only for teachers but for students as well. By working to lower student affective filters, providing support such as sentence starters for in-class communicative tasks, and helping students to reflect on their own participation and progress and set personal goals, we were able to increase the amount of target language heard in each classroom. In addition, making use of proficiency-oriented rubrics on formative and summative assessments, and instructing students in strategies for “leveling up” their language, we were able to encourage the use of more detailed and specific language. This includes encouraging students to make use of transition and connecting words to move from simple sentences into complex, paragraph-level discourse. These strategies have yielded positive results on the speaking domain scores.

## **Next Steps**

- Many students are meeting or exceeding proficiency targets. However, in all languages, the percentage of students meeting or exceeding proficiency targets is higher at the lower levels, and decreases as students continue through the program. This is especially true at the upper standard level. To an extent, this is a logical outcome. It is more difficult and time consuming to progress through intermediate levels of proficiency than through novice levels. This year, the department will be focusing on guiding students in individual goal-setting to help students identify their own strengths and areas for growth. We hope that this more personalized goal setting will be beneficial for all students, but particularly beneficial in the upper levels, where improvements are more hard-earned.
- Overall levels of proficiency are clearly linked to two factors: the amount of time students spend learning the language and the difficulty classification of the language. Offering Mandarin and Latin at the middle school level would enable students who select those languages to reach higher levels of proficiency overall over the coming school years.



# Hingham High School Structured Immersion Exploration 2021-2022 Results

**Erica D. Pollard**  
**World Language Department Director**



# Why Immersion?

- Research into immersion programs consistently shows that students develop
  - higher levels of proficiency in the second language
  - advanced problem solving
  - greater executive control
  - more cognitive flexibility
  - English language skills and literacy on par with their non-immersion peers
  - cross-cultural understanding and tolerance



# An Exploratory Committee

## **Purpose:**

To support innovation in the Hingham Public Schools by exploring the possibility of developing a K-5 immersion program

## **Committee Members:**

- Margaret Adams, Superintendent
- Matt Scheufele, Principal
- Erica Pollard, Director of World Languages
- an elementary language teacher and other staff
- a member of School Council
- parent volunteers



# Considerations

- Which language for the program?
- Program format - what percentage of English by grade level
- Budget considerations
- Transportation costs
- Class composition and admissions
- Considerations for special education students
- Curriculum and instructional materials

GRADES	SPANISH	ENGLISH
K-2	100%	0%
3	80%	20%
4	60%	40%
5 & 6	50%	50%
7 - 12	SECONDARY WORLD LANGUAGE	



# Existing Immersion Programs

- Maynard Public Schools (Spanish)
  - Grades K-2 90%, grade 3 80%, grades 4-5 50%
- Holliston Public Schools (French)
  - Grades 1-2 90%, grades 3-5 50%
- Milton Public Schools (French)
  - Grades 1-2 90%, grades 3-4 50%, grade 5 30%
- Pioneer Valley Charter School (Chinese)
  - Grades K-1, 75% , grades 2-5 50%, grades 6-12, 25%
- Millis (Spanish)
  - Grades 1-2 100% Spanish
- Wayland (Spanish)
  - Kindergarten 90% Spanish
- Mendon-Upton (Spanish)
  - Grades K-2 100%, grade 3 80%, grade 4 60%, grades 5-6 50%



# Why now?

- There are high levels of interest in this year's pre-K Spanish pilot at the Foster School.
- Opportunity to attract families to HPS with innovative programming
- Community interest in elementary language learning
- Prepare students to participate in a diverse global community.
- New elementary school building provides additional spaces to support programming.



# Timeline

**September:** Present to School Committee, School Council, PTO

**October:** Site visits to established immersion programs, survey of families to determine interest

**November:** Additional site visits, updates to stakeholders

**December:** Committee develops a proposal for School Committee outlining recommendations including budget considerations, updates to stakeholders

**January:** Final presentation of findings to School Committee -  
January 8th



# QUESTIONS?



Note: This chapter was originally published by the Asia Society as a chapter in the handbook entitled *Chinese Language Learning in the Early Grades*. The full publication can be found at: <http://asiasociety.org/education/chinese-language-initiatives/chinese-language-learning-early-grades>

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## What the Research Says About Immersion

by Tara Williams Fortune

Center for Advanced Research on Language Acquisition  
University of Minnesota

Over nearly half a century, research on language immersion education has heralded benefits such as academic achievement, language and literacy development in two or more languages, and cognitive skills. This research also exposes some of the challenges that accompany the immersion model, with its multilayered agenda of language, literacy and intercultural skills development during subject matter learning. This chapter outlines key findings for both advantages and challenges.

### Benefits of Language Immersion

#### Academic and Educational

Without question, the issue investigated most often in research on language immersion education is students' ability to perform academically on standardized tests administered in English. This question emerges again and again in direct response to stakeholder concerns that development of a language other than English not jeopardize basic schooling goals, high levels of oral and written communication skills in English, and grade-appropriate academic achievement. The research response to this question is longstanding and consistent. English proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math.<sup>[i]</sup>

This finding applies to students from a range of socioeconomic and ethnic backgrounds,<sup>[ii]</sup> as well as diverse cognitive and linguistic abilities.<sup>[iii]</sup> Moreover, academic achievement on tests administered in English occurs regardless of the second language being learned. In other words, whether learning through alphabetic languages (Spanish, Hawaiian, French, etc.) or character-based languages (Mandarin, Japanese, Cantonese), English-proficient students will keep pace academically with peers in English-medium programs.<sup>[iv]</sup>

It is important to acknowledge that early studies carried out in one-way total immersion programs, where English may not be introduced until grades 2–5, show evidence of a temporary lag in specific English language skills such as spelling, capitalization, punctuation, word knowledge, and word discrimination.<sup>[v]</sup> That said, these studies also find that within a year or two after instruction in English language arts begins, the lag disappears. There were no long-term negative repercussions to English language or literacy development.

Does this same finding apply to students in two-way immersion (TWI) settings whose first language is other than English? In the past fifteen to twenty years, US researchers found that English learners' academic achievement also attained the programs' goals. By the upper elementary, or in some cases early secondary grades, English learners from different ethnicities, language backgrounds, socioeconomic levels, and developmental profiles perform at least as well as same background peers being schooled in English only.<sup>[vi]</sup> Most English learners in TWI come from Latino families whose home language is Spanish. As an ethnic minority in the United States, Latinos are both the fastest-growing student population and the group with the highest rate of school failure.<sup>[vii]</sup> Research in Spanish/English TWI contexts points to higher grade point averages and increased enrollment in post-secondary education for this student group, compared to Latino peers participating in other types of educational programs such as transitional bilingual education and various forms of English-medium education.

Although the vast majority of TWI research has been carried out in Spanish/English settings, Dr. Kathryn Lindholm-Leary<sup>[viii]</sup> recently reported results from a study of two Chinese/English TWI programs. Students in grades 4–8 whose home language was Chinese tested at or above their grade level and the same as or well above peers with similar demographic profiles participating in non-TWI programs. Leary's findings align with those of other TWI programs.

#### Language and Literacy



The immersion approach first gained traction in North America because educators believed in its potential to move students further towards bilingualism and biliteracy. Immersion language programs took root in areas such as St. Lambert, Canada, and Miami, Florida, where educators felt that more than one language was necessary for children's future economic and social prosperity. Program designers wagered that making the second language the sole medium for teaching core subject content, instead of teaching the second language separately, would result in more students reaching higher levels of proficiency. These early immersion programs started by committing one-half or more of the school day for teachers and students to work only in the second language. Students were socialized to adopt the new language for all classroom communication and subject learning.

This approach to second-language and literacy development proved itself to be the most successful school-based language program model available. English-proficient immersion students typically achieve higher levels of minority (non-English) language proficiency when compared with students in other types of language programs.<sup>[ix]</sup> Immersion students who begin the program as English speakers consistently develop native-like levels of comprehension, such as listening and reading skills, in their second language. They also display fluency and confidence when using it.<sup>[x]</sup> Further, the more time spent learning through the non-English language, the higher the level of proficiency attained. To date, early total (one-way) and nearly total (90:10) two-way immersion programs demonstrate higher levels of minority language proficiency than partial or fifty-fifty programs.<sup>[xi]</sup>

Initial concerns about the possible detriment to English language and literacy development were eventually laid to rest. English-proficient immersion students who achieved relatively high levels of second-language proficiency also acquired higher levels of English language skills and metalinguistic awareness—that is, the ability to think about how various parts of a language function. Researchers posit that metalinguistic skills positively impact learning to read in alphabetic languages, because it facilitates the development of critical literacy sub-skills such as phonological awareness and knowledge of letter-sound correspondences for word decoding.<sup>[xii]</sup> The important relationship between phonological awareness and successful reading abilities is clearly established. However, we now also have evidence that instructional time invested in developing important decoding sub-skills in an immersion student's second language can transfer and benefit decoding sub-skills in their first language.<sup>[xiii]</sup>

Research about the relationship between character-based and English literacy sub-skills continues to grow. To date, evidence points to the transfer of phonological processing skills for children whose first language is Chinese and are learning to read in English as a second language.<sup>[xiv]</sup> Studies also indicate a relationship between visual-orthographic skills in Chinese, the ability to visually distinguish basic orthographic patterns such as correct positioning of semantic radicals in compound characters, and English reading and spelling.<sup>[xv]</sup> Much remains to be learned in these areas, however, when it comes to English-proficient children in Mandarin immersion programs who are acquiring literacy in Chinese and English.

In TWI programs, research illuminates what Lindholm-Leary and Dr. E. R. Howard referred to as a "native-speaker effect."<sup>[xvi]</sup> In a nutshell, the "native-speaker effect" describes the tendency of native speakers of a language to outperform second language learners of the same language on standardized measures administered in the native speakers' language. For example, if Spanish proficient and Spanish learners are evaluated using standardized Spanish-medium tools, Spanish proficient outperform Spanish learners. Similar outcomes occurred when tests were given in English and Mandarin.<sup>[xvii]</sup>

In general, research finds that immersion students whose first language is not English become more balanced bilinguals and develop higher levels of bilingualism and biliteracy when compared with English proficient students or home language peers participating in other educational programming. For example, Dr. Kim Potowski<sup>[xviii]</sup> found that the oral and written language skills of English learners in TWI were only slightly behind those of recent Spanish-speaking arrivals and significantly better than their English-proficient peers. English learners' higher bilingual proficiency levels are also linked to higher levels of reading achievement in English, increased academic language proficiency, and successful schooling experiences in general.<sup>[xix]</sup>

### **Cognitive Skill Development**

There's a well-established positive relationship between basic thinking skills and being a fully proficient bilingual who maintains regular use of both languages. Fully proficient bilinguals outperform monolinguals in the areas of divergent thinking, pattern recognition, and problem solving.<sup>[xx]</sup>

Bilingual children develop the ability to solve problems that contain conflicting or misleading cues at an earlier age, and they can decipher them more quickly than monolinguals. When so doing, they demonstrate an advantage with selective attention and greater executive or inhibitory control.<sup>[xxi]</sup> Fully proficient bilingual children have also been found to exhibit enhanced sensitivity to verbal and non-verbal cues and to show greater attention to their listeners' needs relative to monolingual children.<sup>[xxii]</sup> Further, bilingual students display greater facility in learning additional languages when compared with monolinguals.<sup>[xxiii]</sup>

While much evidence supports the benefits associated with full and active bilingualism, the relationship between language immersion education and long-term cognitive benefits is as yet less well-understood. Some research does indicate greater cognitive flexibility<sup>[xxiv]</sup> and better nonverbal problem-solving abilities among English-proficient language immersion students.<sup>[xxv]</sup>

Decades ago, Dr. Jim Cummins cautioned about the need for a certain threshold level of second language proficiency before cognitive skills might be positively impacted.<sup>[xxvi]</sup> Accordingly, children who develop "partial bilingualism" in a second language may or may not experience cognitive benefits. While some studies report positive cognitive effects for partial or emerging bilinguals, Dr. Ellen Bialystok concurs that it is bilingual children with a more balanced and competent mastery of both languages who will predictably exhibit the positive cognitive consequences of bilingualism.<sup>[xxvii]</sup>

### ***Economic and Sociocultural***

Increasingly, proficiency in a second language and intercultural competency skills open up employment possibilities. Many sectors require increasing involvement in the global economy, from international businesses and tourism to communications and the diplomatic corps. High-level, high-paying employment will demand competence in more than one language.<sup>[xxviii]</sup> In the United States, world language abilities are increasingly important to national security, economic competitiveness, delivery of health care, and law enforcement.<sup>[xxix]</sup>

Beyond economics are the countless advantages that bi- and multilingual individuals enjoy by being able to communicate with a much wider range of people from many different linguistic and cultural backgrounds. Knowledge of other languages enriches travel experiences and allows people to experience other societies and cultures more meaningfully. Besides access to foreign media, literature, and the arts, bi- and multilingual people can simply connect and converse more freely. Becoming bilingual leads to new ways of conceptualizing yourself and others. It expands your worldview, so that you not only know more, you know *differently*.

## **Challenges Faced by Language Immersion**

Designing, implementing, and providing ongoing support for language immersion education is no easy task. Pressing challenges include staffing, curriculum development and program articulation. Program administrators struggle to find high-quality, licensed teachers who can demonstrate advanced levels of oral and written proficiency in the chosen language. Once teachers are hired, the search begins for developmentally appropriate curriculum, materials, and resources that meet local district and state standards. Elementary-level challenges are met with additional secondary-level issues such as scheduling and balancing students' educational priorities as the program moves up and through the middle and high school years.

Inadequate teacher preparation for immersion programs remains a challenge in this field. Teachers need specialized professional development support to meet the complex task of concurrently addressing content, language, and literacy development in an integrated, subject-matter-driven language program.<sup>[xxx]</sup> However, teacher educators and immersion specialists who can provide useful and relevant professional learning experiences for the immersion staff are in short supply. In addition to professional development related to curriculum design and pedagogical techniques, both native and non-native teachers report the need for ongoing support for their own proficiency in the immersion language.<sup>[xxxi]</sup>

Chinese teachers whose educational experiences took place in more traditional, teacher-centered classrooms are aware of significant cultural differences and participant expectations. For example, US schools place a strong emphasis on social skills and language for communicative purposes. Children expect learner-centered activities with real-life tasks. Chinese teachers often hold a different set of expectations for students and thus, they frequently need support for classroom management strategies and techniques.<sup>[xxxii]</sup>

Immersion teachers face significant hurdles in the sheer range of learner differences. The impact of students' variations in language proficiency, literacy development, learning support available to the student in the home, achievement abilities, learning styles, and special needs grows exponentially when teaching and learning occurs in two languages.<sup>[xxxiii]</sup> Educators and parents struggle to identify and implement research-based policies and practices for learners who have language, literacy, and learning difficulties. Many immersion programs lack the necessary resources and bilingual specialists to provide appropriate instructional support, assessment, and interventions.<sup>[xxxiv]</sup>

Promoting student understanding of more abstract and complex concepts becomes increasingly difficult in the upper elementary grades and beyond. Some upper-elementary immersion teachers, in particular those who teach in partial or 50:50 programs, report difficulties in teaching advanced-level subject matter because students' cognitive development is at a higher level than their proficiency in the second language.<sup>[xxxv]</sup> This challenge becomes more pronounced in programs where the immersion language is character-based, since literacy development is more time-consuming and demanding.<sup>[xxxvi]</sup>

One of the greatest challenges for immersion teachers is to keep their students using the second language, especially when working and talking amongst themselves. This challenge is particularly pronounced once the children have moved beyond the primary grades. For instance, studies in both one-way and two-way immersion classes point to fifth-grade students using English more frequently than their non-English language.<sup>[xxxvii]</sup> Facilitating student use of the immersion language in ways that promote ongoing language development is an uphill battle for teachers.<sup>[xxxviii]</sup>

Finally, outcome-oriented research reveals that immersion students, especially those who begin the program as native English speakers, don't quite achieve native-like levels of speaking and writing skills. Studies consistently find that English-

speaking immersion students' oral language lacks grammatical accuracy, lexical specificity, native pronunciation, and is less complex and sociolinguistically appropriate when compared with the language native speakers of the second language produce. [\[xxxix\]](#) Further, students' use of the immersion language appears to become increasingly anglicized over time, [\[xl\]](#) and can be marked by a more formal academic discourse style. [\[xli\]](#) Even in high-performing immersion programs, advancing students' second language proficiency beyond the intermediate levels remains a much sought after end goal.

[\[i\]](#) [Genesee, 2008](#); [Lindholm-Leary, 2001, 2011](#); [Turnbull, Lapkin, & Hart, 2001](#)

[\[ii\]](#) [Bruck, Tucker, & Jakimik, 1975](#); [Caldas & Boudreaux, 1999](#); [Holobow, Genesee, & Lambert, 1991](#); [Krueger, 2001](#); [Lindholm-Leary, 2001](#); [Slaughter, 1997](#)

[\[iii\]](#) [Bruck, 1982](#); [Genesee, 2007](#); [Myers, 2009](#)

[\[iv\]](#) [Lindholm-Leary, 2011](#); [Patterson, Hakam, & Bacon, 2011](#)

[\[v\]](#) [Swain & Barik, 1976](#)

[\[vi\]](#) [Christian, 2011](#); [Lindholm-Leary & Genesee, 2010](#); [Lindholm-Leary & Hernandez, 2011](#); [Myers, 2009](#); [Thomas & Collier, 1997, 2002](#)

[\[vii\]](#) [Fry, 2010](#); [Passel & Cohn, 2008](#)

[\[viii\]](#) [2011](#)

[\[ix\]](#) [Campbell, Gray, Rhodes, & Snow, 1985](#); [Curtain & Dahlberg, 2010](#); [Forrest, 2007, 2011](#); [Lindholm Leary & Howard, 2008](#)

[\[x\]](#) [Genesee, 1987, 2004](#)

[\[xi\]](#) [Genesee, 1987](#); [Lindholm Leary, 2001](#); [Turnbull, Lapkin, & Hart, 2001](#)

[\[xii\]](#) [Bournot-Trites & Denizot, 2005](#); [Harley, Hart & Lapkin, 1986](#)

[\[xiii\]](#) [Erdos, Genesee, Savage & Haigh, 2010](#); [Genesee & Jared, 2008](#)

[\[xiv\]](#) [Gottardo, Yan, Siegel, & Wade-Woolley, 2001](#); [Wang, Perfetti, & Liu, 2005](#)

[\[xv\]](#) [Leong, Tan, Cheng, & Hau, 2005](#)

[\[xvi\]](#) [2008](#)

[\[xvii\]](#) [Lindholm-Leary, 2011](#); [Lindholm-Leary & Howard, 2008](#)

[\[xviii\]](#) [2004](#)

[\[xix\]](#) [Howard, Sugarman, & Christian, 2003](#); [Kovelman, Baker, & Petitto, 2008](#); [Lindholm-Leary & Genesee, 2010](#); [Lindholm-Leary & Howard, 2008](#); [Ramirez, Perez, Valdez, & Hall, 2009](#); [Rolstad, 1997](#)

[\[xx\]](#) [Bialystok, 2001](#); [Cenoz & Genesee, 1998](#); [Hakuta, 1986](#); [Education, Audiovisual and Culture Executive Agency, 2009](#); [Peal & Lambert, 1962](#)

[\[xxi\]](#) [Bialystok, 2009](#)

[\[xxii\]](#) [Lazaruk, 2007](#)

[\[xxiii\]](#) [Cenoz & Valencia, 1994](#); [Sanz, 2000](#)

[\[xxiv\]](#) [Bruck, et al., 1975](#)

[\[xxv\]](#) [Bamford & Mizokawa, 1991](#)

[\[xxvi\]](#) [1981](#)

[\[xxvii\]](#) [2001, page 228](#)

[xxviii] [Fixman, 1990](#); [García & Otheguy, 1994](#); [Halliwell, 1999](#); [Mann, Brassell, & Bevan, 2011](#)

[xxix] [Jackson & Malone, 2009](#)

[xxx] [Fortune, Tedick & Walker, 2008](#); [Howard & Loeb, 1998](#); [Kong, 2009](#); [Met & Lorenz, 1997](#); [Snow, 1990](#); [Walker & Tedick, 2000](#)

[xxxi] [Calderón & Minaya-Rowe, 2003](#); [Fortune, Tedick & Walker, 2008](#)

[xxxii] [Hall Haley & Ferro, 2011](#)

[xxxiii] [Walker & Tedick, 2000](#)

[xxxiv] [Genesee, 2007](#); [Fortune, with Menke, 2010](#)

[xxxv] [Met & Lorenz, 1997](#)

[xxxvi] [Met, 2002](#)

[xxxvii] [Carrigo, 2000](#); [Fortune, 2001](#); [Potowski, 2004](#)

[xxxviii] [Lavan, 2001](#)

[xxxix] [Harley, 1986](#); [Menke, 2010](#); [Mougeon, Nadaski & Rehner, 2010](#); [Pawley, 1985](#); [Salamone, 1992](#); [Spilka, 1976](#)

[xl] [Lyster, 1987](#)

[xli] [Fortune, 2001](#); [Potowski, 2004](#); [Tarone and Swain, 1995](#)

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# HINGHAM PUBLIC SCHOOLS

## COMMUNICATIONS PLAN

### 2023-2024

#### MISSION

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

#### #HinghamTogether



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# HPS Communications Plan 2023-2024

Compiled and Presented by Heather Kashman, Media & Communications Specialist

## Introduction

The communications plan for the Hingham Public Schools (HPS) aims to enhance communication with various stakeholders within the district. This plan incorporates a range of initiatives designed to improve overall communication with students, staff, families, and community.

A communications plan was introduced at the beginning of the 2022-2023 school year and the identified activities were carried out throughout the year. To evaluate the effectiveness of the implemented communications strategies, a survey was conducted in the summer of 2023. The findings have helped to form this year's communications plan that addresses areas for improvement and strengthens the connection and engagement with HPS' stakeholders. This plan represents HPS' commitment to fostering efficient and responsive communication practices within the district.

## Research

In the summer of 2023, a survey was conducted to evaluate current communications strategies and helped identify other communications themes that needed improvement. There were 155 total responses with the majority of responses coming from parents or caregivers. While the number was small, the feedback was valuable in identifying areas of strengths and potential next steps. This communications plan is heavily based on data-driven results. The themes that were reflected in the survey results are as follows:

1. The majority of users use their mobile devices to access HPS information (64%). The second most utilized device was laptops (27%) with desktop computer usage at only 8%. This finding encourages the optimization of mobile-friendly platforms.
2. Another main theme we found is that there are mixed reviews about the school and district websites. Specifically, out of 144 parent/guardian responses, 44 found the school website difficult to use (31%) and 52 out of 144 found the district site difficult to use (36%). Conversely, 85 respondents found the school website easy to use (59%), and 82 respondents found the district site easy to use (57%). Despite a higher percentage of respondents finding the sites easy to navigate, we must tailor our website to the needs of all stakeholders. In terms of the dissatisfied respondents, they were encouraged to leave comments as to why they found it difficult. The main themes of the comments were that the sites are difficult to navigate, the menus are not intuitive, and important information such as lunch menus and calendars are difficult to locate.
3. We found that the most preferred contact is email, however, many respondents had a preference to receive information through multiple avenues. Other than email, the largest

categories respectively were text (35%), social media (28%), principal's weekly newsletter (28%), mobile app (17%), and website (15%). It is evident that we must spread communication efforts equally among the above avenues to reach the largest audience and ensure equity among stakeholders. Please note that only parent/guardian results were utilized due to other groups not utilizing the websites.

4. A main indicator for interest in a mobile app was reflected in a question that asked about the likelihood that respondents would use an app to access HPS information. We found that the majority of respondents would either likely or very likely use it (67% total). Additionally, due to the identified preference for both texting and a mobile app, a technology committee will research the viability of these options during the 2023-2024 school year.
5. The preferred social media platforms are overwhelming Meta-based totaling 78% of respondents using them. Specifically, 44% of respondents prefer Facebook, and 34% of respondents prefer Instagram. Twitter and LinkedIn were the lowest utilized coming in at 4% and 1% respectively. Additionally, 17% or 24 respondents do not use social media altogether. These findings encourage the utilization and focus to be on meta products and less on Twitter (X) and LinkedIn. Also, other mediums of communication must be utilized in order to communicate effectively to the 17% who do not use social media.
6. It was also found that communications regarding emergency notifications, holidays, and school closures are the most important to parents/guardians. Specifically, 98% of respondents found the above to be either important or very important. As will be discussed below, a multi-pronged approach will be used to communicate these items.

## Target Audiences

While school communication may specifically target our students, staff, and families, for the purpose of this broader communication plan, we define the audience as including a wide range of community stakeholders. These stakeholder groups are subsets of people that our communication strategies hope to reach. In the plan, the term "All" will be used. "All" is inclusive of the stakeholder groups below.

- Students
- Parents/Caregivers
- Faculty/Staff
- School Councils
- School Committee
- PTOs
- Nonprofits/ Community-Based Organizations
- Hingham Educators Association
- Taxpayers
- Businesses
- Alumni
- Media

- Residents of Hingham without children in the district
- New residents to the district
- Prospective residents of Hingham
- Local legislators
- Other town agencies-fire, police, library, DPW, elder services

## **Communication Platforms**

The Hingham Public Schools intend to engage various target audiences through a host of communication strategies. These strategies include a variety of social media, electronic, and print materials. Due to the range of stakeholder preferences, we strive for diversity in our communication efforts to reach the widest audience possible.

### **Direct Email**

These mailings include monthly newsletters, upcoming events, and emergency notifications. Oftentimes the items above will be communicated via Aspen X2 and the newsletter software Smore.

### **Website**

Our school and district websites serve as a hub for announcements and alerts, calendars, documents and resources, school policies and procedures, and good news stories.

### **Social Media**

HPS uses Facebook, Twitter, Instagram, LinkedIn, and YouTube.

### **Mass Notification or “Robo Calls”**

School Messenger is utilized to call all families and staff when an emergency notification occurs such as snow days.

### **Print Materials**

Collateral items such as brochures, posters, postcards, and lawn signs are used.

### **Media Relations**

The Communications Specialist proactively sends press releases to share news updates about the schools. Teachers and administrators work collaboratively to share information with the Superintendent and Communications Specialist. The main press sources are The Boston Globe, Patriot Ledger, and Hingham Anchor.

## Goals

The following goals are identified for the 2023-2024 school year to build upon the progress made last year.

**Goal One:** Create effective two-way communication between the district/schools and community stakeholders.

**Goal Two:** Optimize communications technology to meet the evolving needs of the school community.

**Goal Three:** Better support students and families during transition years.

## Implementation Plan

**Goal One: Create effective two-way communication between the district/schools and community stakeholders.**

**Objective 1: Develop clear and consistent messaging that is delivered in one clear voice.**

### Action Steps:

1. Create and distribute new branding materials (brochures, K-5, HMS, HHS handouts).
  - Target Audience: All
  - Timeline: Fall 2023
  - Responsibility: Communications Specialist
  - Evaluation: Finalize and distribute items to realtors and display at events beginning September 2023
2. Research the viability of introducing different swag items to distribute at district, school and community events.
  - Target Audience: All
  - Timeline: Fall 2023
  - Responsibility: Communications Specialist
  - Evaluation: Finalize and distribute items to realtors and display at events beginning September 2023
3. Research the viability of introducing an online school store and also research the ability to open a store within the high school.
  - Target Audience: All
  - Timeline: Fall 2023
  - Responsibility: Communications Specialist
  - Evaluation: Finalize and distribute items to realtors and display at events beginning September 2023
4. Discuss communication needs/expectations quarterly with the leadership team.
  - Target Audience: All
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist, Leadership
  - Evaluation: Meet four times during the school year

5. Increase communication from the building level by implementing a Meta social media platform for all schools.
  - Target Audience: All
  - Timeline: 2023-2024
  - Responsibility: Building Leadership with the support of Communications Specialist
  - Evaluation: Establish one meta platform for Foster, South, HHS, HMS.
6. Evaluate the branding of HPS logos and materials.
  - Target Audience: All
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist, Leadership
  - Evaluation: Possible survey to review branding.
7. Share the HPS style guide email signature with all staff
  - Target Audience: Staff
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist
  - Evaluation: Style guide created and distributed by Nov. 1 2023

**Objective 2: Expand communication methods to district and school staff.**

**Action Steps:**

1. Introduce frequent, predictable communication to staff with important information such as human resources, community news, and professional development.
  - Target Audience: Staff
  - Timeline: 2023-2024
  - Responsibility: Central Office members
  - Evaluation: Send the first edition by Winter 2023
2. Establish staff intranet with curriculum materials, HR and payroll documents, and other important documents.
  - Target Audience: Staff
  - Timeline: 2023-2024
  - Responsibility: Business Director with support from Central Office staff
  - Evaluation: Establish by January 2024

**Objective 3: Employ multiple communications tactics to support recruitment and hiring.**

**Action Steps:**

Collaborate with district/school leaders and human resources to develop strategies and plans that support the recruitment and hiring of new staff.

- Target Audience: Prospective Employees
- Timeline: 2023-2024
- Responsibility: HR Department, Central Office, Support from Communications Specialist
- Evaluation: Recruitment Action Plan

**Objective 4: Increase community relations efforts to support communication.**

**Action Steps:**

1. Attend community events and share efforts from district and building initiatives
  - Target Audience: Community Stakeholders, community groups, families.
  - Timeline: 2023-2024
  - Responsibility: Leadership
  - Evaluation: All identified events attended by at least one member of leadership.

**Objective 5: Strengthen opportunities for collaboration with families with students with special needs.****Action Steps:**

1. Complete a special education program evaluation and disseminate the results to the community.
  - Target Audience: Special Education Families, students and staff
  - Timeline: 2023-2024
  - Responsibility: Interim Executive Director of Student Services, Superintendent, with the support of the identified external agency.
  - Evaluation: Completed evaluation by June 2024.
2. Create opportunities for special education families to provide feedback on their experiences and build supportive two-way relationships.
  - Target Audience: Special Education Families, students, and staff
  - Timeline: 2023-2024
  - Responsibility: Interim Executive Director of Student Services, Superintendent, with the support of the identified external agency.
  - Evaluation: Completed evaluation by June 2024.

**Goal Two: Optimize communications technology to meet the evolving needs of the school community.****Objective 1: Establish a communications technology committee to review current communications software.****Action Steps:**

1. Form the communications committee from the current technology committee to include school principals, department directors, teachers, and Communications Specialist.
  - Target Audience: All
  - Timeline: 2023-2024
  - Responsibility: Technology Committee
  - Evaluation: Completed evaluation and possible selection of products by spring of 2024.
2. Review the survey results and begin to demo new products such as websites or mobile app.
  - Target Audience: All
  - Timeline: 2023-2024

- Responsibility: Technology Committee
- Evaluation: Completed evaluation and possible selection of products by spring of 2024.

**Objective 2: Streamline Smore Newsletters and optimize for mobile devices.**

**Action Steps:**

1. Create categories of items that need to be shared weekly, and monthly and disseminate amongst district, department, building, and teacher emails.
  - Target Audience: Parents
  - Timeline: Fall 2023
  - Responsibility: Communications Specialist, Building Principals, Dept. Directors
  - Evaluation: Finalize itemized list by Nov. 1
2. Monitor Smore Newsletter length to ensure the use of bullets, hyperlinks, and a reduced amount of paragraphs.
  - Target Audience: Parents
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist, Building Principals
  - Evaluation: All Smores to have less than 25% of narrative style paragraphs
3. Create and share important dates one-pager.
  - Target Audience: Parents
  - Timeline: Fall 2023
  - Responsibility: Communications Specialist
  - Evaluation: Shared in all seven beginning-of-year emails (district and six buildings).

**Objective 3: Strengthen social media presence.**

**Action Steps:**

1. Share graphics on social media for all early releases, holidays, important dates, and school closures.
  - Target Audience: Parents, students, staff
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist
  - Evaluation: Create a graphic and post all 34 important dates
2. Research the viability of introducing features current and retired teachers/staff as well as students and alumni. Implement strategies as needed.
  - Target Audience: All
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist
  - Evaluation: Create a graphic and post all 34 important dates
3. Shorten social media post descriptions by breaking them up into smaller, bite-size paragraphs. Additionally, use more emojis to engage a wider audience.
  - Target Audience: All
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist



- Evaluation: Work towards 100% of posts to have a header sentence with emojis
4. Focus time and resources on Meta (Facebook and Instagram).
    - Target Audience: All
    - Timeline: 2023-2024
    - Responsibility: Communications Specialist
    - Evaluation: 3-5 Meta posts/week
  5. Follow all student groups, teachers, departments, and community organizations that relate to the schools.
    - Target Audience: All
    - Timeline: 2023-2024
    - Responsibility: Communications Specialist
    - Evaluation: Gather information at the beginning of the year and follow 100% of identified groups
  6. Increased outreach to encourage increased collection of special events and project-learning events.
    - Target Audience: All
    - Timeline: 2023-2024
    - Responsibility: Communications Specialist
    - Evaluation: Monthly reminder to principals and quarterly to staff
  7. Post on Instagram and Facebook a minimum of 5 posts per week.
    - Target Audience: All
    - Timeline: 2023-2024
    - Responsibility: Communications Specialist
    - Evaluation: Complete 5 posts per week

**Objective 4: Optimize the website for all users.**

**Action Steps:**

1. Retitle the “Students & Families” tab on the district site to “Resources”. This page will include links to the calendar, lunch menu, program of studies, guidance contacts, staff directories, student handbooks, bus schedules, testing days, important academic dates, and important dates calendar.
  - Target Audience: Parents
  - Timeline: Fall ‘23
  - Responsibility: Communications Specialist
  - Evaluation: Add all items to the retitled page
2. Make an instructional page that explains how to subscribe to each calendar and place it below the website calendar.
  - Target Audience: All
  - Timeline: Fall 2023
  - Responsibility: Communications Specialist
  - Evaluation: Complete and upload by Oct. 1
3. Post all important dates to the Live Feed on the website.
  - Target Audience: Parents
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist

- Evaluation: Post all 34 events as well as all important announcements (snow days/school closures)
4. Audit highly trafficked website pages to optimize for mobile and laptop.
    - Target Audience: Parents, students, staff
    - Timeline: Sept. '23-Dec. '23
    - Responsibility: Communications Specialist
    - Evaluation: Run a report to identify pages with more than 200 visits/month. Complete 100% of pages
  5. Optimize home pages of all websites to have images displayed correctly across devices.
    - Target Audience: Parents, students, staff
    - Timeline: Sept. '23-Dec. '23
    - Responsibility: Communications Specialist
    - Evaluation: Complete uploads for three sliders per website across seven sites
  6. Create a dedicated athletics and fine arts calendar to display on the website.
    - Target Audience: All
    - Timeline: Fall 2023
    - Responsibility: Communications Specialist, AD, Fine Arts Director
    - Evaluation: Complete all schedules by Oct. 1
  7. Transfer important PDFs to text so that the website search function works properly.
    - Target Audience: Parents, Students, Staff
    - Timeline: Fall 2023
    - Responsibility: Communications Specialist, School Admins
    - Evaluation: All PDFs migrated by Nov. 1
  8. Shorten press releases/ news posts to be optimized for mobile devices.
    - Target Audience: All
    - Timeline: 2023-2024
    - Responsibility: Communications Specialist
    - Evaluation: 100% of PR to have no more than four sentences per paragraph

**Objective 5: Distribute communications survey to students, staff, and community members.**

**Action Steps:**

1. Redeploy communications survey but with minor tweaks depending on stakeholder group.
  - Target Audience: Students, staff, community members
  - Timeline: Winter 2023
  - Responsibility: Communications Specialist
  - Evaluation: Complete survey by Feb. 1 2024.
2. Analyze survey results and tweak current communications plan while also planning for the 2024-2025 school year.
  - Target Audience: Students, staff, community members
  - Timeline: 2024-2025
  - Responsibility: Communications Specialist
  - Evaluation: Evaluate survey results and create additional plans by spring of 2024.

## **Goal Three: Better Support Students and Families During Transition Years (PreK to Kindergarten, Grade 5 to 6, Grade 8 to 9, Grade 12 to Post Grad).**

### **Objective 1: Improve outreach efforts for special transitional events.**

#### **Action Steps:**

1. Ensure all events are listed on the website calendar.
  - Target Audience: Parents, students
  - Timeline: 2023-2024
  - Responsibility: Communications Specialist, School Admins
  - Evaluation: 100% identified events placed on the calendar
2. Dedicated direct messaging prior to the event. These communications will be sent directly to the target for which the event is associated with.
  - Target Audience: Parents
  - Timeline: 2023-2024
  - Responsibility: Building Principals
  - Evaluation: Messaging sent for 100% of identified events
3. Continue to communicate the many supports available to transition students from high school to college and career.
  - Target Audience: High school parents, students
  - Timeline: Fall '23
  - Responsibility: Guidance with support from the Communications Specialist
  - Evaluation: Complete checklist by Nov. 1
4. Update the HPS school counseling website to be inclusive of college prep and timeline information, testing dates, and resources.
  - Target Audience: High school students and families
  - Timeline: Fall 2023
  - Responsibility: Communications Specialist, Building Principals
  - Evaluation: Schedule a leadership meeting prior to Sept. 20 to discuss viability

### **Objective 2: Employ a new student registration campaign.**

#### **Action Steps**

1. Research best practices for increasing enrollment in public schools.
  - Target Audience: Prospective families
  - Timeline: Fall and winter 2023
  - Responsibility: Communications Specialist, leadership
  - Evaluation: completed new student registration campaign by Feb. 1, 2024
2. Identify the timeline with senior leadership.
  - Target Audience: Prospective families
  - Timeline: Fall and winter 2023
  - Responsibility: Communications Specialist, leadership
  - Evaluation: completed new student registration campaign by Feb. 1, 2024

3. Optimize all communications tools to publicize open registration (press releases and media engagement, home page on the website, social media videos and graphics, and yard signs.
  - Target Audience: Prospective families
  - Timeline: Fall and winter 2023
  - Responsibility: Communications Specialist, leadership
  - Evaluation: completed new student registration campaign by Feb. 1, 2024

Hingham Public Schools

# Communications Plan

2023-2024

**Presented by:**

Heather Kashman

Media and Communications Specialist



Hingham School  
Committee Meeting  
**Sept. 11, 2023**

# 2022–2023 Communications **Successes**

**28** Press releases distributed (vs. 10 previous year)

**143%** Increase in Instagram reach

**57%** Increase in Facebook posts (187 to 297)

**20%** Increase In Instagram posts (157 to 188)

**310%** Increase in Instagram stories (90 to 369)

**Successful Outreach** for New Elementary School and Override

- 20 School Building Project posts on social
- 23 override posts on social

**16** Employee appreciation posts

**53** Smore Emails sent (Monthly newsletter averaging 7,500 views)

**20** Completed outreach campaigns (Job postings, new student registration, Spanish PreK, etc.)

# Survey Insights

- **91%** of users use mobile device (**64%**) or laptop (**27%**) to access HPS info.
- Mixed satisfaction (**58%**) and dissatisfaction (**34%**) with the website.
- The preferred contact is email, but users want a diversified approach.
  - Email (**96%**) Text (**35%**) Social Media (**28%**) Newsletter (**28%**) Website (**21%**)
- Significant interest in a mobile app (**67%** would likely or very likely use it).
- The preferred social media is Meta (**78%**).
  - **41%** Facebook
  - **34%** Instagram
  - **1%** Twitter
  - **17%** Non social users

# Goal One:

Create effective two-way communication between the district/schools and community stakeholders.

## Objectives:

- Develop clear and consistent messaging that is delivered in one clear voice.
- Expand communication methods to district and school staff.
- Employ multiple communication tactics to support recruitment and hiring.
- Increase community relations efforts to support communication.
- Strengthen opportunities for collaboration with families with students with special needs.



# Goal One Action Step Example:

## Create and distribute new branding materials.

### WHY HINGHAM MIDDLE SCHOOL?



<b>20+</b> Clubs & Activities	<b>11:1</b> Student to Teacher Ratio	<b>3</b> World Languages
<b>1:1</b> Device Program	<b>25+</b> Electives	<b>Gr. 8</b> DC Trip
<b>4</b> Days with Late Bus Service	<b>95%</b> of Educators hold a doctorate or masters	<b>Gr. 6-8</b> Intramural sports
<b>14</b> <b>Fine &amp; Performing Arts Electives</b> Including chorus, band, orchestra, art, drama		



**PROGRAM OF STUDIES**

### 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 ”

### Contact

- [news@hinghamschools.org](mailto:news@hinghamschools.org)
- 781-741-1500
- 220 Central St. Hingham, MA 02043
- [hinghamschools.org](http://hinghamschools.org)
- [@hinghampublicschools](https://www.instagram.com/hinghampublicschools)



### Why Choose Us

Booklets are printed materials with four or more pages, containing details about a business, event, product, promotion

- Professional Doctor & Nurses
- Good People And Inspiring
- Focus On The Patient



**6 AWARD WINNING SCHOOLS**

# Goal One Action Step Example:

Evaluate the branding of HPS including HPS logos and materials.

- What is the HPS brand?
- Do current logos share that message?
- Is there satisfaction of HPS logos/brand?
- Do stakeholders identify with recent logo changes?



## **Goal Two:**

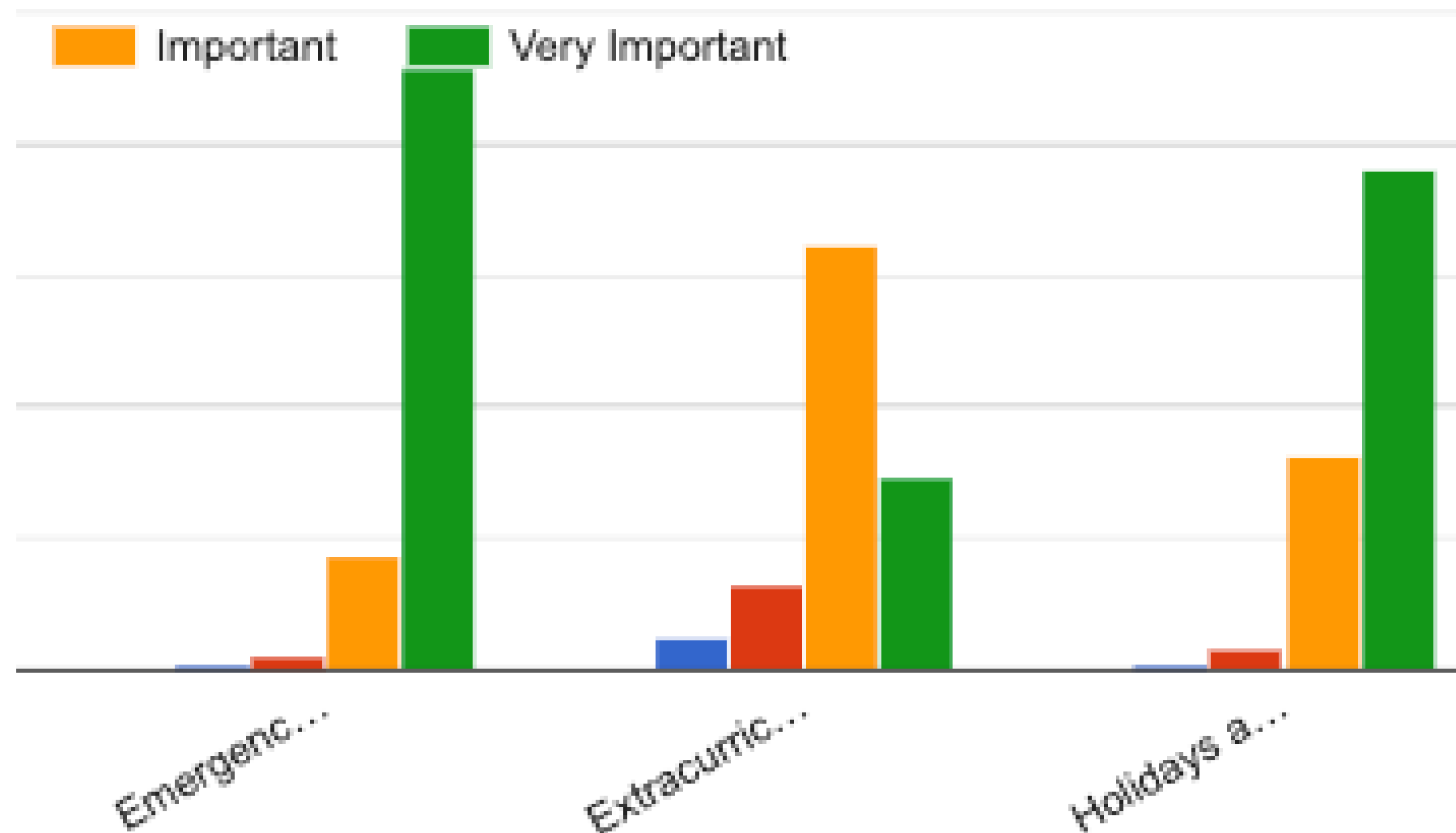
Optimize communications technology to meet the evolving needs of the school community.

### **Objectives:**

- Establish a communications technology committee to review current communications software.
- Streamline Smore Newsletters and optimize for mobile devices.
- Strengthen social media presence.
- Optimize the website for all users.
- Distribute communications survey to students, staff, and community members.

# Goal Two Action Step Example:

Share graphics on social media for all early releases, holidays, important dates, and school closures.



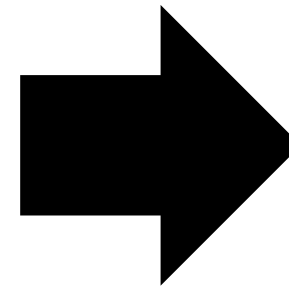


# Goal Two Action Step Example:

Transfer important PDFs to text so that the website search function works properly.

## South School Fast Facts

<b>School Address and Phone</b>	831 Main Street Hingham, MA 02043 (781) 741-1540 / FAX #: 781-749-5673
<b>School Website</b>	<a href="http://www.hinghamschools.org">www.hinghamschools.org</a> . Click on "South" or select "South" from the drop-down menu.
<b>Key contacts</b>	Below is a list of key contacts. Additional contact information can be found on the Hingham Schools website.



## Foster Fast Facts

<b>School Address, Phone, Fax</b>	55 Downer Avenue Hingham, MA 02043 OFFICE: (781) 741-1520 FAX: (781) 741-1522
<b>School Website</b>	<a href="#">Foster Elementary School</a>
<b>Key Contacts</b>	Below is a list of key contacts for Foster Elementary School. All staff can be reached by email using the first initial and last name @hinghamschools.org.

Title	Name	Phone	Email
Principal	Matt Scheufele	(781) 741-1520	<a href="mailto:mscheufele@hinghamschools.org">mscheufele@hinghamschools.org</a>
Assistant Principal	Jennifer Newell	(781) 741-1520	<a href="mailto:jnewell@hinghamschools.org">jnewell@hinghamschools.org</a>
School Administrative Asst.	Maria Sandberg	(781) 741-1520	<a href="mailto:msandberg@hinghamschools.org">msandberg@hinghamschools.org</a>
School Nurse	Heidi Vigneau	(781) 741-1520	<a href="mailto:hvigneau@hinghamschools.org">hvigneau@hinghamschools.org</a>

## **Goal Three:**

Better Support Students and Families During Transition Years.

### **Objectives:**

- Improve outreach efforts for special transitional events.
- Employ a new student registration campaign.

# Goal Three Action Step Example:

Dedicated direct messaging sent directly to the target audience.

MIDDLE SCHOOL  
*Connection*

**Reminder!**



# Goal Three Action Step Example:

Research best practices for increasing enrollment in public schools.

- Best timeline for a registration campaign?
- What avenues of communication have most success?





# Questions?



# HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

[madams@hinghamschools.org](mailto:madams@hinghamschools.org)

[www.hinghamschools.com](http://www.hinghamschools.com)

**Margaret Adams, Ed.D.**  
Superintendent of Schools

To: School Committee Members

From: Margaret Adams, Superintendent  
Aisha Opong, Director of Finance and Operations

Subject: Draft Process for Naming of New Elementary School Building

Date: September 8, 2023

Based upon the School Committee's Policy FF, "Naming New Facilities", the following is a draft procedure for the school committee's consideration for determining the name of the new elementary school now being built on the current Foster site.

1. The Superintendent will share a form to collect suggested names from the community for the new elementary school. The form will be shared during the week of September 11th and close on October 31st through various social media and communication platforms.
2. The principal will solicit feedback from the PTO and School Council for feedback on the naming of the new elementary school building through October 31st using various meetings held in the fall.
3. The data collected will be synthesized by the superintendent and presented to the school committee for discussion on November 27th.
4. A second round of feedback will be solicited based on the data collected from December 4th through December 22nd. The information will be widely shared using various social media and communication platforms.
5. The superintendent will present the data collected from the second round of feedback on January 8th.
6. The final vote on a warrant for spring town meeting on the proposed name for the new elementary school would occur on January 22nd.
7. Present warrant article to Selectboard for consideration for town meeting in February.
8. Final approval of the proposed warrant and name of the school at the April town meeting.

**File: FF - NAMING NEW FACILITIES**

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.

The School Committee has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums in accordance with Town of Hingham Bylaw 40.

Names and/or wording associated with school facilities shall be consistent with HPS District policies and promote messages aligned with the mission, vision and goals of the District. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on recommendations for naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTO in the nomination of the name before submission to the Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the District may accompany the naming request, but the Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the District are encouraged by the Committee. The Committee may acknowledge generous donors by designating appropriate spaces within the District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

LEGAL REF: Town of Hingham Bylaw 40



# HINGHAM PUBLIC SCHOOLS

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[www.hinghamschools.com](http://www.hinghamschools.com)

**Aisha Nelson Oppong**

Director of Finance and Operations

To: Hingham Public Schools School Committee

From: Aisha Oppong, Director of Finance and Operations

CC: Margaret Adams, Superintendent

Date: September 11, 2023

Subject: **Increase in Nursing KIA Fee**

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The Kids In Action Nurse's rate is currently \$35 for the after school program. A nurse is kept on staff as part of the program to help support medically fragile students who participate in the program. This rate has not been increased for the last two years. We recommend increasing the rate to \$36.05.

SC Vote:

To increase the rate for nurses in the Kids in Action Program to \$36.05 for the school year July 1, 2023 to June 30, 2024 and to pay any nurses who worked in the program prior to September 11, 2023 a retroactive pay adjustment.