

HINGHAM SCHOOL COMMITTEE
October 2, 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: 860 2348 7950
Passcode: 425868
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 July 10, 2023
- 2.2. Minutes of the School Committee meeting held on September 11, 2023
- 2.3 Minutes of the School Committee meeting held on September 23, 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 Personnel Report
- 4.2 Update on Planning for Preschool
- 4.3 Accountability Report

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 update on school improvement plan: East Elementary and act as appropriate
 - 7.2 To discuss an overnight student trip in January 2024 to the Harvard Model UN Conference in Boston and act as appropriate
 - 7.3 To discuss an out of state one day competition for the Hingham High School Rowing Team and act as appropriate
 - 7.4 To receive update on YRBS and Wellness Committee
 - 7.5 To discuss Equity Plan goals for the year and act as appropriate
 - 7.6 To complete first read of policies (BA - BDFA-E-3)
 - 7.7 To review rates for interventionist/tutors and act as appropriate
 - 7.8 To review rates for substitute paraprofessionals and act as appropriate
 - 7.9 To discuss donation from Hingham Sports Partnership for HHS Wellness Center and act as appropriate
 - 7.10 To discuss grants and act as appropriate
 - 7.11 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 September 11, 2023 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

 - To provide an update on negotiations with HEA Unit A, B, C, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

 - To provide an update on negotiations with bus drivers' union 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, October 16, 2023 at 6:30 PM

Monday, October 30, 2023 at 6:30 at METCO Headquarters

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.

**Salary & Negotiations Subcommittee of the Hingham School Committee
with participation of the full School Committee**

**July 10, 2023
MEETING MINUTES**

Called to Order at 3:00 PM

The meeting was called to order at 3:00 PM

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

Legal Counsel: Sarah Spatafore

Central Office Members present: Superintendent Dr. Margaret Adams and Director of Business and Support Services Aisha Oppong

Approval of Minutes:

On a motion by Tim Miller-Dempsey and seconded by Michelle Ayer, the minutes of the Salary & Negotiations Subcommittee meeting on July 7, 2023 were approved.

Adjourn to Executive Session:

At 3:04 PM, on a motion by Tim Miller-Dempsey and seconded by Michelle Ayer, the Subcommittee and full School Committee adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, not to return to Open Session, for the purposes of:

- a) Approval of minutes of the Salary & Negotiations executive session meeting of July 7, 2023
- b) To discuss negotiations with non-union administrators Superintendent Dr. Margaret Adams and Assistant Superintendent Kathryn Roberts
- c) Discussing strategy related to collective bargaining negotiations with HEA Unit A (Teachers) and HEA Unit B (Paraeducators)

Michelle Ayer - aye

Tim Miller-Dempsey - aye

Kerry Ni - aye

Alyson Anderson - aye

Jen Benham - aye

Nes Correnti - aye

Matt Cosman – aye

Documents:

07.07.23 Salary & Negotiations Subcommittee Meeting Minutes

HINGHAM SCHOOL COMMITTEE
September 11, 2023

MEETING MINUTES

Called to Order at 6:30 PM

School Committee Chair Nes Correnti called the meeting to order at 6:30 PM, and began by reading the following statement for those participating by zoom:

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

School Committee members present: Chair Nes Correnti, Vice-Chair Michelle Ayer, Secretary Jen Benham, Kerry Ni, Tim Dempsey, 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, and Director of Business and Support Services Aisha Oppong
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: HPS Communications Specialist Heather Kashman, Foreign Language Director Erica Pollard

Remote visitors: There were approximately 6 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 29, 2023

Questions and Comments:

none

Superintendent's Report

- **Back to School Update**

Dr. Adams reported that she visited all the schools in the past few days, and that there are open houses planned for each school over the next few weeks. She also stated that the Events Calendar will be up soon.

Dr. Adams also mentioned that there is a zoom meeting for parents this week for them to learn more about the new Elementary Reading Program.

- **Enrollment**

Dr. Adams reviewed current enrollment numbers for each school, noting the total number of students at this time is 3,715.

Communications

Nes Correnti stated that there is an updated online ethics training available, as was communicated via email from the Town Clerk's office, which is a requirement for town employees and elected officials to complete every two years.

Unfinished Business

none

New Business

World Language Proficiency Testing

Foreign Language Director Erica Pollard gave a presentation detailing student progress in foreign languages, including proficiency levels in speaking the language, as well as reading and listening. She also discussed goals for the department to further student progress.

Spanish elementary structured immersion program

Foreign Language Director Erica Pollard gave a presentation which included research showing the benefits of immersion programs. She discussed the proposed process for exploring the possibility of developing a K-5 immersion program in Hingham.

Communication Plan for 2023-2024 school year

Communications Specialist Heather Kashman gave a presentation which included the goals for this year's communication plan to build upon progress made last year between the district/schools and stakeholders. She discussed the implementation and action steps to continue to improve communication and access to information.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the 2023-2024 Communications Plan as presented

Naming of New Elementary School

The Committee discussed Policy FF: "Naming New Facilities", and discussed 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.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the naming process for the new elementary school

Rate for KIA nurses

Director of Business and Support Services Aisha Oppong submitted a memo to the School Committee with a proposed increase in the pay rate of nurses in the Kids in Action program, noting that the rate had not been increased in two years.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the increase 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.

Subcommittee and Project Reports/Warrants Signed

- Matt Cosman reported that the Hingham Education Foundation has a meeting on September 12th, and that the Special Education Subcommittee will meet on September 13th.
- Alyson Anderson reported that the next Policy Subcommittee meeting is on September 21st.
- Tim Dempsey reported that the next meeting of the Educational Programming Subcommittee will be on September 26th and that there will be a SNAP event on October 12th at The Beth restaurant.
- Kerry Ni reported that the Salary and Negotiations Subcommittee continues to meet with all units to negotiate successor contracts. She reported that there will be negotiations this week with Unit A, teachers.
- Jen Benham reported that there are warrants in the packet.
- Michelle Ayer reported that the School Building Committee meeting is on September 13th.
- Nes Correnti reported that the Wellness Advisory Committee had its first meeting today.

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 to Executive Session at 7:58 PM 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


- o 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
- o 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
- o 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



Respectfully Submitted By: Jen Benham


Name ↑



 09.11.2023 Agenda.pdf 



 Item 2.1 Minutes of the School Committee meeting held on August 29, 2023.pdf 



 Item 4.0 District-Wide Special Education Program Evaluation.pdf 



 Item 4.1 HPS Elementary Curriculum Updates.pdf 

 Item 4.2 09.01.2023 Enrollment.pdf 



 Item 7.1 Proficiency Testing Overview 2023.pdf 



 Item 7.1 The Seal of Biliteracy_ 2022-23 Memo.pdf 



 Item 7.2 Immersion Presentation 2023.pdf 



 Item 7.2 What the Research Says About Immersion - Tara Williams Fortune.pdf 

 Item 7.3 2023 2024 Communications Plan.pdf 

 Item 7.3 Communications Plan Presentation 2023-2024.pdf 

 Item 7.4 Draft Naming of School Process.pdf 

 Item 7.5 Increase in KIA Nursing Fee - Google Docs.pdf 

 Item 8.0 Warrant #S082923.pdf 

 Item 8.0 Warrant #S090523.pdf 

HINGHAM SCHOOL COMMITTEE
Planning Session
September 23, 2023

MEETING MINUTES

Call to Order: The meeting was called to order at 8:03 AM by Chair Nes Correnti.

Members present: Chair Nes Correnti, Jen Benham, Kerry Ni, Tim Dempsey Matt Cosman and Alyson Anderson

Members absent: Vice-Chair Michelle Ayer

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

Members of the Advisory Committee present included: Alan Macdonald, Tina Sherwood, Brian Stack

School Committee goals and priorities for the 2023-2024 school year:

The School Committee discussed goals and priorities for the full committee and reviewed the goals and priorities from each of the subcommittees.

Elect a delegate for the annual MASC conference:

On a motion by Kerry Ni and seconded by Jen Benham

- It was voted to nominate Alyson Anderson to serve as the committee's delegate for the annual MASC conference.

Review and update School Committee operating policies:

Chair Nes Correnti noted that the operating protocols were in the meeting folder and the committee reviewed each one.

On a motion by Kerry Ni and seconded by Jen Benham

- It was voted to adopt the School Committee Operating Protocols for the 2023-2024 School Year.

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

- There were none



Adjourn



On a motion by Kerry Ni and seconded by Jen Benham



- It was voted to adjourn at 10:52 AM.



Respectfully submitted by: Jen Benham



Documents Included:

-
-  09.23.2023 Saturday workshop Agenda.pdf 

 -  2022-2023 SC Operating Protocols.docx 

 -  2023-2024 Salary & Negotiations Subcommittee Goal 

 -  Policy Subcommittee Goals 2023.pdf 

 -  SPED Sub-Committee Goals (DRAFT) 
-

HINGHAM SCHOOL COMMITTEE
Planning Session
September 23, 2023

MEETING MINUTES

Call to Order: The meeting was called to order at 8:03 AM by Chair Nes Correnti.

Members present: Chair Nes Correnti, Jen Benham, Kerry Ni, Tim Dempsey Matt Cosman and Alyson Anderson

Members absent: Vice-Chair Michelle Ayer

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

Members of the Advisory Committee present included: Alan Macdonald, Tina Sherwood, Brian Stack

School Committee goals and priorities for the 2023-2024 school year:

The School Committee discussed goals and priorities for the full committee and reviewed the goals and priorities from each of the subcommittees.

Elect a delegate for the annual MASC conference:

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to nominate Alyson Anderson to serve as the committee's delegate for the annual MASC conference.

Review and update School Committee operating policies:

Chair Nes Correnti noted that the operating protocols were in the meeting folder and the committee reviewed each one.

On a motion by Kerry Ni and seconded by Jen Benham

- It was voted to adopt the School Committee Operating Protocols for the 2023-2024 School Year.

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

- There were none

Adjourn


On a motion by Kerry Ni and seconded by Jen Benham



- It was voted to adjourn at 10:52 AM.



Respectfully submitted by: Jen Benham



Documents Included:

 09.23.2023 Saturday workshop Agenda.pdf 

 2022-2023 SC Operating Protocols.docx 

 2023-2024 Salary & Negotiations Subcommittee Goal 

 Policy Subcommittee Goals 2023.pdf 

 SPED Sub-Committee Goals (DRAFT) 



September 26, 2023

FOR IMMEDIATE RELEASE

CONTACT: hkashman@hinghamschools.org

Hingham Public Schools Seek Community Input for Naming of New Elementary School

Hingham, MA - September 26, 2023 - Hingham Public Schools is excited to launch a school renaming survey for the new elementary school set to open in the fall of 2024. We are seeking all members of the community to participate so we may select a name that fits the values, history, and aspirations of Hingham.

We encourage staff, students, families, residents, and Hingham organizations and businesses to take part in this important decision-making process.

Survey Process Overview

- **Preliminary Survey:** The first phase of our survey is now open for submissions. Find the [survey link here](#). Your ideas will be crucial in shaping the options for consideration. Please provide your name, role, suggested school name, and a detailed explanation for your reasoning.
- **Second Survey:** After collecting suggestions from the community, we will distribute a second survey to narrow down the list of potential names. Your feedback will help us refine the options and select a name that resonates with our community's values and history.

Next Steps

Once a name is chosen through this collaborative process, the Hingham School Committee will submit a warrant article to the Selectboard, seeking approval at the Spring Town Meeting. It's important to note that naming a municipal building, such as the new elementary school, requires endorsement by Town Meeting, as stipulated by town bylaws.

Survey Details

- **Survey Period:** The survey is now open and will remain accessible through Monday, October 30th.
- **Survey Link:** hinghamschools.org

We greatly appreciate your time and dedication in this exciting process.



Student Communication

We are now inviting students to share their suggestions for suggested names of the new elementary school set to open next fall.

We will complete two rounds of surveys. The [first survey](#) collects suggested names. The results will be shared with the School Committee later this fall. After narrowing down the names, we will provide the community with an additional opportunity to provide feedback on the names remaining.

Once a name has been identified, the School Committee submits a warrant article to the Select Board to be considered for a vote at the Spring Town Meeting. Town bylaw states that naming a municipal building requires approval at Town Meeting. The [survey](#) will be open through the end of October.

See link: hinghamschools.org/survey

Thank you for your participation in this exciting process!



Staff Communication

The new elementary school that will replace the current Foster School is set to open next fall. We are excited to see the building continue to take shape as construction is well underway. We welcome all staff to share their suggestions for names of the new building.

We will complete two rounds of surveys. The [first survey](#) collects suggested names. The results will be shared with the School Committee later this fall. After narrowing down the names, we will provide the community with an additional opportunity to provide feedback on the names remaining.

Once a name has been identified, the School Committee submits a warrant article to the Select Board to be considered for a vote at the Spring Town Meeting. Town bylaw states that naming a municipal building requires approval at Town Meeting.

The [survey](#) will be open through the end of October.

See link: hinghamschools.org/survey

Thank you for your participation in this exciting process!



PLYMOUTH RIVER ELEMENTARY SCHOOL

200 High Street • Hingham, Massachusetts 02043

781-741-1530 VOICE • 781-749-7457 FAX

glamothe@hinghamschools.org

www.hinghamschools.org

Gregory Lamothe
Principal

October 4, 2023

Dear Plymouth River School Families,

I am writing to share information about one of the ways your child in grades K-3 will be assessed in reading this year. Our teachers have many methods for monitoring your child's reading development and growth, including an **early literacy universal screening assessment**. Early literacy universal screening assessments are brief tests that provide information about your child's early reading skills. Screening makes it possible to see if a student is at risk of developing reading difficulties, including dyslexia. While screening does not diagnose dyslexia or other disabilities, it does help us understand which students may need additional support to be successful readers. We are required to assess students in grades K-3 at least twice per year in accordance with [Massachusetts regulation 603 CMR 28.03\(1\)\(f\)](#).

Our district uses a screening assessment called Acadience, which is formerly known as DIBELS Next. It is one of several screening assessments approved by the Massachusetts Department of Elementary and Secondary Education. Your child will be assessed three times during the school year. It typically takes ten minutes per student to complete this assessment. The schedule for this school year is shown below.

Grades	Screening Assessment Dates
K-3	<ul style="list-style-type: none">• <u>Beginning of Year (BOY)</u>: September 8- October 3, 2023• <u>Middle of Year (MOY)</u>: Between January 3-January 30, 2023• <u>End of Year (EOY)</u>: Between May 15- June 11, 2023

Following each screening assessment, a team at our school reviews all students' results. If your child scored "well below benchmark," you will receive additional communication from the school within 30 days of the screening.

Screening is another tool for helping students at our school become proficient readers, and we are grateful for the continued support and partnership with Hingham families.

Best,

Gregory Lamothe



September 19, 2023

FOR IMMEDIATE RELEASE

CONTACT: hkashman@hinghamschools.org

Plymouth River Elementary and South Elementary Among 66 Schools to be Recognized by the State

Hingham, MA — The Hingham Public Schools (HPS) is thrilled to announce that both Plymouth River Elementary (PRS) and South Elementary have been recognized as Schools of Recognition by the Department of Elementary and Secondary Education (DESE).

Out of a total of 1,830 schools in Massachusetts, Plymouth River and South were among the 66 schools that received recognition.

South Elementary School earned 100% for its progress toward improvement targets and 99% for its accountability performance. Plymouth River Elementary School reached 91% of its improvement targets and earned 95% for its accountability performance.

The recognition uses multiple measures from the past two years to determine schools that have met or exceeded the state targets and high achievement. The measures include MCAS achievement scores, growth, and attendance rates.

“We are so incredibly proud as a community of the hard work of our students and staff. The recognition is a testament to the dedication of our staff to meeting the needs of every student. It is my honor to celebrate this accomplishment along with South and PRS” stated Dr. Margaret Adams, Superintendent, after hearing the news.

Gregory Lamothe, Principal of Plymouth River Elementary, had this to say about the recognition, “Being able to lead such an incredible group of staff and students is truly an honor. I am so proud of the students and our families that help make PRS such a special place to call my second family. It takes a sprinkle of hard work, a touch of dedication, and a whole lot of love from everyone who belongs to the PRS community to attain this esteemed accomplishment.”

“Teamwork makes the dream work!” says Mary Eastwood, South Elementary Principal. “Every single person who works at South gives their **ALL** each and every day for the best interests of the students. Add to that our incredibly supportive families, and you have an amazing environment we like to call our **village**. The entire **South School Village** deserves great credit for this outstanding accomplishment! It is the reason we all feel so lucky to work here! Together we **ALL** shine!”



Principal Gregory Lamothe Speaking to Staff and Students



Principal Mary Eastwood and Assistant Principal Lori Jacobs pose for a picture with staff after hearing of the news of the recognition.



HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

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Margaret Adams, Ed.D.

Superintendent of Schools

To: Margaret Adams, Superintendent of Schools

From: Kelly Larkin, Human Resources Coordinator

Cc: Aisha Opping, Director of Finance and Operations

Subject: Personnel Report

Date: October 2, 2023

The following report represents changes in personnel during the period of September 2, 2023 to October 2, 2023.

Appointments

Name	Position	Location
Diana DeLouise	Paraeducator	HHS
Kiana Shipp	Paraeducator	HHS
Alix Gruber	Paraeducator	East
Raymond Jenkins	Paraeducator	HMS
Elizabeth Chapin	Paraeducator	HMS
Donald Clark	Paraeducator	HMS
Amanda Parker	Paraeducator	East
Megan Hodges	Paraeducator	Foster
Alison Capaldo	Secondary English Teacher	HMS
Amaiyan Carroll	Paraeducator	HMS
Shannen Maloney	Paraeducator	South
Lisa Sharp	Paraeducator	East

Kelli MacLeod	Paraeducator	South
Alicia Keohane	Paraeducator	South
Ashley Balaconis	Paraeducator	South
Sarah Ventola	Paraeducator	South
Sheila Duclos	Paraeducator	HHS
Kelly McGahan	Paraeducator	HHS
Suzanne King	KIA Assistant Teacher	KIA

Resignations

Name	Position	Location
Rebecca Deveau	Food Service Tech	Food Service
Kacey Dejesus	Food Service Tech	Food Service
Pamela Taylor	KIA Teacher	KIA

Transfers

Name	Position	Location
Holly Constant	Paraeducator	Foster

Open Positions

- We have approximately 10 paraprofessional needs across the district as of today.
- We need 2 bus drivers, one van driver and five custodial/facilities staff.
- We have one school nurse position still open at the middle school.



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Margaret Adams, Ed.D.
Superintendent of Schools

To: School Committee

From: Margaret Adams, Superintendent

Subject: Preschool Working Group

Date: September 25, 2023

With the opening of the new elementary school at the current Foster School site, an additional five classroom spaces to accommodate programming for preschool and Pre-Kindergarten will become available. Last year and through the process of planning the new elementary school, the district shared with the community the need for additional preschool and Pre-Kindergarten programming to meet the needs of students with disabilities beyond the current classrooms at East.

To support needed planning, the district has convened a working group that began meeting in late August and will continue through December 2023 to make recommendations on the development of preschool and Pre-Kindergarten programming for the 2024-2025 school year. The main objective of the group will be to provide the School Committee recommendations for preschool programming that include location, financial considerations, and configurations that best meet the needs of the students and the community.

The group consists the following staff members:

- Margaret Adams, Superintendent of Schools
- Dr. Barbara Cataldo, Interim Director of Student Services
- Liz Constanza, School Psychologist East School
- Charlene Fabrizio, Elementary Administrator for Special Education
- Jonathan Hawes, Principal East Elementary
- Jackie Sansone, Director of Kids in Action
- Matthew Scheufele, Principal Foster Elementary
- Aisha Oppong, Director of Finance and Operations

The group will follow the steps as outlined below in developing its recommendations:

- Identify current needs of students with disabilities and past trends of enrollment in preschool and Pre-Kindergarten.
- Research local programming options available to families.
- Visit existing public school programs in the area to identify program configurations that best meet all students' needs including Abington, Wayland, Duxbury and Melrose. Programs chosen for their breadth of services, program configuration, and curriculum.
- Develop outline for the curriculum and grouping/classroom configurations.
- Identify strategies for increasing enrollment of the program for typical peers.
- Identify funding models for the program that are fiscally responsible.

We look forward to coming before the school committee in early January with our recommendation.

Massachusetts School and District Profiles Hingham

2023 Official Accountability Report - Hingham

Organization Information	
DISTRICT NAME Hingham (01310000)	TITLE I STATUS Non-Title I District
REGION Coastal	GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification Not requiring assistance or intervention
--

Reason for classification Meeting or exceeding targets
--

Progress toward improvement targets	Accountability percentile
88% - Meeting or exceeding targets	-

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR	SCHOOLS IN THIS DISTRICT
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Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	511.7	513.2	1.5	514.1	1,711	4	Recovery Path: Exceeded Target
Lowest Performing	487.4	491.5	4.1	491.3	328	3	Recovery Path: Met Target
High needs	494.4	495.8	1.4	496.2	453	3	Recovery Path: Met Target
Low income	497.9	497.5	-0.4	500.7	141	3	Recovery Path: Met Target
EL and Former EL	-	-	-	-	22	-	-
Students w/ disabilities	490.3	492.5	2.2	492.8	350	3	Recovery Path: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	50	-	-
Afr. Amer./Black	-	-	-	-	29	-	-
Hispanic/Latino	-	-	-	-	70	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	67	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	512.0	513.4	1.4	514.3	1,494	4	Recovery Path: Exceeded Target

English language arts achievement - MCAS average composite scaled score - High school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason

All Students	519.5	523.7	4.2	522.1	270	4	Path Forward: Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	504.3	507.2	2.9	507.6	53	3	Path Forward: Met Target
Low income	508.9	514.9	6.0	512.8	30	4	Path Forward: Exceeded Target
EL and Former EL	-	-	-	-	2	-	-
Students w/ disabilities	495.6	498.0	2.4	498.3	29	3	Path Forward: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	14	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	520.3	524.4	4.1	521.6	225	4	Recovery Path: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	508.4	510.7	2.3	510.2	1,712	4	Recovery Path: Exceeded Target
Lowest Performing	488.2	491.3	3.1	494.5	328	3	Recovery Path: Met Target
High needs	494.0	496.8	2.8	495.9	456	4	Recovery Path: Exceeded Target
Low income	493.6	496.4	2.8	496.2	142	3	Recovery Path: Met Target
EL and Former EL	-	-	-	-	22	-	-
Students w/ disabilities	491.3	494.4	3.1	493.5	353	4	Path Forward: Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	50	-	-
Afr. Amer./Black	-	-	-	-	29	-	-
Hispanic/Latino	-	-	-	-	71	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	67	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	508.3	510.7	2.4	510.2	1,494	4	Recovery Path: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - High school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	516.3	516.2	-0.1	518.8	268	3	Path Forward: Met Target
Lowest Performing	-	-	-	-	-	-	-
High needs	501.6	499.0	-2.6	505.4	51	0	Path Forward: Declined
Low income	508.3	502.5	-5.8	512.8	29	3	Path Forward: Met Target
EL and Former EL	-	-	-	-	2	-	-
Students w/ disabilities	491.8	493.8	2.0	495.2	28	2	Path Forward: Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	14	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	517.1	515.8	-1.3	519.7	223	3	Path Forward: Met Target

Science achievement - MCAS average composite scaled score - Non-high school

About the Data

Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	509.7	512.3	2.6	512.4	547	4	Path Forward: Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	495.6	495.4	-0.2	498.6	137	3	Path Forward: Met Target
Low income	496.8	493.6	-3.2	500.1	50	0	Path Forward: Declined
EL and Former EL	-	-	-	-	8	-	-

Students w/ disabilities	493.3	492.6	-0.7	496.7	97	3	Path Forward: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	15	-	-
Afr. Amer./Black	-	-	-	-	9	-	-
Hispanic/Latino	-	-	-	-	26	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	17	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	509.6	512.2	2.6	511.2	480	4	Recovery Path: Exceeded Target

Science achievement - MCAS average composite scaled score - High school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	516.6	518.8	2.2	517.9	255	4	Recovery Path: Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	501.6	499.2	-2.4	504.5	46	0	Path Forward: Declined
Low income	505.0	507.3	2.3	508.1	24	3	Path Forward: Met Target
EL and Former EL	-	-	-	-	1	-	-
Students w/ disabilities	492.9	491.6	-1.3	496.0	26	0	Path Forward: Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	13	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	8	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	517.0	518.8	1.8	518.9	216	4	Path Forward: Exceeded Target

English language arts growth - Non-high school				About the Data
Group	2023 Mean SGP	N	Points	Reason
All Students	55.3	1,366	3	Typical Growth - High
Lowest Performing	53.0	328	3	Typical Growth - High
High needs	51.2	354	3	Typical Growth - High
Low income	51.0	121	3	Typical Growth - High
EL and Former EL	-	15	-	-
Students w/ disabilities	50.6	267	3	Typical Growth - High
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	40	-	-
Afr. Amer./Black	-	24	-	-
Hispanic/Latino	-	60	-	-
Multi-race, Non-Hisp./Lat.	-	53	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	55.3	1,189	3	Typical Growth - High

English language arts growth - High school				About the Data
Group	2023 Mean SGP	N	Points	Reason
All Students	52.0	247	3	Typical Growth - High
Lowest Performing	-	-	-	-
High needs	48.7	44	2	Typical Growth - Low
Low income	57.8	25	3	Typical Growth - High
EL and Former EL	-	1	-	-
Students w/ disabilities	43.9	24	2	Typical Growth - Low
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	-	13	-	-
Afr. Amer./Black	-	7	-	-
Hispanic/Latino	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	52.2	210	3	Typical Growth - High

Mathematics growth - Non-high school

About the Data

Group	2023 Mean SGP	N	Points	Reason
All Students	52.1	1,363	3	Typical Growth - High
Lowest Performing	53.0	328	3	Typical Growth - High
High needs	52.1	355	3	Typical Growth - High
Low income	52.4	120	3	Typical Growth - High
EL and Former EL	-	15	-	-

Students w/ disabilities	51.1	269	3	Typical Growth - High
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	-	40	-	-
Afr. Amer./Black	-	23	-	-
Hispanic/Latino	-	60	-	-
Multi-race, Non-Hisp./Lat.	-	53	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	52.0	1,187	3	Typical Growth - High

Mathematics growth - High school				About the Data
Group	2023 Mean SGP	N	Points	Reason
All Students	61.5	245	4	Exceeded Typical Growth
Lowest Performing	-	-	-	-
High needs	56.6	41	3	Typical Growth - High
Low income	58.6	23	3	Typical Growth - High
EL and Former EL	-	1	-	-
Students w/ disabilities	54.5	23	3	Typical Growth - High
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	-	13	-	-
Afr. Amer./Black	-	7	-	-
Hispanic/Latino	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	61.3	208	4	Exceeded Typical Growth

Four-year cohort graduation rate - High school							About the Data
Group	2021 Rate (%)	2022 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	95.3	96.6	1.3	95.0	319	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	84.6	91.5	6.9	88.9	82	4	Exceeded Target
Low income	82.5	90.4	7.9	87.1	52	4	Exceeded Target
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	83.3	88.1	4.8	89.4	42	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	9	-	-
Afr. Amer./Black	-	-	-	-	6	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	13	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	95.6	96.8	1.2	95.0	277	4	Exceeded Target

Extended engagement rate - High school							About the Data
Group	2020 Rate (%)	2021 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	99.0	97.8	-1.2	95.0	319	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	98.6	93.8	-4.8	95.0	65	0	Declined
Low income	97.1	87.5	-9.6	95.0	40	0	Declined
EL and Former EL	-	-	-	-	1	-	-
Students w/ disabilities	100.0	93.8	-6.2	95.0	48	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	5	-	-
Afr. Amer./Black	-	-	-	-	5	-	-
Hispanic/Latino	-	-	-	-	6	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	99.3	98.0	-1.3	95.0	297	4	Exceeded Target

Annual dropout rate - High school

About the Data

Group	2021 Rate (%)	2022 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	0.2	0.5	0.3	1.0	1,202	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High needs	0.5	1.5	1.0	1.0	194	0	Declined
Low income	1.1	2.8	1.7	1.0	106	0	Declined
EL and Former EL	-	-	-	-	1	-	-

Students w/ disabilities	0.0	0.0	0.0	1.0	109	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	42	-	-
Afr. Amer./Black	-	-	-	-	22	-	-
Hispanic/Latino	-	-	-	-	44	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	40	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	0.2	0.3	0.1	1.0	1,053	3	Met Target

Progress toward attaining English language proficiency - Non-high school							About the Data	
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason	
All Students	-	-	-	-	-	-	-	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Low income	-	-	-	-	-	-	-	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	-	-	-	
Afr. Amer./Black	-	-	-	-	-	-	-	
Hispanic/Latino	-	-	-	-	-	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	-	-	-	-	-	-	-	

Progress toward attaining English language proficiency - High school							About the Data	
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason	
All Students	-	-	-	-	-	-	-	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Low income	-	-	-	-	-	-	-	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	-	-	-	
Afr. Amer./Black	-	-	-	-	-	-	-	
Hispanic/Latino	-	-	-	-	-	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	-	-	-	-	-	-	-	

Chronic absenteeism - Non-high school							About the Data	
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason	
All Students	12.1	9.9	-2.2	11.1	2,308	4	Exceeded Target	
Lowest Performing	13.7	11.6	-2.1	13.1	328	4	Exceeded Target	
High needs	18.9	16.4	-2.5	17.1	610	4	Exceeded Target	
Low income	28.5	27.0	-1.5	26.1	200	2	Improved Below Target	
EL and Former EL	-	-	-	-	34	-	-	
Students w/ disabilities	14.1	13.9	-0.2	11.7	459	2	Improved Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	69	-	-	
Afr. Amer./Black	-	-	-	-	39	-	-	
Hispanic/Latino	-	-	-	-	93	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	82	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-	
White	11.3	9.1	-2.2	10.1	2,024	4	Exceeded Target	

Chronic absenteeism - High school

About the Data

Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	13.1	10.0	-3.1	11.5	1,194	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	24.8	22.0	-2.8	21.9	186	3	Met Target
Low income	31.5	31.7	0.2	27.0	104	1	No Change
EL and Former EL	-	-	-	-	5	-	-

Students w/ disabilities	26.7	15.7	-11.0	23.2	108	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	44	-	-
Afr. Amer./Black	-	-	-	-	19	-	-
Hispanic/Latino	-	-	-	-	48	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	38	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	12.2	9.6	-2.6	10.4	1,044	4	Exceeded Target

Advanced coursework completion - High school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	83.8	87.8	4.0	87.2	599	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	51.5	45.8	-5.7	57.2	72	0	Declined
Low income	62.5	57.9	-4.6	68.7	38	0	Declined
EL and Former EL	-	-	-	-	2	-	-
Students w/ disabilities	31.1	28.6	-2.5	38.2	42	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	17	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	21	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	18	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	84.6	88.8	4.2	88.2	536	4	Exceeded Target

Assessment participation - All students														About the Data	
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	1,999	1,983	99	Yes	1	1,998	1,982	99	Yes	1	827	820	99	Yes	1

Assessment participation - Student Group												About the Data
Group	English language arts		Mathematics		Science		Overall					
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate	
High needs	517	508	516	509	194	192	1,227	1,209	99	Yes	1	
Low income	174	172	172	172	82	82	428	426	100	Yes	1	
EL and Former EL	26	26	26	26	11	11	63	63	100	Yes	1	
Students w/ disabilities	388	379	388	381	129	127	905	887	98	Yes	1	
Amer. Ind. or Alaska Nat.	1	1	1	1	1	1	3	-	-	-	-	
Asian	65	65	65	65	30	30	160	160	100	Yes	1	
Afr. Amer./Black	36	36	36	36	16	16	88	88	100	Yes	1	
Hispanic/Latino	86	84	87	85	41	39	214	208	97	Yes	1	
Multi-race, Non-Hisp./Lat.	77	77	77	77	27	27	181	181	100	Yes	1	
Nat. Haw. or Pacif. Isl.	1	1	1	1	0	-	2	-	-	-	-	
White	1,733	1,719	1,731	1,717	712	707	4,176	4,143	99	Yes	1	

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a criterion-referenced target percentage of 75% or higher.


The criterion-referenced target percentage is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Resources

 [Interpretive Materials](#)

 [Glossary of Accountability Terms](#)

Hingham Public Schools

2023 Accountability Data



Presented by
Margaret Adams, Superintendent of Schools
Katie Roberts, Assistant Superintendent of Schools
October 2, 2023



Mass. Accountability System

Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11 th and 12 th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)



Accountability Indicator Weightings- Non-High School

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	ELA, math, & science achievement	60%	67.5%
Student Growth	ELA & math SGP	20%	22.5%
English Language Proficiency	Progress made by students towards attaining English language proficiency	10%	--
Additional Indicators	Chronic absenteeism	10%	10%



Accountability Indicator Weightings- High School

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	· ELA, math, & science achievement	40%	47.5%
Student Growth	· ELA & math SGP	20%	22.5%
High School Completion	· Four-year cohort graduation rate · Extended engagement rate · Annual dropout rate	20%	20%
English Language Proficiency	· Progress made by students towards attaining English language proficiency	10%	--



Mass. Accountability System

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ELA Achievement (Non-High School)

English language arts achievement - MCAS average composite scaled score - Non-High school

Group	2022 Achievement	2023 Achievement	Different 22-23	N	Reason
All Students	511.7	513.2	1.5	1,711	Recovery Path: Exceeded Target
	487.4	491.5	4.1		Recovery Path: Met Target
High needs	494.4	495.8	1.4	453	Recovery Path: Met Target
Low income	497.9	497.5	-0.4	141	Recovery Path: Met Target
EL and Former EL	-	-	-	22	
Students w/ disabilities	490.3	492.5	2.2	350	Recovery Path: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	-	50	-
Afr. Amer./Black	-	-	-	29	-
Hispanic/Latino	-	-	-	70	-
Multi-race, Non-Hisp./Lat.	-	-	-	67	-
Nat. Haw. or Pacif. Isl.	-	-	-	1	-
White	512.0	513.4	1.4	1,494	Recovery Path: Exceeded Target



ELA Achievement (High School)

English language arts achievement - MCAS average composite scaled score - High school

Group	2022 Achievement	2023 Achievement	Change	N	Reason
All Students	519.5	523.7	4.2	270	Path Forward: Exceeded Target
Lowest Performing	-	-	-	-	-
High needs	504.3	507.2	2.9	53	Path Forward: Met Target
Low income	508.9	514.9	6.0	30	Path Forward: Exceeded Target
EL and Former EL	-	-	-	2	-
Students w/ disabilities	495.6	498.0	2.4	29	Path Forward: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	1	-
Asian	-	-	-	14	-
Afr. Amer./Black	-	-	-	7	-
Hispanic/Latino	-	-	-	13	-
Multi-race, Non-Hisp./Lat.	-	-	-	10	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	520.3	524.4	4.1	225	Recovery Path: Exceeded Target



Math Achievement (Non-High School)

Math achievement - MCAS average composite scaled score - Non-High school

Group	2022 Achievement	2023 Achievement	Change	N	Reason
All Students	508.4	510.7	2.3	1,712	Recovery Path: Exceeded Target
Lowest Performing	488.2	491.3	3.1	328	Recovery Path: Met Target
High needs	494.0	496.8	2.8	456	Recovery Path: Exceeded Target
Low income	493.6	496.4	2.8	142	Recovery Path: Met Target
EL and Former EL	-		-	22	
Students w/ disabilities	491.3	494.4	3.1	353	Path Forward: Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	-	-	50	
Afr. Amer./Black	-	-	-	29	
Hispanic/Latino	-	-	-	71	
Multi-race, Non-Hisp./Lat.	-	-	-	67	
Nat. Haw. or Pacif. Isl.	-	-	-	1	
White	508.3	510.7	2.4	1,494	Recovery Path: Exceeded Target



Math Achievement (High School)

Math achievement - MCAS average composite scaled score - High school

Group	2022 Achievement	2023 Achievement	Change	N	Reason
All Students	516.3	516.2	-0.1	268	Path Forward: Met Target
Lowest Performing	-	-	-	-	-
High needs	501.6	499.0	-2.6	51	Path Forward: Declined
Low income	508.3	502.5	-5.8	29	Path Forward: Met Target
EL and Former EL	-	-	-	2	-
Students w/ disabilities	491.8	493.8	2.0	28	Path Forward: Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	1	-
Asian	-	-	-	14	-
Afr. Amer./Black	-	-	-	7	-
Hispanic/Latino	-	-	-	13	-
Multi-race, Non-Hisp./Lat.	-	-	-	10	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	517.1	515.8	-1.3	223	Path Forward: Met Target



Science Achievement (Non-High School)

Science achievement - MCAS average composite scaled score - Non-High school

Group	2022 Achievement	2023 Achievement	Change	N	Reason
All Students	509.7	512.3	2.6	547	Path Forward: Exceeded Target
Lowest Performing	-	-	-	-	-
High needs	495.6	495.4	-0.2	137	Path Forward: Met Target
Low income	496.8	493.6	-3.2	50	Path Forward: Declined
EL and Former EL	-	-	-	8	-
Students w/ disabilities	493.3	492.6	0.7	97	Path Forward: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	-	15	-
Afr. Amer./Black	-	-	-	9	-
Hispanic/Latino	-	-	-	26	-
Multi-race, Non-Hisp./Lat.	-	-	-	17	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	509.6	512.2	2.6	480	Recovery Path: Exceeded Target



Science Achievement (High School)

Science achievement - MCAS average composite scaled score - High school

Group	2022 Achievement	2023 Achievement	Change	N	Reason
All Students	516.6	518.8	517.9	255	Recovery Path: Exceeded Target
Lowest Performing	-	-	-	-	-
High needs	501.6	499.2	504.5	46	Path Forward: Declined
Low income	505.0	507.3	508.1	24	Path Forward: Met Target
EL and Former EL	-	-	-	1	-
Students w/ disabilities	492.9	491.6	496.0	26	Path Forward: Declined
Amer. Ind. or Alaska Nat.	-	-	-	1	-
Asian	-	-	-	13	-
Afr. Amer./Black	-	-	-	7	-
Hispanic/Latino	-	-	-	8	-
Multi-race, Non-Hisp./Lat.	-	-	-	10	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	517.0	518.8	1.8	216	Path Forward: Exceed Target



Mass. Accountability System

Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11 th and 12 th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)



Student Growth

- Availability of data allows for return to cohort model for student growth percentile calculations
- Should not be compared to 2021
- Old standards for understanding the means are applicable
 - Mean SGP of 1-19 = Very low growth
 - Mean SGP of 20-39 = Low growth
 - Mean SGP of 40-59 = Typical growth
 - Mean SGP of 60-79 = High growth
 - Mean SGP of 80-99 = Very high growth



ELA Student Growth (Non-High School)

Group	2023 Mean SGP	Reason	N
All Students	55.3	Typical Growth-High	1,366
Lowest Performing	53.0	Typical Growth-High	328
High needs	51.2	Typical Growth-High	354
Low income	51.0	Typical Growth-High	121
EL and Former EL	-		15
Students w/ disabilities	50.6	Typical Growth-High	267
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	40
Afr. Amer./Black	-	-	24
Hispanic/Latino	-	-	60
Multi-race, Non-Hisp./Lat.	-	-	53
Nat. Haw. or Pacif. Isl.	-	-	-
White	55.3	Typical Growth-High	1,189



ELA Student Growth (High School)

Group	2023 Mean SGP	Reason	N
All Students	52.0	Typical Growth-High	247
Lowest Performing	-	-	-
High needs	48.7	Typical Growth-Low	44
Low income	57.8	Typical Growth-High	25
EL and Former EL	-	-	1
Students w/ disabilities	43.9	Typical Growth-Low	24
Amer. Ind. or Alaska Nat.	-	-	1
Asian	-	-	13
Afr. Amer./Black	-	-	7
Hispanic/Latino	-	-	7
Multi-race, Non-Hisp./Lat.	-	-	9
Nat. Haw. or Pacif. Isl.	-	-	-
White	52.2	Typical Growth-High	210



Math Student Growth (Non-High School)

Group	2023 Mean SGP	Reason	N
All Students	52.1	Typical Growth-High	1,363
Lowest Performing	53.0	Typical Growth-High	328
High needs	52.1	Typical Growth-High	355
Low income	52.4	Typical Growth-High	120
EL and Former EL	-	-	15
Students w/ disabilities	51.1	Typical Growth-High	269
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	40
Afr. Amer./Black	-	-	23
Hispanic/Latino	-	-	60
Multi-race, Non-Hisp./Lat.	-	-	53
Nat. Haw. or Pacif. Isl.	-	-	-
White	52.0	Typical Growth-High	1,187



Math Student Growth (High School)

Group	2023 Mean SGP	Reason	N
All Students	61.5	Exceeded Typical Growth	254
Lowest Performing	-	-	-
High needs	56.6	Typical Growth-High	41
Low income	58.6	Typical Growth-High	23
EL and Former EL	-	-	1
Students w/ disabilities	54.5	Typical Growth-High	23
Amer. Ind. or Alaska Nat.	-	-	1
Asian	-	-	13
Afr. Amer./Black	-	-	7
Hispanic/Latino	-	-	7
Multi-race, Non-Hisp./Lat.	-	-	9
Nat. Haw. or Pacif. Isl.	-	-	-
White	61.4	Exceeded Typical Growth	208



Mass. Accountability System

Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	Four-year cohort graduation rate Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled) Annual dropout rate
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11 th and 12 th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)



Four Year Graduation (High School)

Group	2021 Rate (%)	2022 Rate (%)	Change	N	Reason
All Students	95.3	96.6	1.3	319	Exceeded Target
Lowest Performing	-	-	-	-	-
High needs	84.6	91.5	6.9	82	Exceeded Target
Low income	82.5	90.4	7.9	52	Exceeded Target
EL and Former EL	-	-	-	-	-
Students w/ disabilities	83.3	88.1	4.8	42	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	-	9	-
Afr. Amer./Black	-	-	-	6	-
Hispanic/Latino	-	-	-	14	-
Multi-race, Non-Hisp./Lat.	-	-	-	13	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	95.6	96.8	1.2	277	Exceeded Target



Extended Engagement (High School)

Group	2020 Rate (%)	2021 Rate (%)	Change	N	Reason
All Students	99.0	97.8	-1.2	319	Exceeded Target
Lowest Performing					
High needs	98.6	93.8	-4.8	65	Declined
Low income	97.1	87.5	-9.6	40	Declined
EL and Former EL			-	1	
Students w/ disabilities	100.0	93.8	-6.2	48	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	99.3	98.0	-1.3	297	Exceeded Target



Annual Dropout Rate (High School)

Group	2021 Rate (%)	2022 Rate (%)	Change	N	Reason
All Students	0.2	0.5	0.3	1,202	Met Target
Lowest Performing		-	-	-	-
High needs	0.5	1.5	1.0	194	Declined
Low income	1.1	2.8	1.7	106	Declined
EL and Former EL	-	-	-	1	-
Students w/ disabilities	0.0	0.0	0.0	109	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	1	-
Asian	0.0	-	-	42	-
Afr. Amer./Black	0.0	-	-	22	-
Hispanic/Latino	0.0	-	-	44	-
Multi-race, Non-Hisp./Lat.	0.0	-	-	40	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	0.2	0.3	0.1	1,053	Met Target



Mass. Accountability System

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Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11 th and 12 th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)



Chronic Absenteeism (Non-High School)

Group	2022 Rate (%)	2022 Rate (%)	Change	N	Reason
All Students	12.1	9.9	-2.2	2,308	Exceeded Target
Lowest Performing	13.7	11.6	-2.1	328	Exceeded Target
High needs	18.9	16.4	-2.5	610	Exceeded Target
Low income	28.5	27.0	-1.5	200	Improved Below Target
EL and Former EL	-	-	-	34	-
Students w/ disabilities	14.1	13.9	-0.2	459	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	-	-	-	69	-
Afr. Amer./Black	-	-	-	39	-
Hispanic/Latino	-	-	-	93	-
Multi-race, Non-Hisp./Lat.	-	-	-	82	-
Nat. Haw. or Pacif. Isl.	-	-	-	1	-
White	11.3	9.1	-2.2	2,024	Exceeded Target



Chronic Absenteeism (High School)

Group	2022 Rate (%)	2023 Rate (%)	Change	N	Reason
All Students	13.1	10.0	-3.1	1,194	Exceeded Target
Lowest Performing	-	-	-	-	-
High needs	24.8	22.0	-2.8	186	Met Target
Low income	31.5	31.7	0.2	104	No Change
EL and Former EL	-	-	-	5	-
Students w/ disabilities	26.7	15.7	-11.0	108	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	1	-
Asian	-	-	-	44	-
Afr. Amer./Black	-	-	-	19	-
Hispanic/Latino	-	-	-	48	-
Multi-race, Non-Hisp./Lat.	-	-	-	38	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	12.2	9.6	-2.6	1,044	Exceeded Target



Mass. Accountability System

Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11 th and 12 th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)



Advanced Coursework Completion (High School)

Group	2022 Rate (%)	2023 Rate (%)	Change	N	Reason
All Students	83.8	87.8	+4.0	599	Exceeded Target
Lowest Performing	-	-	-	-	
High needs	51.5	45.8	-5.7	72	Declined
Low income	62.5	57.9	-4.6	38	Declined
EL and Former EL	-	-	-	2	
Students w/ disabilities	31.1	28.6	-2.5	42	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	-	-	17	
Afr. Amer./Black	-	-	-	7	
Hispanic/Latino	-	-	-	21	
Multi-race, Non-Hisp./Lat.	-	-	-	18	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	84.6	88.8	4.2	536	Exceeded Target

This indicator is reported as the percentage of all students enrolled in 11th and 12th grade that achieve a passing score in at least one advanced course, including but not limited to Advanced Placement (AP), International Baccalaureate (IB), Project Lead the Way (PLTW), dual enrollment for post-secondary credit, Chapter 74-approved vocational/technical secondary cooperative education programs and Articulation Agreement courses, and other DESE-selected rigorous courses.



School Accountability Percentile

School	Accountability information	Progress Towards Improvement Target	School Accountability Percentile
East Elementary School	Substantial Progress Towards Target	62%	87
Hingham High	Meeting or Exceeding Targets	96%	90
Hingham Middle School	Meeting or Exceeding Targets	76%	84
Plymouth River	Meeting or Exceeding Targets	91%	95
South Elementary	Meeting or Exceeding Targets	100%	99
Wm L Foster Elementary	Meeting or Exceeding Targets	99%	99

not calculated for districts, or for any school without sufficient achievement and growth data in English language arts (ELA) and mathematics.

Glossary of 2023 Accountability Reporting Terms

The sections below correspond to the information displayed on the 2023 accountability reports for districts and schools. Additional information about the 2023 accountability determinations is available [on our website](#).

Organization Information

Region

The region or group that the district belongs to for the purposes of coordinating assistance and support.

Title I status

The Title I status for the district or school in the 2022-2023 school year.

Federal designation

School accountability reports include an indication of whether the school has been assigned a federal accountability designation. The federal Every Student Succeeds Act (ESSA) requires states to identify schools as: in need of *comprehensive support and improvement (CSI)* if they have a graduation rate below 66.7 percent or if they are among the lowest performing 5 percent of Title I schools statewide; or in need of *targeted support and improvement (TSI)* if they have one or more consistently low performing student groups. A subset of TSI schools may be identified as requiring *additional targeted support and improvement (ATSI)* if one or more of their consistently low performing student groups demonstrates performance below that of the 5th percentile Title I school. Districts do not receive a federal designation.

Accountability information

Overall classification

All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention.

Reason for classification

School of recognition

A subset of schools classified as not requiring assistance or intervention are recognized for their academic accomplishments. Schools of recognition demonstrate high achievement and high growth and meet or exceed targets.

Meeting or exceeding targets

A district or school is identified as meeting or exceeding targets if it has a criterion-referenced target percentage of 75 percent or higher and has not otherwise been identified as requiring assistance or

intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

Substantial progress toward targets

A district or school is identified as making substantial progress toward targets if it has a criterion-referenced target percentage from 50 to 74 percent and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

Moderate progress toward targets

A district or school is identified as making moderate progress toward targets if it has a criterion-referenced target percentage from 25 to 49 percent and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

Limited or no progress toward targets

A district or school is identified as making limited or no progress toward targets if it has a criterion-referenced target percentage below 25 percent and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

Focused/targeted support

A school is identified as in need of focused/targeted support if it: is among the lowest performing 10 percent of schools statewide, as measured by the accountability percentile; has one or more student groups with a student group percentile of 5 or below; has a low graduation rate for all students (below 66.7 percent); and/or has low assessment participation (below 95 percent) for all students or for one or more student groups. A district is identified as in need of focused/targeted support if it has a low graduation rate for all students (below 66.7 percent), and/or has low assessment participation (below 95 percent) for all students or for one or more student groups. Schools and districts identified as in need of focused/targeted support receive an overall classification of requiring assistance or intervention.

Broad/comprehensive support

A school is identified as in need of broad/comprehensive support if it is designated underperforming or chronically underperforming by the Commissioner of Elementary and Secondary Education. A district is identified as in need of broad/comprehensive support if it is designated underperforming or chronically underperforming by the Board of Elementary and Secondary Education. Schools and districts identified as in need of broad/comprehensive support receive an overall classification of requiring assistance or intervention.

Insufficient data

A district or school is identified as having insufficient data if it is new, very small, or does not serve tested grades.

Progress toward improvement targets

Progress toward improvement targets is reported as the degree to which targets are met, using a criterion-referenced measure of performance. The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner (EL) progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be meeting or exceeding targets, it must have a criterion-referenced target percentage of 75 percent or higher.

Accountability percentile

An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that administer similar assessments and is calculated using up to two years of data for all accountability indicators. Accountability percentiles are not calculated for districts, or for any school without sufficient achievement and growth data in English language arts (ELA) and mathematics.

Overall results

Overall progress toward improvement targets

The criterion-referenced target percentage measures a district's or school's progress toward improvement targets, which are set by the Department.

Criterion-referenced target percentage

The criterion-referenced target percentage measures each district's and school's progress toward improvement targets. For 2023 reporting, the criterion-referenced target percentage measures change in performance from 2022 to 2023.

For every district and school, improvement targets are set for each accountability indicator. Based on each target and the district's or school's actual performance, DESE assigns 0 to 4 points for each indicator. For the All Students group, the actual points earned and the total possible points are reported for each indicator. The points earned are combined, weighted, and calculated into a percentage of possible points for the All Students group. The same is done for the lowest performing students group. The two percentage of possible points values are averaged, resulting in the criterion-referenced target percentage. A criterion-referenced target percentage of 75 or higher indicates that on average, the district or school is meeting or exceeding targets for each accountability indicator. Criterion-referenced target percentages for districts and schools without data for the lowest performing students group are based on data for the All Students group only.

For districts and for any school that serves a combination of grades 3 through 8 and grades 9 through 12, progress toward targets for each of the accountability indicators is measured separately for the non-high school gradespan and high school gradespan, resulting in one criterion-referenced target percentage for the non-high school gradespan and one for the high school gradespan. Those values are then weighted according to the proportion of enrolled students in the district or school and are combined into a single criterion-referenced target percentage for the district or school.

Lowest performing students

Accountability results for districts and schools serving non-high school grades will include data for the *lowest performing students* group. This group represents the lowest-performing 25 percent of eligible students (or 20 students, whichever is greater) who were enrolled and assessed in the same district or school in consecutive years. In 2023, the Department did not identify lowest performing students groups in grade 10.

Student group results

Student groups

Accountability determinations are made for the district or school as a whole and for up to 11 student groups. Data are reported for each student group in a district or school that has sufficient data (e.g., groups of 20 or more students).

Student group percentiles

Student group percentiles are used to identify schools with low-performing student groups. The student group percentile is calculated using the same methodology used to calculate the accountability percentile and measures a group's overall performance relative to the performance of the same student group statewide in schools that serve similar grades (e.g., comparing the low income student group in one high school to all other low income student groups in high schools statewide). Any school with one or more groups with a percentile of 5 or below is identified as in need of focused/targeted support.

Overall progress toward improvement targets

For each student group in a district or school, progress toward improvement targets is reported using the criterion-referenced target percentage. The overall accountability determination for a student group is reported as the degree to which targets have been met using results for all students in the student group.

Detailed data for each indicator

Achievement (English language arts, mathematics, and science)

Students in grades 3 through 8 and 10 take the Next Generation MCAS assessments in ELA, mathematics, and science, and achievement on these assessments is reported separately for each subject using the average composite scaled score. The average composite scaled score ranges from 440 to 560, is reported at the district, school, and student group level, and is calculated by averaging the scaled scores for all students who participated in the Next Generation MCAS and MCAS-Alt assessments in that subject.

2022 Achievement

The average composite scaled score for the group in 2022.

2023 Achievement

The average composite scaled score for the group in 2023.

Change

The change in achievement from the prior year to the current year.

Target

The achievement target for the group in the current year.

N

The number of students whose assessment results were included in the 2023 achievement calculation for a given student group. For schools, this number includes only those students enrolled in the school on or before October 1 who were assessed using the MCAS or MCAS-Alt tests in the same school. The district N figure includes students in out-of-district placements (i.e., those who attend a non-public school at public expense) and any students who participated in MCAS or MCAS-Alt while enrolled in the district, regardless of when they enrolled. Additionally, all English Learners (ELs) in their first year of U.S. schooling are excluded from the N figure for any school or group, as are students who did not complete testing. A group must have results for at least 20 students for data to be reported for this indicator.

Points

The points awarded to the group for making improvement relative to the group's own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

Reason

A description of the group's improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points). For achievement results, the reason for the point assignment includes an indication of the type of target the Department set for the group (i.e., *Recovery Path* or *Path Forward*).

Growth (English language arts and mathematics)

All groups (districts, schools, and student groups) are expected to demonstrate annual growth in student performance. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. SGPs are reported separately for ELA and mathematics at the district, school, and student group level.

2023 Mean SGP

The average SGP for the group in 2023.

N

The number of students whose assessment results were included in the 2023 growth calculation for a given student group. This number includes only those students enrolled in the school or district on or before October 1 and who were assessed in the same school or district. The district N figure includes students in out-of-district placements (i.e., those who attend a non-public school at public expense). Students who do not have two consecutive years of assessment results, including the most recent year, are excluded from the N figure (for example, students in grade 3). A group must have results for at least 20 students for data to be reported for this indicator.

Points

The points awarded to the group (0, 1, 2, 3, or 4).

Reason

A description of the group’s student growth results: Exceeded Typical Growth (4 points); Typical Growth – High (3 points); Typical Growth – Low (2 points); Low Growth (1 point); or Very Low Growth (0 points).

Four-year cohort graduation rate

Accountability determinations for districts and schools serving grades 9 through 12 include four-year cohort graduation rate data. For accountability determinations in any given year, high school completion data are lagged. The 2023 accountability determinations use the four-year cohort graduation rate from 2022.

2021 Rate

The cohort graduation rate for the group in 2021.

2022 Rate

The cohort graduation rate for the group in 2022.

Change

The change in the cohort graduation rate from the prior year to the current year.

Target

The four-year cohort graduation rate target for the group in the current year.

N

The number of students in the cohort. A group must have at least 20 students enrolled for data to be reported for this indicator.

Points

The points awarded to the group for making improvement relative to the group’s own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

Reason

A description of the group’s improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

Extended engagement rate

Accountability determinations for districts and schools serving grades 9 through 12 include extended engagement rate data. The extended engagement rate is the sum of the five-year cohort graduation rate plus the percentage of students from the cohort that remain enrolled after five years. For accountability determinations in any given year, high school completion data are lagged. The 2023 accountability determinations use the extended engagement rate from 2021.

2020 Rate

The extended engagement rate for the group in 2020.

2021 Rate

The extended engagement rate for the group in 2021.

Change

The change in the extended engagement rate from the prior year to the current year.

Target

The extended engagement graduation rate target for the group in the current year.

N

The number of students in the cohort. A group must have at least 20 students enrolled in order for data to be reported for this indicator.

Points

The points awarded to the group for making improvement relative to the group's own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

Reason

A description of the group's improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

Annual dropout rate

Accountability determinations for districts and schools serving grades 9 through 12 include annual dropout rate data. For accountability determinations in any given year, high school completion data are lagged. The 2023 accountability determinations use the annual dropout rate from 2022.

2021 rate

The annual dropout rate for the group in 2021.

2022 Rate

The annual dropout rate for the group in 2022.

Change

The change in the annual dropout rate from the prior year to the current year.

Target

The annual dropout rate target for the group in the current year.

N

The number of students in the group. A group must have at least 20 students enrolled for data to be reported for this indicator.

Points

The points awarded to the group for making improvement relative to the group's own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

Reason

A description of the group's improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

Progress toward attaining English language proficiency

Districts and schools that have at least 20 English learners with results from the ACCESS for ELLs assessment will have a measure of progress made by ELs toward achieving English proficiency. This is measured by calculating the percentage of students who meet annual targets that keep them on track to attaining English proficiency over six years, based on results from the ACCESS for ELLs assessment. Data are reported for this indicator for the All Students and the EL and Former EL groups only.

2022 Rate

The percentage of students meeting annual English language proficiency targets in 2022.

2023 Rate

The percentage of students meeting annual English language proficiency targets in 2023.

Change

The change in the rate from the prior year to the current year.

Target

The target rate for the group in the current year.

N

The number of students in the group. A group must have ACCESS for ELLs results for at least 20 students for data to be reported for this indicator.

Points

The points awarded to the group for making improvement relative to the group's own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

Reason

A description of the group's improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

Chronic absenteeism

Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. The chronic absenteeism rate includes both excused and unexcused absences and is calculated for students in grades 1 through 12. To be included in a school's chronic absenteeism rate, a

student must be enrolled in the school for at least 20 days at any point in the school year. However, if a student is enrolled in multiple schools within the same district in a single school year, the student is excluded from school-level chronic absenteeism rates but is included in the district rate.

2022 Rate

The percentage of students who were chronically absent 2022. For the purposes of calculating progress toward targets, this rate represents the percentage of students who missed 10 percent or more of their days in membership in the 2021-2022 school year.

2023 Rate

The percentage of students who were chronically absent in 2023. This rate represents the percentage of students who missed 10 percent or more of their days in membership in the 2022-2023 school year.

Change

The change in the chronic absenteeism rate from the prior year to the current year.

Target

The chronic absenteeism rate target for the group in the current year.

N

The number of enrolled students in the group. A group must have at least 20 students enrolled for data to be reported for this indicator.

Points

The points awarded to the group for making improvement relative to the group's own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

Reason

A description of the group's improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

Advanced coursework completion

District and school accountability determinations include a measure of advanced coursework completion. This indicator is reported as the percentage of all students enrolled in 11th and 12th grade that achieve a passing score in at least one advanced course, including but not limited to Advanced Placement (AP), International Baccalaureate (IB), Project Lead the Way (PLTW), dual enrollment for post-secondary credit, Chapter 74-approved vocational/technical secondary cooperative education programs and Articulation Agreement courses, and other DESE-selected rigorous courses. This indicator is included in the results for any district, school, or student group enrolling students in grades 11 and 12.

2022 Rate

The percentage of 11th and 12th grade students who completed advanced coursework in 2022.

2023 Rate

The percentage of 11th and 12th grade students who completed advanced coursework in 2023.

Change

The change in the advanced coursework completion rate from the prior year to the current year.

Target

The advanced coursework completion rate target for the group in the current year.

N

The number students in the group. A group must have at least 20 students enrolled in 11th and 12th grade for data to be reported for this indicator.

Points

The points awarded to the group for making improvement relative to the group's own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

Reason

A description of the group's improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

Assessment participation

Assessment participation rates are calculated separately for ELA, mathematics, and science, for each district and school with at least 20 students enrolled in tested grades. Each district and school as a whole is expected to maintain a participation rate of 95 percent or higher for each subject-area test.

At the student group level, assessment participation is calculated for the group, with all subjects combined (e.g., measuring the percentage of ELA, mathematics, and science tests combined that were taken by the group). Rates are calculated for each student group that has 20 or more students enrolled in at least one subject. Each district and school is expected to maintain a combined-subject participation rate of 95 percent or higher for each student group.

Regardless of the reporting level (e.g., overall district or school rates or student group rates), participation is calculated two ways for use in accountability determinations. First, the 2023 participation rate is calculated. If the actual 2023 participation rate is lower than 95 percent, that rate will be compared to the most recent two-year assessment participation rate for the group or subject (e.g., the sum of the 2022 and 2023 tested students, divided by the sum of the 2022 and 2023 enrolled students). The higher of the two resulting rates will be factored into the district's or school's overall accountability determination.

Any district or school with a participation rate below 95 percent for the district or school as a whole or for any student group will be classified as requiring assistance or intervention, regardless of its performance on other accountability measures. For accountability purposes, participation calculations include district, school, and student group participation in MCAS and ACCESS for ELLs assessments.

Enrolled

The number of students enrolled in the group who were expected to participate in the assessment in 2023. At the district or school level, there must be at least 20 students enrolled for data to be reported for this measure. At the student group level, there must be 20 students enrolled in at least one subject for data to be reported for this measure.

Assessed

The number of students who participated in the assessment in 2023.

%

The percentage of students who participated in the assessment in 2023.

Met Target?

An indication of whether the group met the 95 percent participation rate requirement, reported as “Yes” or “No.”

Years in Rate

An indication of whether the group’s participation rate is based on one or two years of assessment data, reported as “1” or “2.”



**School Improvement Plan Progress
Update**

Goals:



01

Increase understanding of educational programming and provide for increased community connections, as measured by ongoing stakeholder feedback and surveying of staff, students, and families.

02

Analyze student performance data, identify instructional and intervention groupings, and regularly monitor student progress in an effort to ensure student success (measured throughout 22-23 school year).

03

Establish a safe and inclusive environment through regular Social-Emotional training

04

Promote diversity, equity, and inclusion through coordinated efforts to increase cultural exposure and provide staff with tools to support students.



Communication & Resources

Strategic Plan Connection:

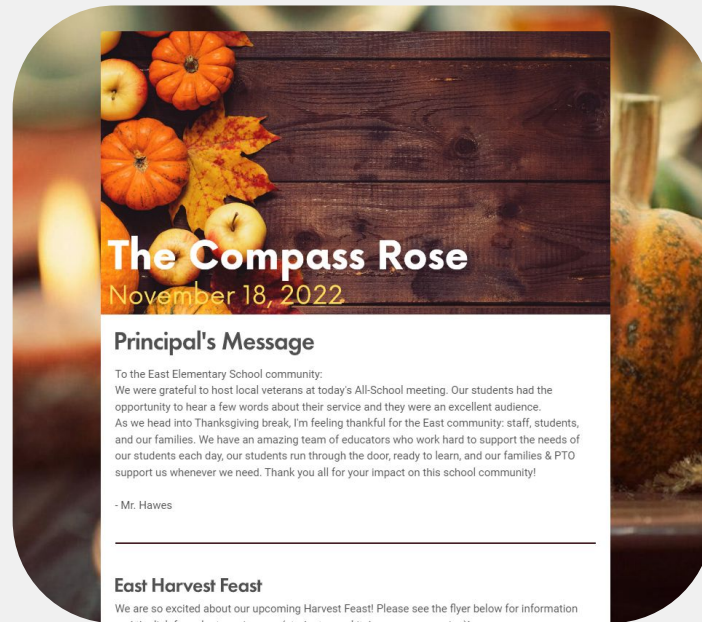
Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging.





Action Step	Success Measurement
Establish opportunities to highlight & report out on curricular initiatives	*Feedback survey delivered to parents RE: Curriculum Night *MCAS Info session held via Zoom (March) *Updates regarding PD focus delivered via school newsletter and School Council meetings
Effectively communicate with the community through electronic means.	*Weekly newsletters and regular social media updates in place which provide content from the community as well as updates from around the school *Classrooms and Specialists are providing parents with insight into learning through weekly emails and updates *Parent resources and information shared regularly (Back-to-School Info, SEL Screening Info, MCAS Info, etc)
Update or develop documents and processes to reflect leadership priorities and strategic initiatives	*Evaluation process overviews and expectations provided via Faculty Meetings throughout the year *PLC structures embedded within the schedule this year, agendas shaped to reflect areas of collaboration and school/district foci (UDL, Into Reading adoption)





Information, Access, & Resources

- Established weekly communication
- Provide information about school-wide initiatives, professional development, etc
- Seeking frequent feedback from parent community
- Provide resources (Back-to-School information, SEL screening, K-registration, MCAS, etc)



Analyze Student Performance

Strategic Plan Connection:

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





Action Step	Success Measurement
Examine local and statewide testing performance, develop action plans to target High Needs Population and standards/concepts in need of improvement	*Established & executed Fall, Winter, & Spring Data Meetings *IST process in place, meets regularly *Developed goals relative to Gr 5 and High Needs population *Identify students w/in High Needs subgroup and track progress throughout the year
Incorporate MTSS scheduling & structures to provide Tier 2 & 3 supports across all grade levels.	*TRI & TMI schedules established, expanded within 2023-24 school year *Regular coaching and consultation provided by Specialists (Reading & Math) between interventionists and classroom teachers. Regular meetings with Specialists and Interventionists take place, teaming, (revisiting groupings, data analysis, etc)
Evaluate opportunities for students Meeting & Exceeding Expectations and establish extension opportunities by leveraging specialists supports and UDL principles	*Math Plus groups fluidly scheduled *Extension/Challenge activities planned through UDL lens (project-based), executed with Grade 1 and Grade 5 this year (direct connection to Administration goals in Grade 5)

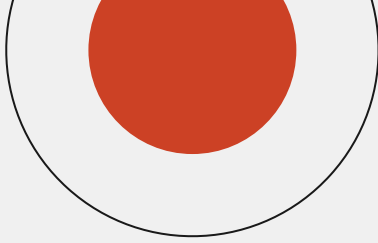


Safe & Inclusive Environments

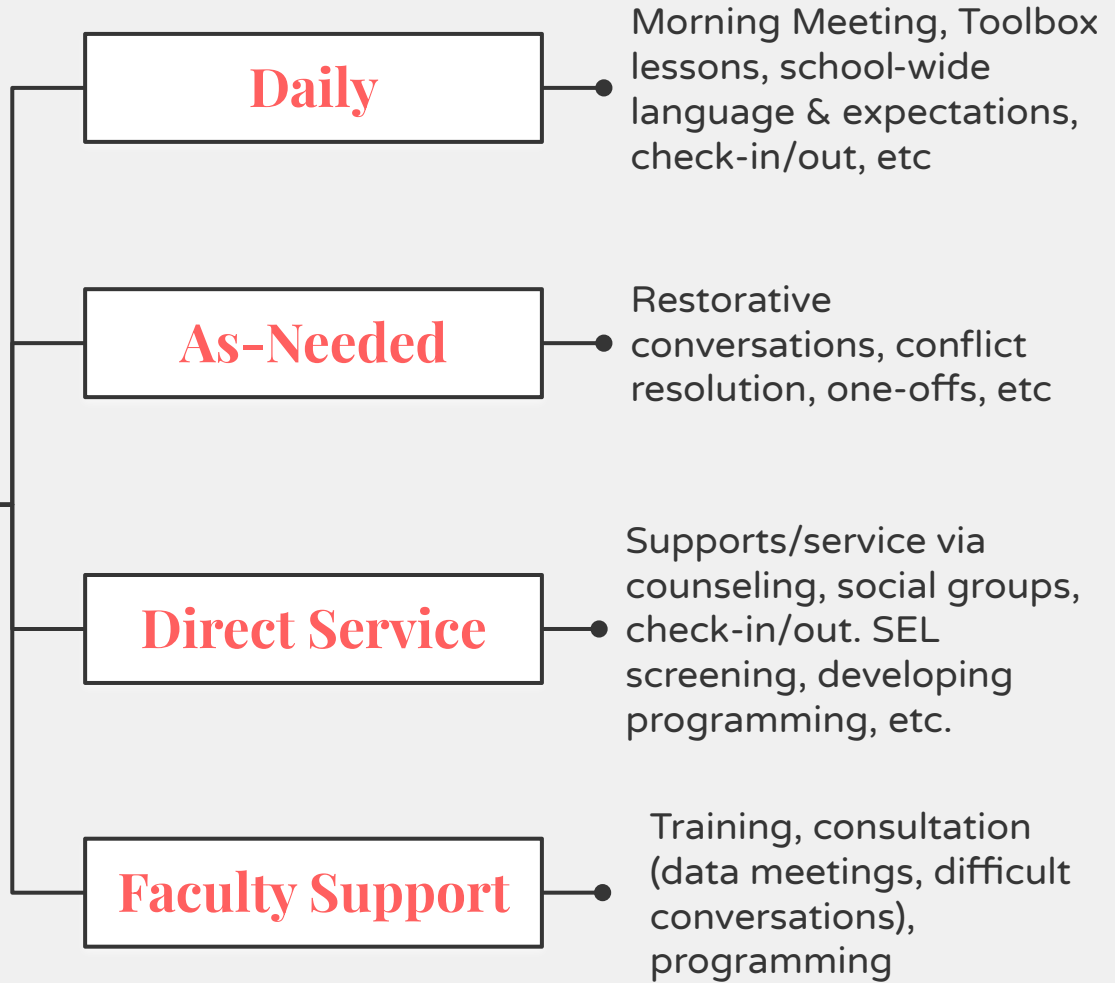
Strategic Plan Connection:

Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.





Social-Emotional





Action Step]	Success Measurement
Enact & refine protocols to support nondiscrimination on the basis of gender identity	<ul style="list-style-type: none">*Resources developed for staff education/awareness of protocols, direct training via District in March*Update parents & staff on laws/regulations via newsletter*Addresses Equity Audit findings for labeled spaces and gender-neutral spaces
Develop the social-emotional toolkit of staff and students alike	<ul style="list-style-type: none">*Utilize Morning Meeting school-wide*East Guidance Counselor provides monthly Toolkit and resources to staff*Continue to develop student’s toolkit to address conflict, stress, and expressing feelings (through Toolbox and Morning Meeting-highlighting at All-School Meeting





Action Step	Success Measurement
Provide parent education relative to SEL strategies employed at East	*Parent education within newsletters 6x last year *Parent education RE: school safety & emotional safety @ HMS in March
Review SEL screening tools and assess/establish structures for identified targets & areas of need	*Review of SEL screener components summarized in Memo to staff, Parent information provided in advance *Revisiting screener & results to provide parents with information & next-steps through internal teams, specific cases with educators and families. *Follow-up on screener monitored by Guidance team, and via IST





Diversity, Equity, and Inclusion

Strategic Plan Connection:

Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.





Action Step	Success Measurement
Conduct monthly school-based Equity Committee meetings to plan for ways to increase awareness and implement more equitable practices	*Equity Team met monthly, debriefed with staff in February, March, and April Faculty meetings *Established monthly DEI focus in January, February, and April All-School Meeting *Provided classrooms with DEI focus content throughout the year, learning opportunities through resources, slides, content
Expand classroom libraries to represent cultural exposure	*Highlighted monthly DEI initiatives at All School Meetings *Budget representation in November/December *Proposed and acquired funding for representative texts by LMC Specialist Thorsteinson. Promoted within Faculty Meetings in January and March.
Establish METCO mentorship opportunities for students & families at East	*Amy Jackson attended Faculty Meetings, PTO meetings, and Equity Team Meetings *Planned activities through PTO, sub-committees developed host families





Thank You !

Do you have any questions?



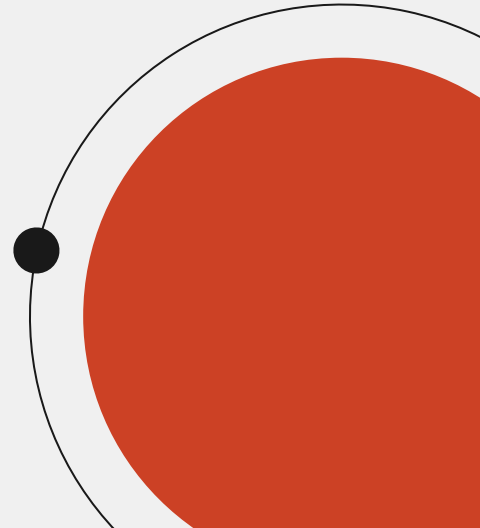
jhawes@hinghamschools.org



East Elementary- HPS



east.elementary



HINGHAM PUBLIC SCHOOLS

**No Field Trips for sophomores in the month of March. No Field Trips in the months of May or June.
Field Trips are not to be scheduled during the last week of any term.**

Field Trip Planning Sheet – Grades 6 – 12
(Should be submitted at least four (4) weeks in advance)

Teacher(s): Kathryn Black Grade/Course and Section: Model UN club, all grades

Destination: Harvard Model United Nations, Sheraton Hotel, Boston

Means of Transportation: Either HPS bus or carpool

Date: January 25-28, 2024 Time Leaving: 11am on 1/25 Time Returning: 1pm on 1/28

Contact Person: Kathryn Black Telephone: (781)264-4522

No. pupils in class: 25 No. pupils going: 25
(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: N/A

Potential hazards/safeguards: Students will be sharing hotel rooms in the Sheraton and will need to move independently to and from their committee meetings, meals, etc. All delegates will have my contact information and we will implement regular/intermittent check-ins.

Necessary CORI Forms Completed

Estimated costs per student: \$450 Ratio of students/chaperones: 25:2

Cost Paid By: Students Transportation Paid By: Students

* Educational Objective(s): *Students engage in debate and discussion about pressing international issues, with other student delegates from around the world. Students learn international issues, diplomacy, leadership, team-building, debate skills.*

* Methodology/Integration with Core Curriculum: *Students learn to communicate effectively, to identify, analyze, and solve problems, work independently and cooperatively with others, demonstrate respect for self and others.*

Preparation: *Students will meet as a group with their club advisor to learn the rules of committee engagement. Students will also conduct research and write required position papers about their assigned country and topic.*

Follow up: *Students will share feedback with other club members, especially those who plan to participate in future Model UN conferences.*

Signature School Employee Sponsoring Trip: Kathryn Black Date: 9/8/23

Approved: [Signature] Date: 9/14/23 Date: _____
Principal Director, if applicable

Approved: _____ Date: _____
Hingham School Committee (if applicable)

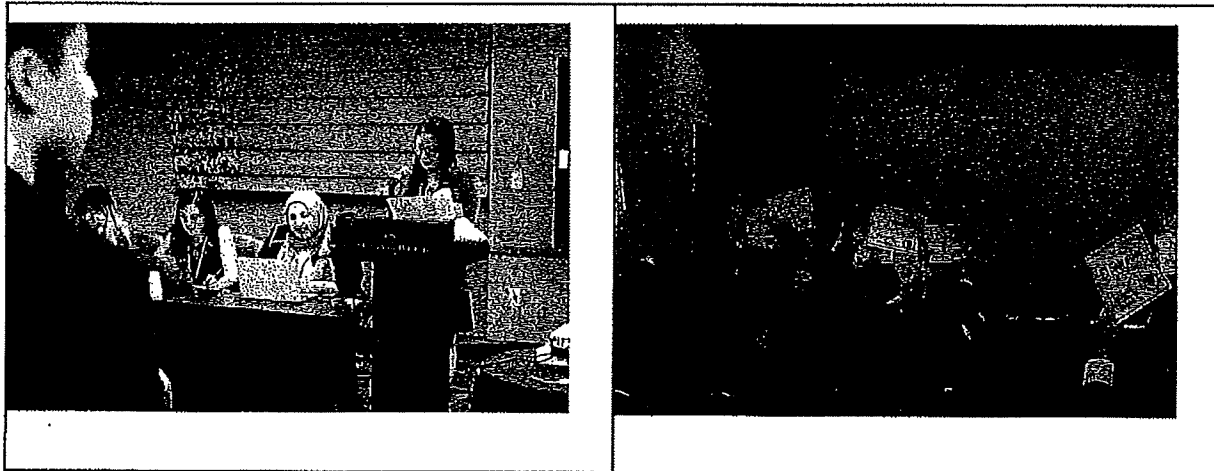
From the HMUN website, harvardmun.org

What is HMUN?

Harvard Model United Nations is a four-day international relations simulation for high school students held annually in downtown Boston. At HMUN, delegates gain insight into the workings of the United Nations and the dynamics of international relations by assuming the roles of world leaders and international decision makers. HMUN is an exciting opportunity for young leaders to debate the most pressing issues of the day and to draft innovative, creative solutions. Participants will develop several skills throughout this process, including but not limited to: public speaking, negotiation, teamwork, leadership, and policy crafting.

True to the spirit of the United Nations, HMUN strives to foster a constructive forum for open dialogue on a range of complex issues, including international peace and security and economic and social progress. We ask delegates to think critically about the world around them, and to think in new and ambitious ways. What is the purpose of multilateral organizations like the United Nations? What can they achieve? How do we balance national interests with the interests of the international community? How do we ensure that those with power use it responsibly? What can young people do to affect change in their own communities and the world at large?

HMUN 2022 builds upon sixty-eight years of experience. In 1927, Harvard held its first annual Model League of Nations, followed by the first Model United Nations conference in 1953. This longevity and the dynamic that only a conference of our size can provide make HMUN the premier simulation of its kind in the world.



HINGHAM PUBLIC SCHOOLS
Hingham, Massachusetts 02043

*Hingham High School
17 Union Street
Social Studies Department
Kathryn Black
(781) 741-1560 Ext. 2087*

September 8, 2023

Dear Parent(s)/Guardian(s),

The Hingham High Model United Nations Club will be attending the Harvard Model UN conference from January 25th –January 28th, 2023 at the Sheraton Boston Hotel in Back Bay. There are 25 Hingham students attending and, as their adviser, I will be the chaperone (along with one other adult, retired Social Studies Department Director Jim Kirkcaldy) for the entire event. The conference is an experience like no other; our Hingham students will be addressing the world's most complicated challenges with delegations that hail from over 40 different countries. It is truly an incredible learning experience for all students involved. The payment for the trip (\$450) includes conference fees and three nights at the Sheraton. Unfortunately, Harvard is not responsible for providing any meals, so the students must also bring spending money for the weekend. If the cost of the trip has presented a hardship to your family, please let me know and we will look into all available options.

Students on this field trip are under the rules and behavior expectations of Hingham High School, as explained in the Hingham High School Student Handbook and as outlined in Harvard's "Security Rules" (included with the liability waiver given to students). Harvard keeps the students very busy with meetings going until 10:00 PM or later, but there is some free time built in during the day. Parents need to understand that students often go off for lunch to nearby eating establishments. They are not under constant supervision, as they are split up in different conference rooms and they break at different times. There are hundreds of students from all over the world at this event, and I cannot keep tabs on them every minute. I insist that they stay in groups when they have free time, and stay in the general vicinity of the event. A certain amount of trust is required in that they follow these directions. The other chaperone and I will observe the various meetings to make sure everyone is where they should be and we will do bed checks each night around midnight. I also give my cell phone number to all the students and families to use if necessary. If you are uncomfortable with any of these arrangements, please contact me.

A Hingham High School Overnight Field Trip form will be sent home with your student(s). If you have any questions, please feel free to call me at (781)741-1560 ext. 2087 or e-mail me at kblack@hinghamschools.org. Thank you for your support. We have always had a positive experience at this event, and I look forward to taking them into Boston.

Sincerely,



Kathryn Black
Social Studies Department

cc: Rick Swanson

Dear Delegates and Faculty Advisors,

It is with great honor and privilege that I invite you to the Seventy-First session of Harvard Model United Nations. The Seventy-First iteration of our conference will be held from **Thursday, January 25 to Sunday, January 28, 2024**.

Perhaps now more than ever, our international community has faced change after change. From pandemic recoveries to ongoing conflicts, the dangers that our world faces require informed action and international collaboration. Though change is inevitable, the values and mission of HMUN 2024 remain the same. Come January, our staff of over 230 Harvard University undergraduates will be joined by 4,000 high school delegates and their faculty advisors, of whom come from all over the world to learn about diplomacy, foster meaningful relationships that last beyond the committee room, and formulate solutions to address pressing global issues. Harvard Model United Nations brings together some of the most promising and ambitious students from around the world and provides a platform on which they can collaborate, discuss, and grow as individuals and leaders.

Harvard Model United Nations is the oldest, largest, and one of the most international conferences of its kind, with delegates hailing from over 60 countries at the most recent iteration. The size and international nature of the conference make it an opportunity for learning that extends beyond the confines of a committee session. Delegates truly teach and learn from their fellow young leaders, as well as from our Harvard undergraduate staff members who devote a year of research and passion into the crafting of background guides, committees, and other programming.

As I prepare to serve on Harvard Model United Nations staff for the fourth and final year as Secretary General, I reflect on my past years and am grateful for the tutelage, guidance, and growth that the conference has offered me. More importantly, I am thankful for the commitment of the delegates, faculty advisors, and staffers that give their time, effort, and passion to the conference—it has always been my firm belief that

the people are at the heart of Model UN, and it is one that has been proven time and time again. I am immensely honored to be working alongside the HMUN 2024 Secretariat, all of whom are wholeheartedly devoted to providing a fulfilling experience for our participants.

The applications for Harvard Model United Nations 2024 will open on **May 1st, 2023**. The Application information, along with other important dates and deadlines, can be found on the Registration tab of our website. As part of our commitment to making our conference as accessible as possible, we encourage you to visit our Financial Aid tab should you have any financial questions or concerns. I am extremely excited to welcome you all to Boston for our Seventy-First iteration of Harvard Model United Nations!

With Immense Gratitude,

Angela Dela Cruz

Secretary-General

Harvard Model United Nations 2024
SCHEDULE OF EVENTS

Important Dates

May 1, 2023: Applications Open

June 15, 2023: Priority Registration Deadline I

September 1, 2023: Priority Registration Deadline II

October 1, 2023: General Registration Deadline

September 15, 2023: *Conference Fee Deadline*

November 1, 2023: Late Deadline

January 25, 2024- January 28, 2024: Conference

HINGHAM PUBLIC SCHOOLS

**No Field Trips for sophomores in the month of March. No Field Trips in the months of May or June.
Field trips are not to be scheduled during the first or last week of any term.**

Field Trip Planning Sheet – Grades 6 – 12
(Should be submitted at least four (4) weeks in advance)

Teacher(s): Hingham High Rowing Team Grade/Course and Section: grades 9-12 co-ed

Destination: Pembroke, NH

Means of Transportation: 3 school buses

Date: Oct 15, 2023 Time Leaving: 5 AM Time Returning: 7PM

Contact Person: Melissa Fairfield, Program Director Telephone: 781-534-0485

No. pupils in class: N/A No. pupils going: 90
(Published list to faculty one week in advance and revised list on day of field trip)

Provisions for students not going: N/A

Potential hazards/safeguards: _____

Necessary CORI Forms Completed

Estimated costs per student: _____ Ratio of students/chaperones: 1 Coach/bus
Cost Paid By: HHSRA Transportation Paid By: athletic dept

* Educational Objective(s): _____
Competitive race against various schools including Duxbury, St Paul's, Bedford NH

* Methodology/Integration with Core Curriculum: _____

Preparation: _____

Follow up: _____

Describe the availability of financial aid for students in need. Families can apply for Financial Aid for our Programming

Describe the availability of travel insurance for families in case of cancellation.
N/A

Describe any provisions being made for COVID-19.

Will follow all guidelines given the by the State and Venue accordingly. Outdoor race

Signature School Employee Sponsoring Trip: _____ Date: _____

Approved: [Signature] 9/25/23 Approved: [Signature] 9/25/23
Principal Date Director, if applicable Date

Approved: _____ Date: _____
Hingham School Committee (if applicable)

* Use another sheet if needed
Copies to the Building Principal and Director
Staff are required to use "Disclosure Form" if applicable.
Revised: 10/22 All forms must be "typed"



Youth Risk Behavior Survey
HMS/HHS Results 2023

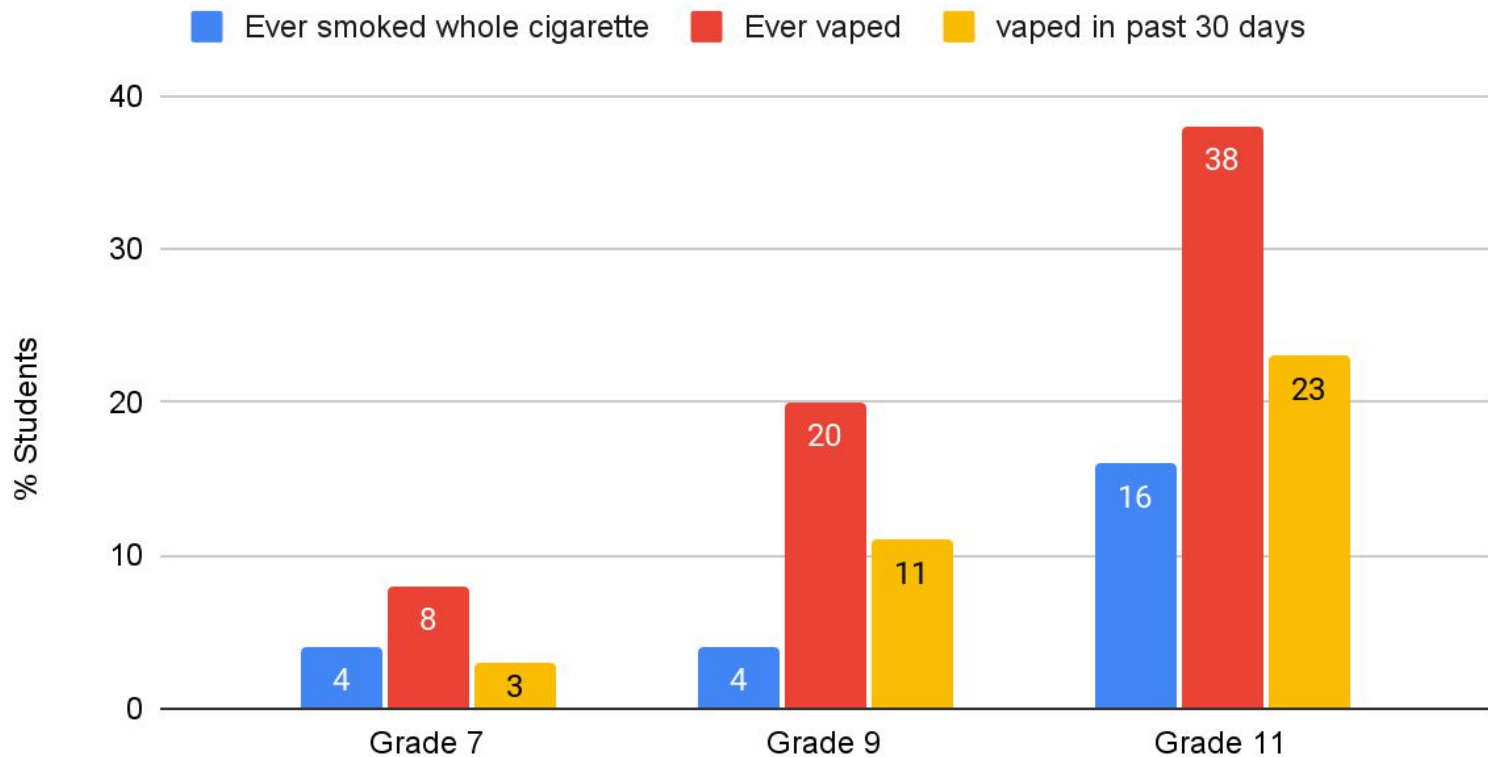


Youth Risk Behavior Survey (YRBS)

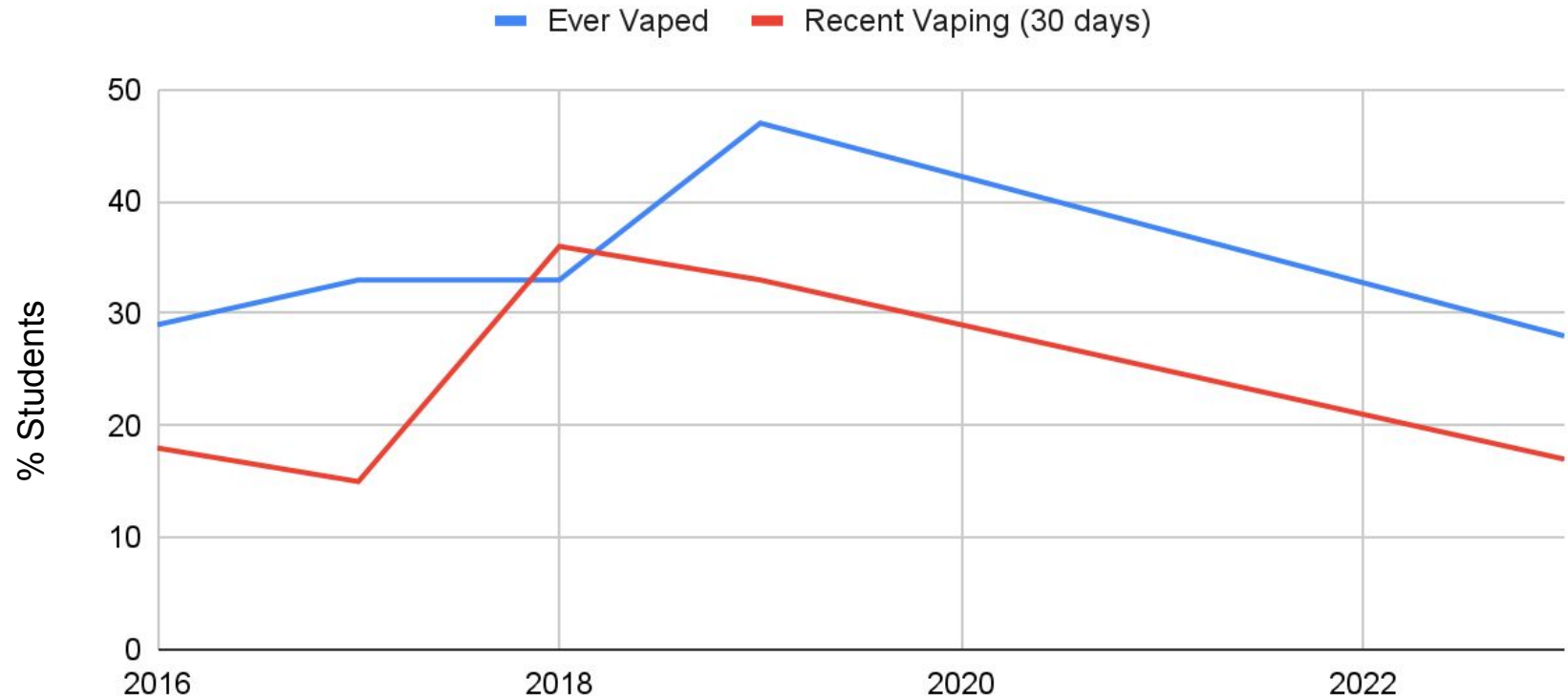
- Designed by the Centers for Disease Control.
- Anonymous survey used by the MA Department of Elementary and Secondary Education (DESE) to collect health data statewide.
- Used in-district to track longitudinal trends.
- HPS administers every spring to students in Grades 7, 9 and 11.
- The last full survey was done in 2019 due to COVID.

- The survey is instrumental in shaping health, physical education and counseling curricula and helps the district design programs that meet our students' unique needs.
- Collecting data allows us to have stronger footing to apply for grants when available.
- We can monitor progress and compare results to state and national data.

Smoking vs. Vaping

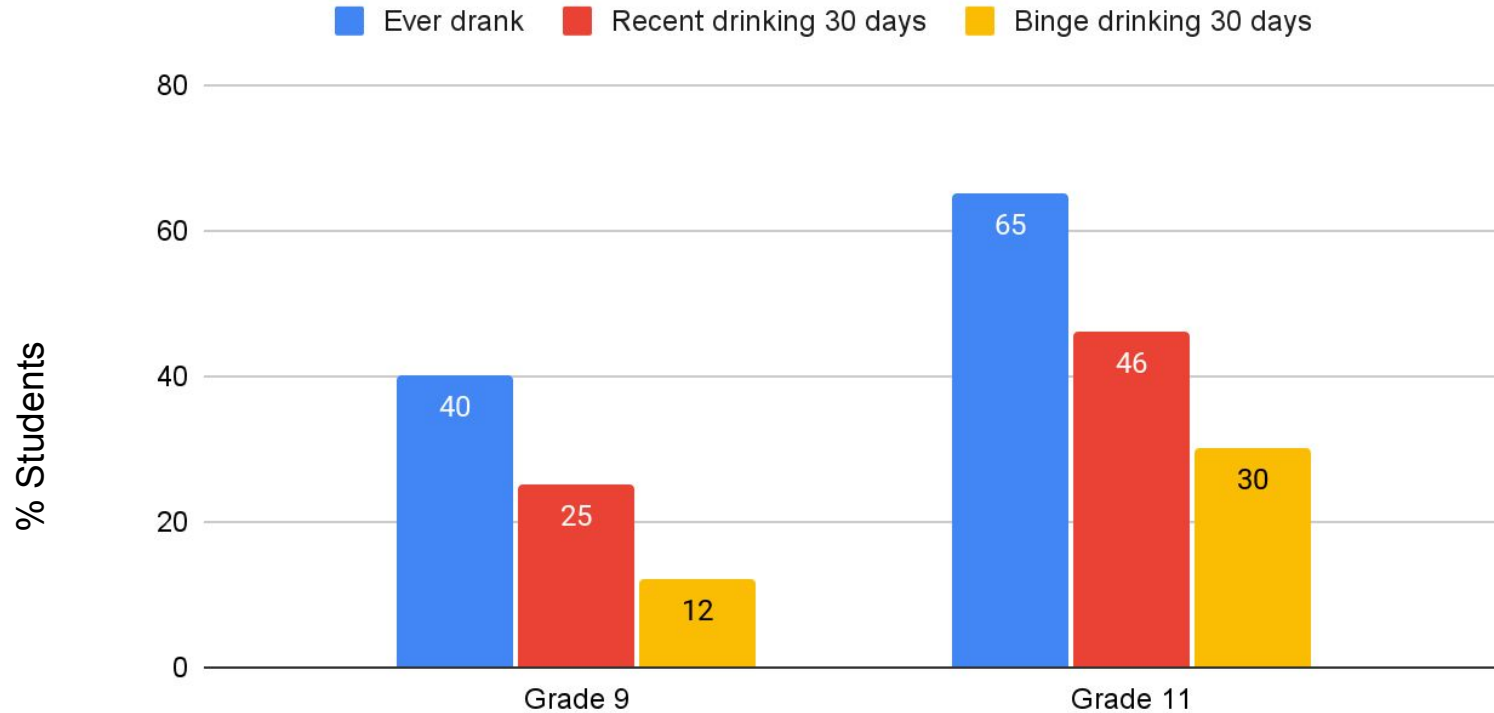


Ever Vaped and Recent Vaping (30 days) Grades 9 & 11



19% drop in ever vaping and 16% drop in recent vaping from 2019 to 2023

Ever drank, Recent drinking and Binge drinking

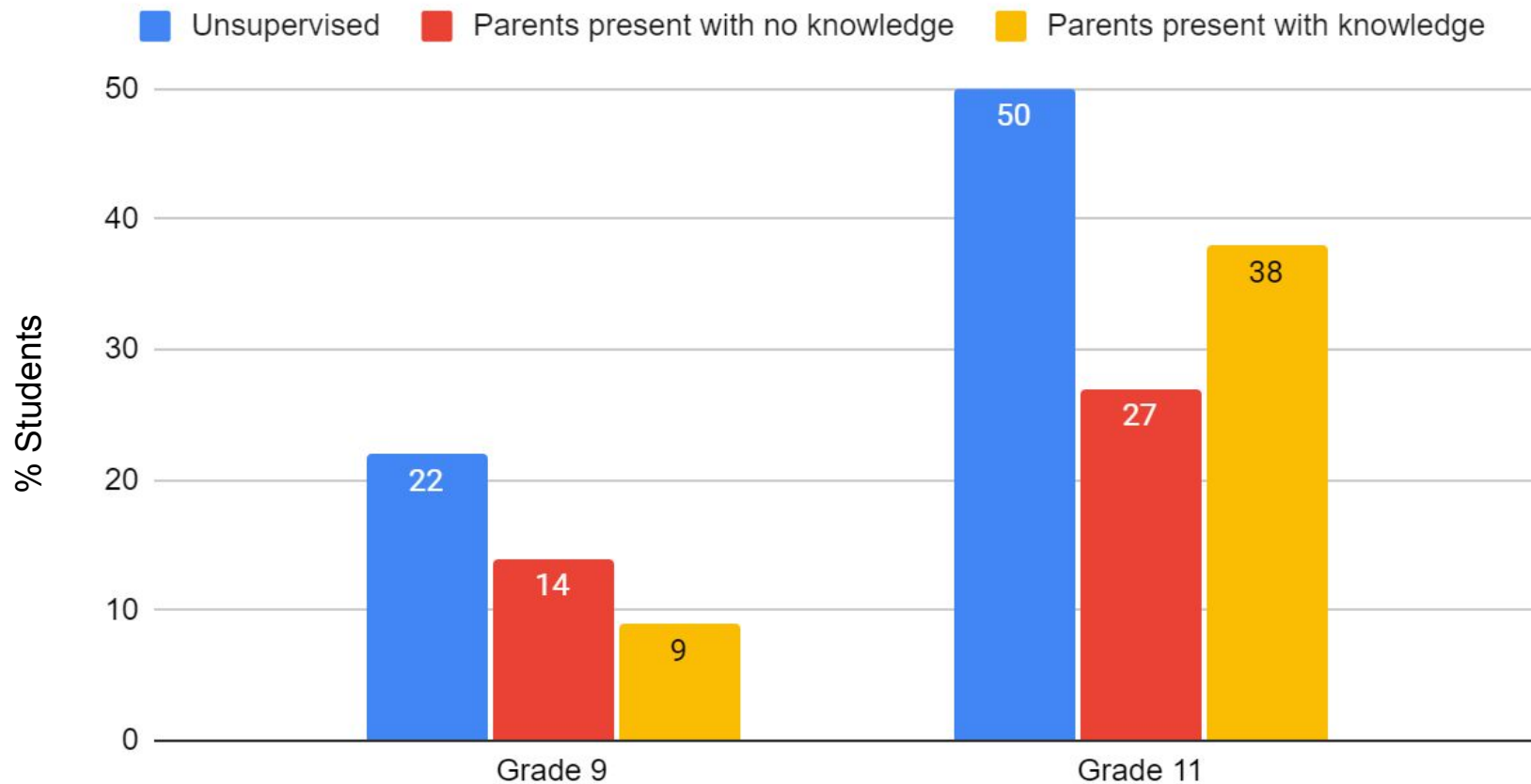


MA 2019 Data: Grade 9 Ever n/a Recent 16% Binge 6%
 Grade 11 Ever n/a Recent 32% Binge 16%

*Binge drinking is defined as 5 or more drinks in a row, within a couple of hours.

**MA 2021 data (most recent) not available yet

Attended parties in the past 3 months with alcohol



Access to Alcohol

During the past 30 days how did you usually get the alcohol you drank?

20% Someone gave it to me

8% I gave someone else money to buy it for me

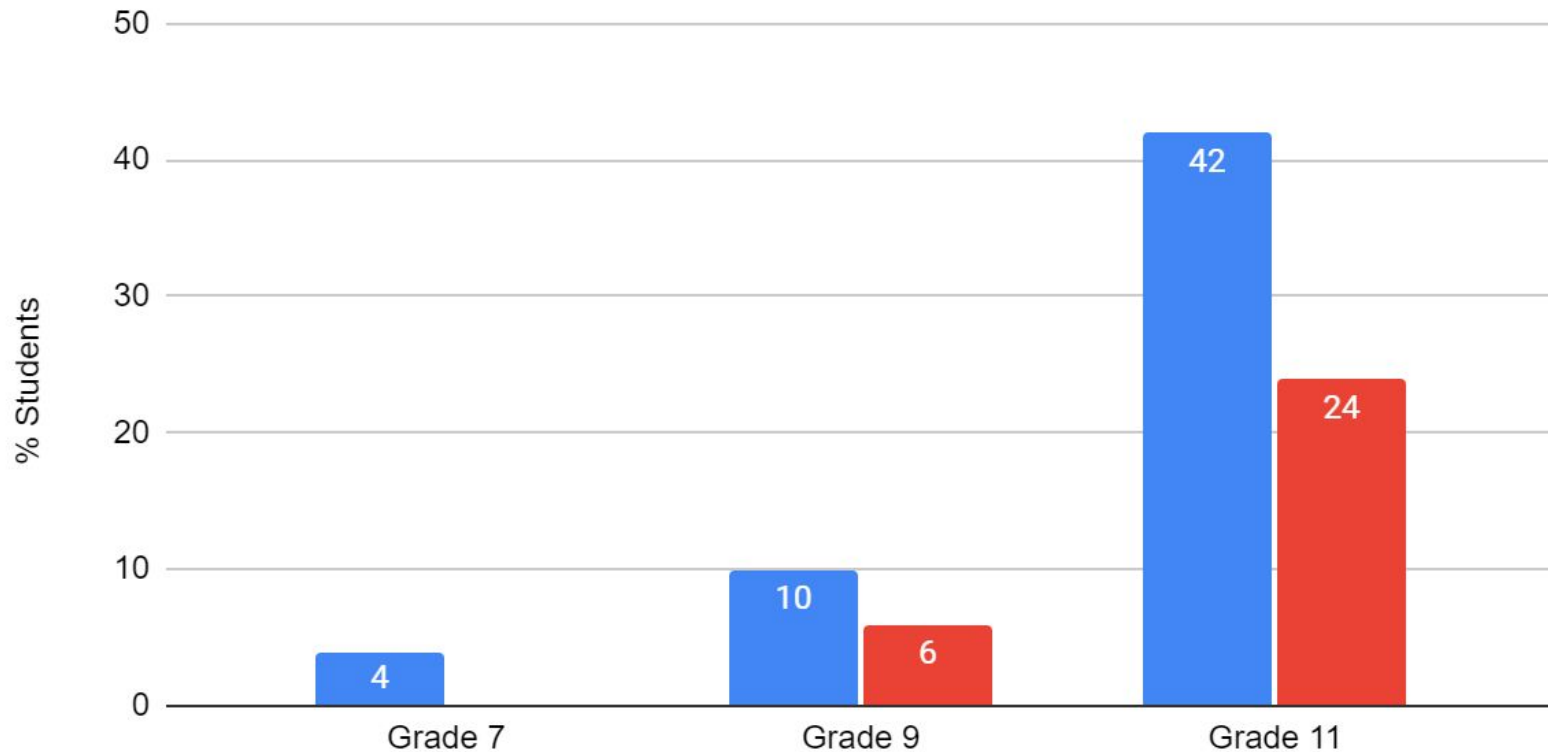
1% I took it from home without permission

What was the most frequent spot you chose to drink?

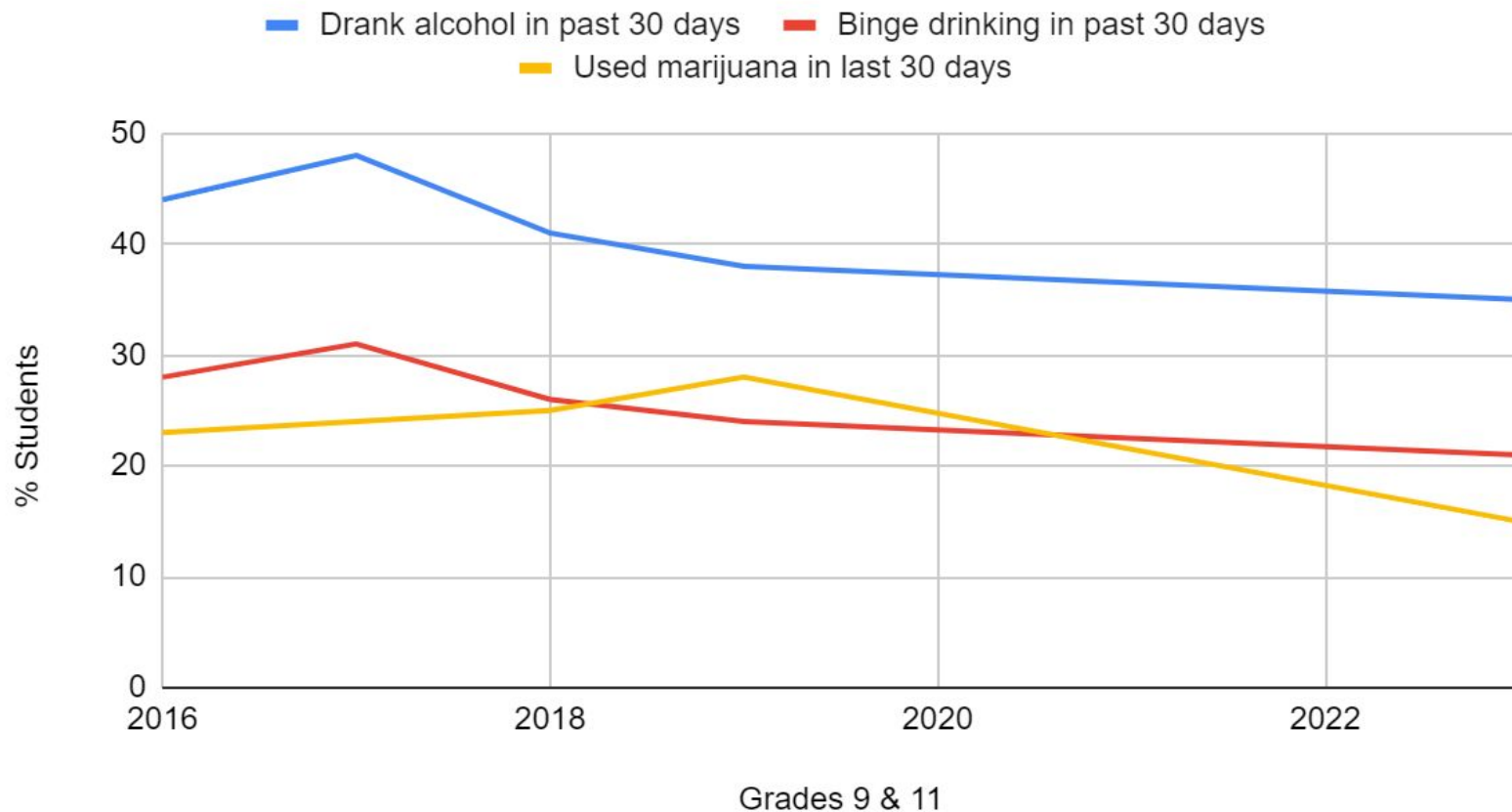
28% report “friends house; ”5% report “my house”

Marijuana Use

■ Ever used ■ Used in last 30 days



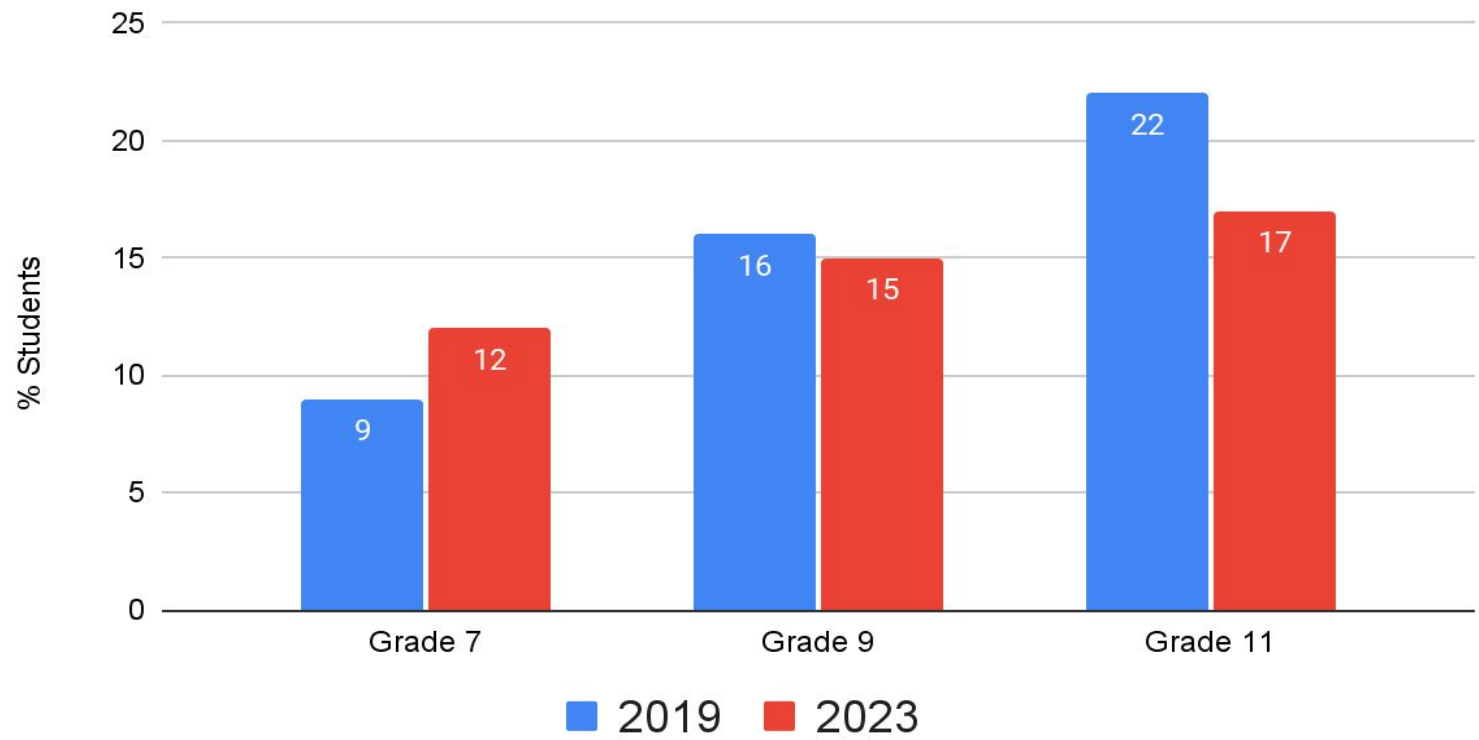
Trends in Alcohol & Marijuana Use (Grades 9 & 11)



Overall impressions of substance use data

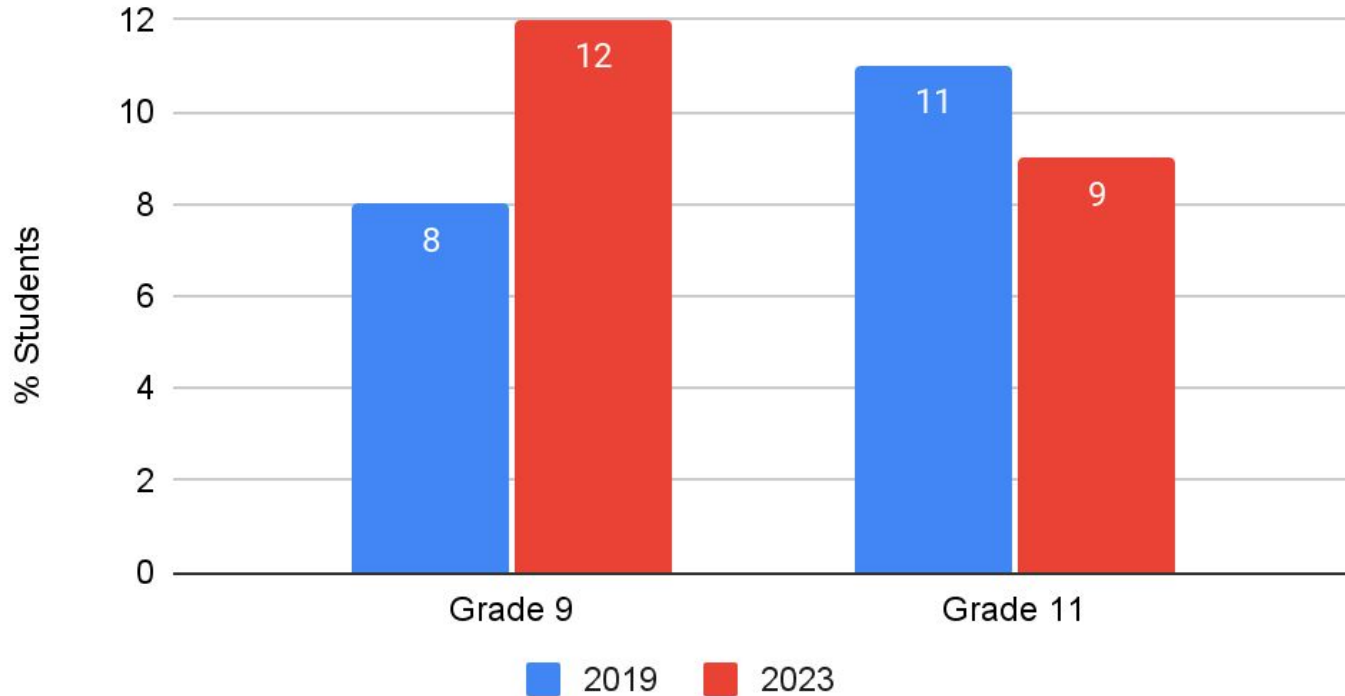
- Rates of having ever vaped, and recent vaping have gone down since 2019
- Alcohol use remains a concern – including recent and binge drinking, drinking at parties with adults present/knowledge of drinking.
- However overall rates of marijuana and alcohol use have declined slightly in recent years

Felt sad or hopeless for two or more weeks in past 12 months



MA 2019 Data: Grade 7: 24% Grade 9: 28% Grade 11: 35%

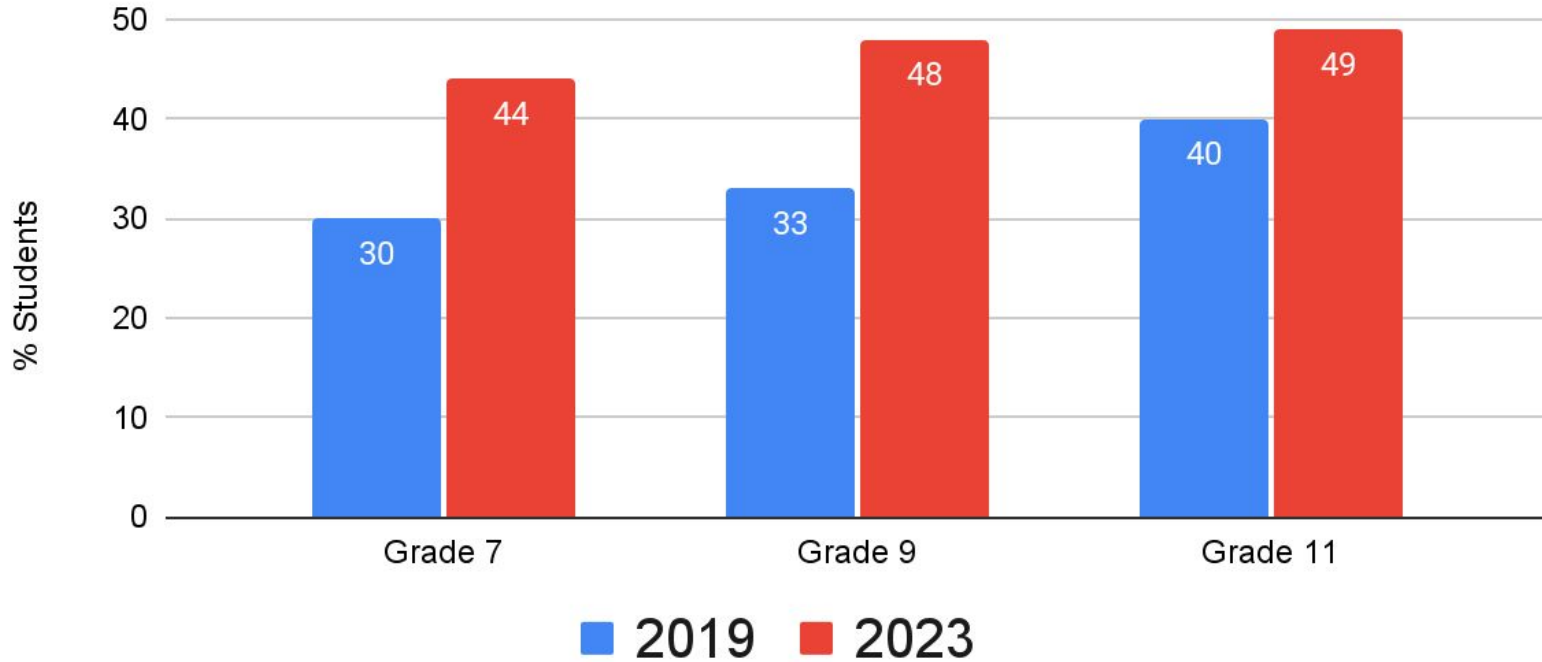
Seriously considered suicide in past 12 months



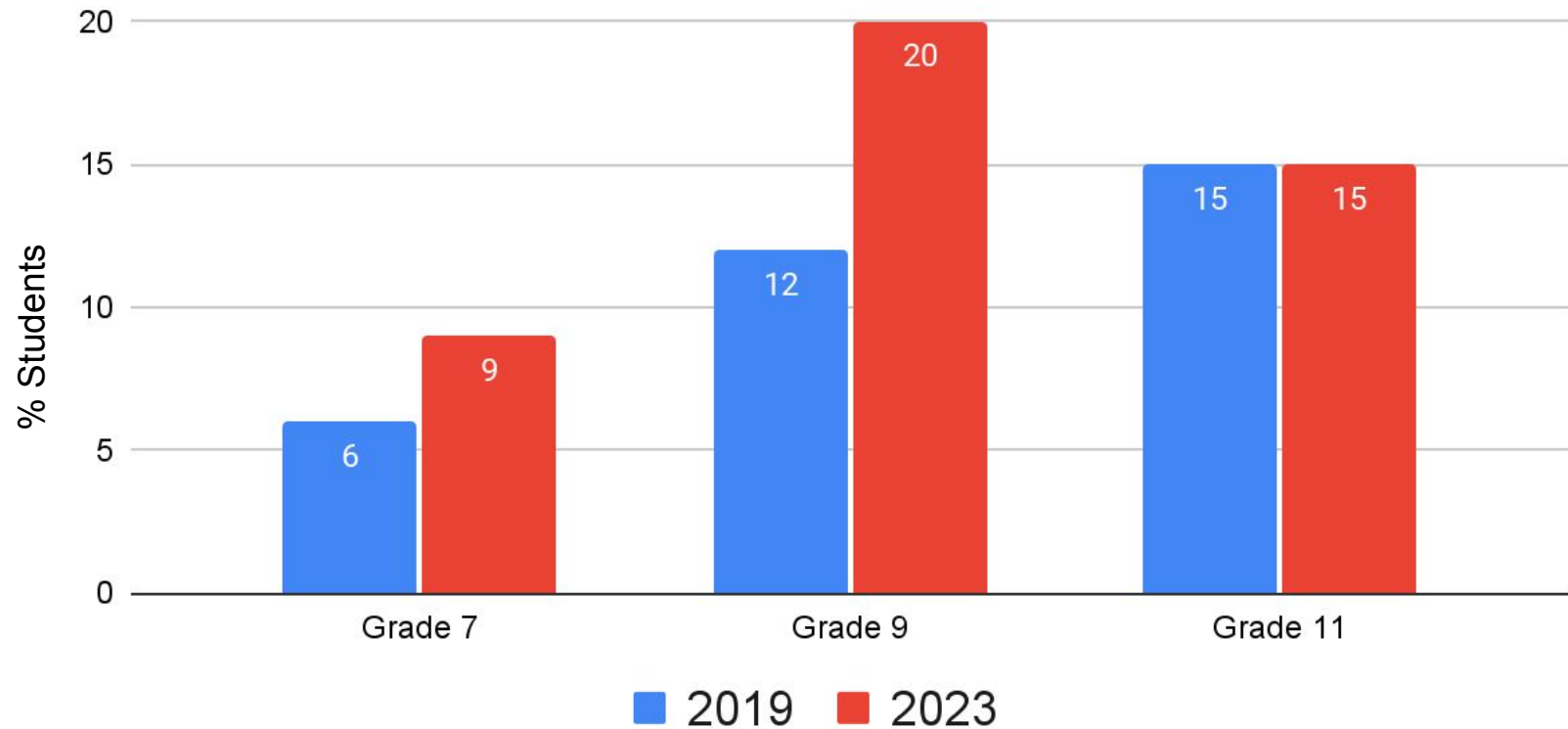
MA 2019 Data: Grade 9 17% Grade 11 17%

How much do you worry/can't control worry about minor things like HW, adjusting to change, talking to teacher?

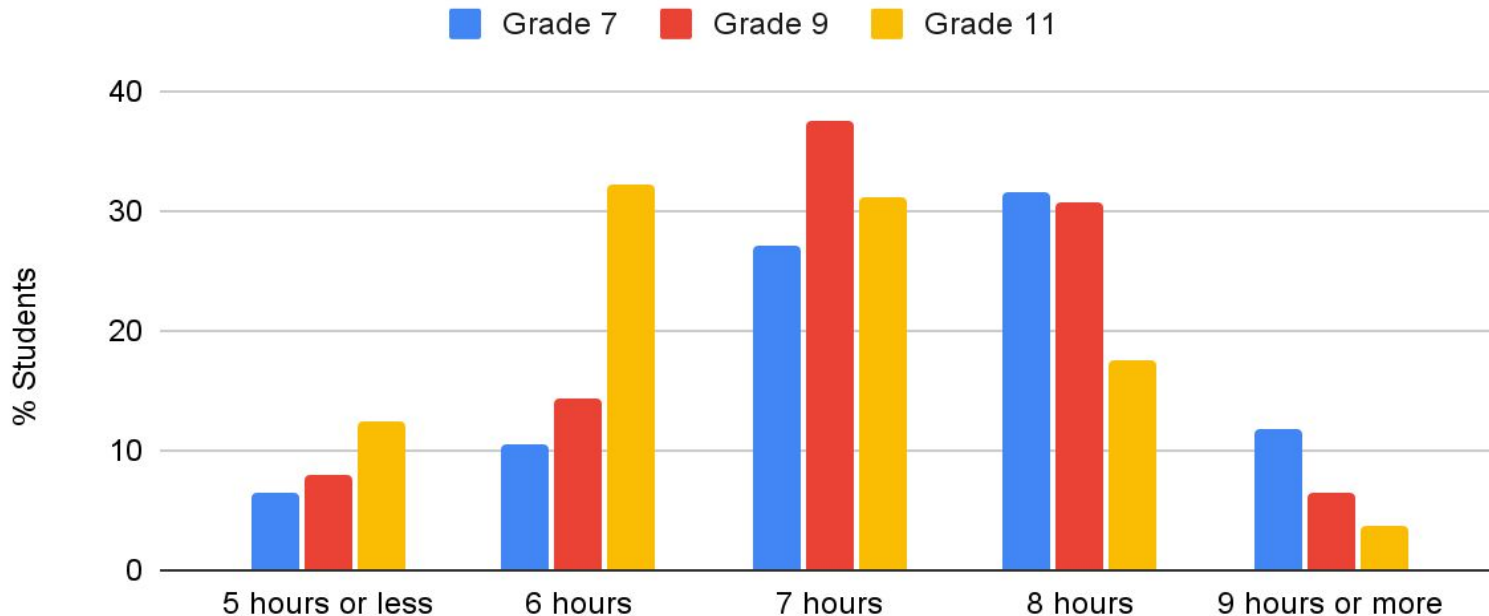
Students who answered "Often or Always"



How often do you avoid going places or doing things you like to do because you feel anxious?



How many hours of sleep do you get on a typical school night?



*CDC recommends 8-10 hours for kids 13-18 years old

Our students are not getting enough sleep:

44% of gr 7, 60% of gr. 9, 76% of gr. 11 are getting less than 8 hours of sleep

How often do you feel sense of belonging at school?

Over 60% of students reported they feel a sense of belonging at school either **Frequently** or **All of the time**.

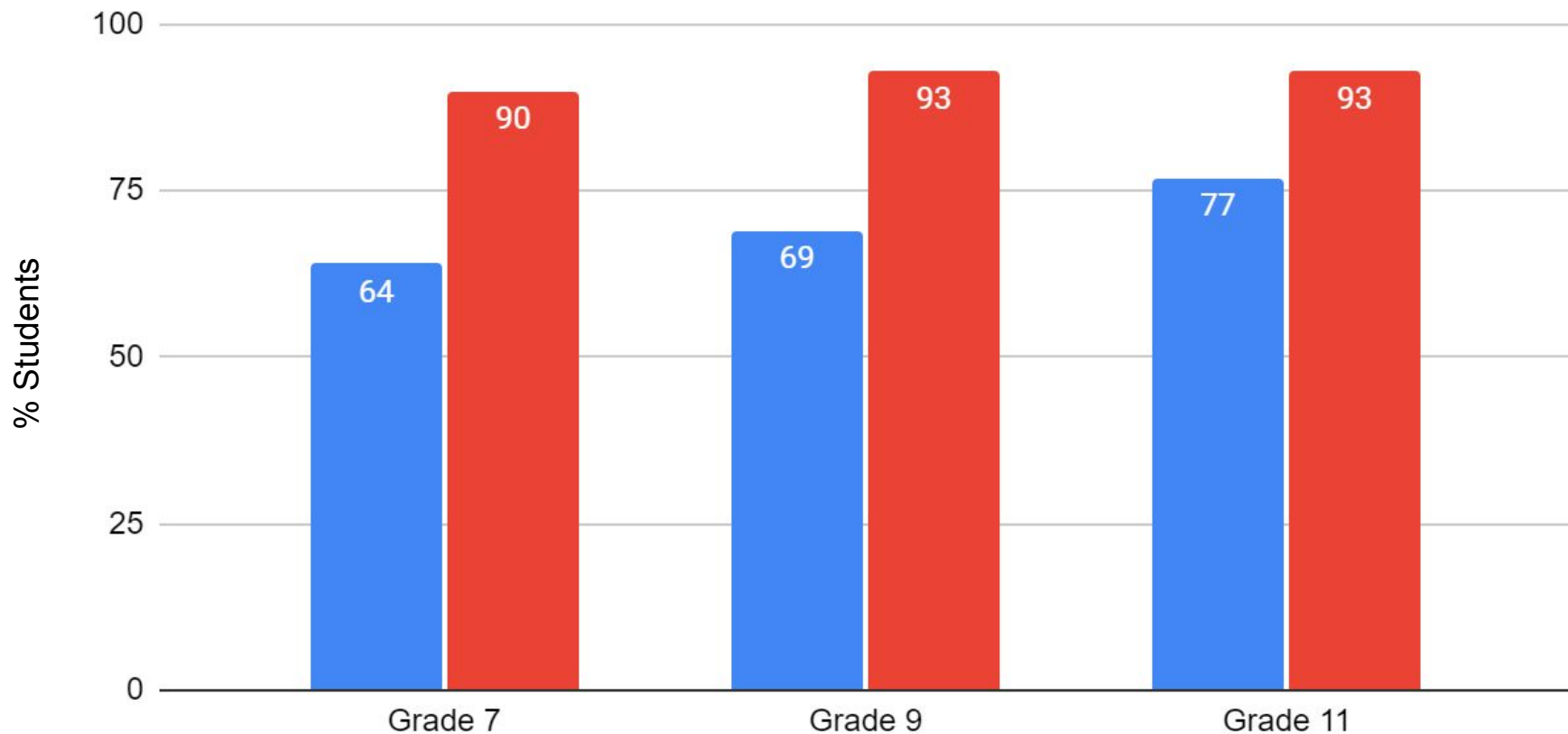
(Gr 7=61%, Gr. 9=63%, Gr. 11=68%)

How often do you feel lonely?

85% of grade 7 students and 80% of grades 9 and 11 students reported they **Never** or **only Occasionally** feel lonely

HPS students feel connected to adults

■ Have at least one adult to talk to AT SCHOOL ■ Have at least one adult OUTSIDE of school



Overall impressions of mental health data

- Increase since 2019 in students in grades 7, 9 and 11 reporting they worry/can't control worrying about minor things as well as avoiding doing things because they feel anxious.
- Grade 11 students show slightly reduced rates of feeling sad/hopeless and suicide ideation, while grade 9 and 7 student rates are similar or higher to 2019 data.
- Rates of feeling sad/hopeless and suicide ideation in Hingham are much lower than MA state data.
- Our students are not getting enough sleep which is a protective factor.
- Our students do feel connected and have adults to talk to.
- The schools and community offer opportunities for students to get involved, meet peers and participate in healthy activities such as clubs, sports, and volunteering.

SDQ

Strengths and Difficulties Questionnaire (SDQ)

The Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioural universal screening questionnaire for children and young people. The SDQ, administered in fall and spring consists of 25 items, comprised of 5 scales of 5 items each. Counseling staff and administrators meet to review the SDQ data to identify students in need of support and match interventions to students' needs.

The scales include:

- 1) Emotional symptoms subscale
- 2) Conduct problems subscale
- 3) Hyperactivity/inattention subscale
- 4) Peer relationships problem subscale
- 5) Prosocial behaviour subscale

HMS Prevention and Student Support Efforts

Tier I (All Students)	<ul style="list-style-type: none">• Second Step (2 lessons per month)• Act of Honor (Weekly Recognition)• Quarterly Assemblies with Grade Levels• DARE Program (Semester Class-Grade 6)• Health Class (Quarter -7 and 8)• One Book/One School (ADL No Place for Hate)• Calm Classroom (Daily)
Tier II (Some Risk 15%)	<ul style="list-style-type: none">• Lunch groups with guidance counselors• Check In/Check Out with identified students
Tier III (At-Risk 5%)	<ul style="list-style-type: none">• Transition Room• Small group lunch groups/social skills groups with school adjustment counselors

Universal Screening: Strengths Difficulty Screener will be administered in October and April

HMS Prevention and Student Support Efforts

Systems of Supports

- **Universal Screening:** Strengths Difficulty Screener will be administered in October and April
- **Analysis of the Data:** Counseling staff and administrators meet to review the SDQ data to identify students in need of support and match interventions to students' needs.
- **Sharing Data and Supporting the Students:** Administrators and counseling staff will meet with teams to share identified Tier II and Tier III students and supports being implemented in November and May after the administration of the SDQ.
- Instructional Support Team meets monthly where all staff bring students of concern for either academic or social emotional learning needs.

HMS Prevention and Student Support Efforts

- Implement Check-in/Check-out as well as Check-in/Connect procedures for students identified by external behaviors and SDQ results working with all faculty members.
- Share and analyze SDQ results with academic teams to identify students needing additional support.
- Share YRBS data with faculty, School Council, PTO, and caregivers in order to strengthen efforts and partnerships to support all students.
- Expand data meetings to include analysis of SEL data in addition to math and literacy.
- Partner with ADL and No Place for Hate to create a more inclusive community.
- Expansion of our Second Step curriculum and involvement of general education teachers in its implementation.

HHS Prevention and Student Support Efforts

Tier I (All Students)	<ul style="list-style-type: none">• Universal screening (SDQ) administered annually• Ninth Grade Advisory and Peer Mentoring Programs• Breathe Out peer presentations in PE classes• Peer tutoring programs• Health Class (semester-long course for all sophomores)• Catching Kindness Awards and Opry Awards• Whole-School and Grade-Level Assemblies• Annual Hingham CARES Day• Biannual Breathe Out Days• No Homework Weekends• Counseling Seminars at all grade levels• Comfort Dog
Tier II (Some Risk 15%)	<ul style="list-style-type: none">• Check In/Check Out by guidance counselors• Directed Study (in-school / small-group support)• IST Process
Tier III (At-Risk 5%)	<ul style="list-style-type: none">• Transition Room• Small group/social skills groups with school adjustment counselors• Supported Learning Center

HHS Prevention and Student Support Efforts

Systems of Supports

- **Universal Screening:** Strengths Difficulty Screener will be administered in October and March
- **Analysis of the Data:** Counseling staff and administrators meet to review the SDQ data to identify students in need of support and match interventions to students' needs.
- **Sharing Data and Supporting the Students:** Share trends with staff of the SDQ and plan next steps as a community.
- Instructional Support Team meets once every cycle where all staff bring students of concern for either academic or social emotional learning needs.

HHS Prevention and Student Support Efforts

- Administer universal screening twice (instead of once) per year
- Identify new strategies for sharing and promoting YRBS data with HHS teachers and the broader community (e.g., new weekly feature in the Hingham Highway newsletter)
- Continue to share YRBS data with community partners, PTO, School Council (e.g., Hingham CARES) and contribute to the development of new programming
- Share SDQ data with HHS teachers
- Expand “Tier 1” programming (e.g., guest speakers, assemblies, etc.) for all students to increase frequency, especially among juniors and seniors
- Enlist HHS clubs (e.g., SADD, Mentoring Program, et al) to address concerns with substance abuse and underage drinking
- Expand outdoor learning opportunities and movement breaks
- Enhance promotion of supports through a variety of media (e.g., school website, newsletters, PTO, social media, etc.)

Wellness Committee Spring 2023 Report

HHS students were asked two questions in the spring of 2023.

Do you feel that you have an appropriate amount of social, emotional, and academic balance in your day at school?

- 38.8% (n = 88) of students reported that “no” they do not feel they have an appropriate balance in their school day.

Do you have any ideas on how your day can have more social, emotional, and academic balance?

- Students overwhelmingly expressed concern over the volume of homework they are required to do outside of the school day.
- Students expressed a desire for more mental and social break time during the day, either in the form of longer passing periods, an established break period, and open study halls.
- Students expressed a need for adults to be conscientious about how overwhelmed they feel and to pay attention to the volume of and emphasis on academics.

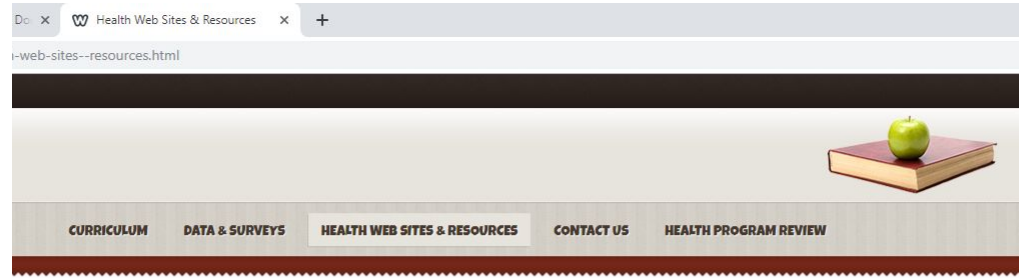
Next Steps for Wellness Committee

- Continue to strengthen tiered system of supports for social emotional learning needs at all levels
- Continue *Grading for Equity* PLC work.
- Extend “Whole Child Review” pilot in partnership with DESE S3 Academy at the high school.
- Share the Wellness Committee Report (Spring 2023) with department directors and staff and review HHS homework policies.
- Plan to develop a school climate and culture survey districtwide.
- Build and strengthen the Wellness Committee for this school year including expanding membership.

Helpful resources
and links also found
on our [website](#).

Hinghamhealth.weebly.com

Linked to school websites



Sites are not in alphabetical or topic order
Click on the icons to visit the health sites below



Calm

Web site and free app that teaches mindfulness and meditation. Use for guided meditation or just choose a peaceful nature scene and enjoy the serenity and clarity of taking a break!

The Centers for Disease Control and Prevention CDC's Mission is to collaborate to create the expertise, information, and tools that people and communities need to protect their health – through health promotion, prevention of disease, injury and disability, and preparedness for new health threats.



At My Life, My Quit we share the truth about nicotine, vaping and other tobacco products. If you decide you want to quit, we're here to help you do it successfully. Text "Start My Quit" to 855.891.9989 or call to talk with a coach who is ready to listen and cheer you on. It's YOUR LIFE and we're here to help you live it YOUR WAY. My Life, My Quit is always free and confidential.



Smokefree Teen is part of the National Cancer Institute's (NCI) **Smokefree.gov** Initiative. The goal of Smokefree Teen is to reduce the number of youth who use tobacco and e-cigarettes. The site has numerous tools and resources to help teens stop using nicotine (vaping or cigarettes). Boost your chances of quitting for good with Smokefree Teen's quitSTART app, text message programs, and more.

Hingham CARES (Community, Action, Resources, Education, Support) The mission of Hingham C.A.R.E.S is to foster a strong and inclusive community that promotes choosing a healthy lifestyle and informed and responsible choices about drug and alcohol use.

The mission is supported by evidence based, prevention focused, sustainable practices and is informed by data such as from local surveys and the Massachusetts Department of Public Health statistics that help to guide practice and program planning.



Herren Wellness

Herren Wellness is a residential substance use, behavioral health, and wellness organization for men and women. Our focus is to guide guests through a process of self-discovery, help them uncover why they turn to unhealthy behaviors or substances.

Thank you!

Questions?

Comments?

Next Steps?

Resources

[MA YRBS 2019 data](#)

[CDC data set, searchable](#)

Questionnaire HHS [HHS YRBS survey 2023](#)

Questionnaire HMS [HMS YRBS survey 2023](#)



HINGHAM PUBLIC SCHOOLS

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Suzanne Hynes Vinnes, Ed.D.
Executive Director of Student Services

MEMORANDUM

TO: Dr. Margaret Adams, Superintendent
FROM: Dr. Suzanne Vinnes, Executive Director of Student Services
RE: 2023 Hingham Public Schools Wellness Committee: Final Memo
DATE: June 29, 2023
XC: Michelle Ayer, Chair, Hingham School Committee

The HPS Wellness Committee is responsible for the implementation of 105 CMR 215.000. The purpose of the committee is to set standards for the establishment and operation of School Wellness Advisory Committees¹. These committees are intended to ensure that each public school district has an established group of school staff and concerned community representatives to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. This year, the HPS Wellness Committee identified a need to explore the social, emotional, and academic balance our High School students experience while at school.

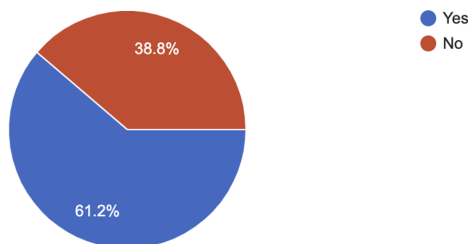
To explore student perceptions of the academic, social, and emotional balance experienced during the school day, all HPS students (N = 832) were invited to complete a brief, anonymous survey (2 questions) throughout the week of May 1, 2023. To obtain the highest number of participants, HHS English classes made the survey available on their google classrooms. Students were asked to answer the following questions. No identifying student information was collected.

1. Do you feel that you have an appropriate amount of social, emotional, and academic balance in your day at school?
2. Do you have any ideas on how your day can have more social, emotional, and academic balance?

¹ See Appendix for Wellness Committee members

Results

- A. 27% of Hingham High School student completed the anonymous survey (n = 227). When asked if they feel they have an appropriate amount of social, emotional, and academic balance in their school day, 38.8% (n = 88) of students reported that “no” they do not feel they have an appropriate balance in their school day.



- B. Those students who indicated a lack of balance in their day were offered an opportunity to inform the committee of what could help them achieve more balance. 74% of these students (n = 65) offered suggestions.

Students overwhelmingly expressed concern over the volume of homework they are required to do outside of the school day.

- “Homework is important but severely overwhelming, leaving little time for much else in a day. Limiting the amount of homework or putting a cap on the hours spent on homework may assist in relieving this constant worry.”
- “More time to spend with family members and social relationships. The academic load is too much and does not allow for students to properly engage in social relationships outside of school. With more time for this it will allow students to also be able to deal with any emotional struggles.”
- “I think there needs to be more of a break time during the school day and there shouldn’t be homework on weekends beside having sports students have many activities on the weekends we are forced to have little to no social time during the week due to our work load I believe students shouldn’t have to feel that pressure over the weekend.”
- “Less homework - I know students complain about homework all the time but it really is a huge stress factor in my, and other students lives. I am a 3 season student athlete and most days I leave my house at 7:30 and don't get home till 8 or 9 depending on if I have club sports, tutoring, or other errands to run. Having to stay up late until I finish all my work leaves me completely burned out and creates a cycle that I, and many other students cannot break.”
- “Teachers need to give less homework, my homework and academics take up more of my time than both emotional and social time. Considering most students also participate in sports and have to work (like myself), it is extremely hard to balance everything.”

- “I think that testing days should be more thought out especially for people who take two of the same subject because I take two sciences and most of this year I have had two tests on the same day and couldn't study them equally so I did better on one and not the other. And I think that for homework I think that teachers should take into more consideration of how much time it actually takes to do their homework and assign it with more time consideration.”

Students expressed a desire for more mental and social break time during the day, either in the form of longer passing periods, an established break period, and open study halls.

- “Longer lunches, longer passing periods... it's too much to expect from students to stay focused when we only have half an hour of lunch (our main social time) and to then continue throughout the day at warp speed. I believe that our academic performances would improve with a little more time to relax/decompress throughout the day... even just a couple minutes longer in passing periods that would allow for a quick chat with friends can make a huge difference.”
- “I feel like we only have very short periods of time during the day to be social and most of the day is overwhelmed with schoolwork. I think we could incorporate a period for social time similar to the mask break last year.”
- “Maybe just a few more minutes in between classes. The four minutes are only enough time to get from point A to point B. Also the current schedule of every class but one only creates more stress with workloads being overbearing for plenty of people. Having multiple classes taken off every day similar to online learning allowed me to maintain a decent schedule of work that needed to be done now and balanced my stress levels by not having everything due the next day like it is now.”
- “We need more breaks from learning because I can't focus at all by the end of the day.”
- “Longer breaks in between classes, longer lunch period, teachers following testing days, excused mental health days.”
- “More restrictions on testing and quiz days. Possibly longer lunches or passing times to provide mental breaks in between lessons.”
- “I think there generally needs to be more standing and moving around. Nobody has room in their schedule for PE as upperclassmen, but everyone needs physical activity during the school day.”

Students expressed a need for adults to be conscientious about how overwhelmed they feel and to pay attention to the volume of and emphasis on academics.

- “Teachers could stop overloading students with hours of work split between 6 different classes and expecting them to finish the next day.”

- “We need to have more understanding teachers when it comes to allowing students to turn in work late if they have a lot going on and the work load they assign us and how much time we are given. They can’t expect students to do a lot along with the life we deserve to have outside of school (sports, sleeping, eating etc).”
- “There should be less work including less homework and less essays in English. I feel overwhelmed from the 4 essays per term because I feel like I am always assigned one. I also feel like there are many days where I have many tests and essays due and it is overwhelming.”
- “Students should have less homework on Wednesdays. This would allow students to have a break during the middle of the week so they can rest and not feel completely overwhelmed and burnt out by Friday. It is proven that having a break on Wednesday would improve conduct for the rest of the week and help sustain mental health.”
- “It would be nice to have hands-on lessons and at least a 50% decrease in the overwhelmingly humongous volume of homework. If Hingham schools are going to claim they care about our health then these changes (which would decrease stress, leave more room for sleep, and sometimes create an opportunity for exercise).”
- “Less homework, less pressure, more understanding from teachers, find a way to balance make up work with well being.”
- “I don't take mental health days just so I can do the make up work and get all stressed and overwhelmed again. We really have to fix how we treat mental health at this dang school cause the way its handled is just driving students into mental hell. Do you want kids to be "good at school" and figure out how to pass without learning crap or do you want to create kids that really learn about life and the world and not feel like their lives mean nothing? Some teachers at this school need to remember that the student their teaching have LIVES and FEELINGS and school is not the most important thing in the world. Staying alive is more important than school and so many kids struggle with just that. Teens are just trying to survive life and what you throw at us just makes life so much harder and worse.”
- “There is too much pressure nowadays with college admissions standards, ap exam standards, and gpa scores to ever be able to balance. unless you never take honors or ap courses, it's nearly impossible. Homework amounts and expectations need to be addressed regardless of the class level. It is even impossible on weekends to fulfill social and emotional needs because of the sheer amount of coursework expected to be completed outside of school. I am grateful that at this point as a senior, I have classes that are a lot more chill and relaxing, such as yoga and art, that keep me focused and balanced. This is not the case for most students. Mental health needs to be addressed and stressed more than academic achievement - it's how kids get burnt out, and it's also how we lose them. I've been in that situation, and it sucks - understanding from teachers is also something we really need to have.”

Summary and Recommendations

Students at Hingham High School have articulately expressed a need for a more balanced approach to their school day. In general, students report feeling overwhelmed with academic pressure and feel that their social and emotional needs are not as important. The sustained emphasis on work production (essays, tests, homework) over social and emotional development is causing unnecessary stress and anxiety in our students. It is recommended that the Wellness Committee establish a Task Force to examine HPS's homework policy, the goal of homework, and the purpose of assigning it. The High School is encouraged to examine the flexibility of the daily schedule and to find 10 extra minutes for students to socialize, rest, eat, or collaborate with faculty.

“ The back-to-back hour-long classes with our only break being a short lunch where we have limited time to talk because we are rushing to finish our food in time promotes the qualities of a market culture-based company where the focus is mainly on competition and maximizing production. Given that this is a high school, rather than a company, where we are trying to help students grow as people, I believe more focus should be placed on the quality of our class time as well as the quantity of our free time, which studies have shown is absolutely crucial in the learning process so we have time to comprehend the information we've been given. Any student at HHS would tell you we have a very overwhelming dynamic that produces good grades, however, good grades can still be reached through much more developmental ways. If there was a restructuring in our day's schedule to include more incremental breaks we would attain much more information than we do now, even with shorter classes. Along with this, if more focus was put toward the quality of our homework rather than its quantity, we may actually have time to socialize outside of school and school sports during the week. By fixing this imbalance between academics and social life, I am hopeful that our emotional well-being would benefit as well. Overall, if any changes are made, we really hope that they are changes directly tackling the issue rather than putting a bandaid over it and claiming change was made. With the current mental health crisis, when schools implement systems trying to better our mental health like calm classroom or a therapy dog, it feels as if we are being taunted because the root cause of our mental health problems--excessive workloads, over-testing, lack of time for personal life, etc.--is remaining unchanged. We urge you to listen to our voices and finally address these issues at the root rather than decorating the issue with ineffective "solutions". I appreciate your acknowledgement of our voices and I hope you will remain open-minded toward your HHS students.”

~ HHS High School Student

Appendix

The Hingham Public Schools 2023 Wellness Committee was comprised of the following active members:

Name	Representing
Suzanne Vinnes	Executive Director of Student Services
Callie Shanahan	Nursing
Karen Beatty	Health and Wellness
Erica Shinney	Physical Education
Brenna Gilmartin	Food Services
Gabrielle Roche	HHS Students
Will Monroe	HHS Students
Kevin Quilty	Community Member



Supporting Equitable & Inclusive Learning Environments

District Equity Plan 2023-2024

CONTACT INFORMATION

Hingham Public Schools
220 Central Street
Hingham, MA 02043

2023-2024 HINGHAM PUBLIC SCHOOLS EQUITY PLAN

During the 2022-2023 school year, the HPS Leadership team and HPS Equity Task Force partnered with consultants from *The Equity Project (TEP)* to conduct a year-long equity audit. During the audit, TEP consultants worked with Equity Task Force members, consisting of HPS administrators, educators, parents, community members, and a School Committee member, to review district policies, procedures, and practices, administer and analyze community surveys and focus groups, and gather data through site visits and walkthroughs. The resulting [equity audit report](#) highlighted recommended areas for strategic focus, including an emphasis on culturally responsive curriculum, inclusive instructional practices, equity-focused professional development, inclusive hiring practices, and use of academic and SEL data to inform district equity and inclusion strategy.

In addition to the collaborative efforts by the HPS staff and community to complete the equity audit, select district leaders, educators and community members also participated in the 2022-2023 DESE *Culturally Responsive Practices Leadership Academy*, featuring year long training and coaching to support district equity goal setting and strategy implementation. Principals and faculty at East and Plymouth River School similarly participated in the 2022-2023 DESE *Inclusive Practices Academy*, with a coaching focus on school-based implementation of universal design for learning (UDL) and related inclusive practices. These DESE leadership academies complemented the work of the equity audit by building capacity to support equity goal implementation.

DISTRICT EQUITY GOALS

The following goals and action steps were derived from the equity audit recommendations and DESE leadership academy training. The equity plan goals further elaborate and complement strategic goals previously identified through the [2022-2025 strategic plan](#), which features district goals related to ensuring equitable and inclusive learning environments. The four equity goal categories include:

<p><u>Goal 1–Curriculum</u> Ensure that all students have access to culturally responsive curriculum and materials.</p>	<p><u>Goal 3–Hiring:</u> Create and implement clear procedures and practices for the recruitment, hiring, and retention of a racially, and ethnically diverse staff that reflects the diversity of our school, local, national, and global community.</p>
<p><u>Goal 2–Professional Development:</u> Increase professional development opportunities for staff to support the creation of equitable and culturally responsive learning environments that provide access for all students.</p>	<p><u>Goal 4–Data Practices:</u> Analyze academic and social emotional learning data in order to identify disproportionality, identify systems and structures, scheduling, policies, procedures, and practice changes and resources needed to improve student academic and SEL outcomes.</p>

Goal 1-Curriculum: Ensure that all students have access to culturally responsive curriculum and materials.

		Objective	Staff Responsible	Timeline
Year One	1.1.a	Identification of a tool for use in auditing curriculum unit guides, instructional materials, media and supplementary materials.	Assistant Superintendent Curriculum Directors District Equity Team	Fall 2023
	1.1.b	Conduct internal audit of curriculum unit guides, instructional materials and media utilizing the tool identified.	Assistant Superintendent Curriculum Directors HPS Educators District Equity Team	Winter/Spring 2024
	1.1.c	Conduct internal audit of supplementary instructional materials, e.g. classroom libraries, teacher-chosen supplementary materials and media, and celebratory events.	Assistant Superintendent Curriculum Directors HPS Educators District Equity Team	Winter/Spring 2024
	1.1.d	Conduct internal audit of classroom space, decor, and infrastructure.	Assistant Superintendent Curriculum Directors HPS Educators District Equity Team	Winter/Spring 2024
	1.1.e	Edit curriculum and cull instructional materials that do not align with best practices.	Assistant Superintendent Curriculum Directors HPS Educators District Equity Team	Winter/Spring 2024 (Continue 2024-2025)
	1.1.f	Request or develop new instructional materials as appropriate in order to increase alignment with best practices.	Assistant Superintendent Curriculum Directors HPS Educators District Equity Team	Winter/Spring 2024 (Continue 2024-2025)
	1.1.g	Revise the District Curriculum Accommodation plan to support access for all students to Tier I Core curriculum.	Superintendent Assistant Superintendent Curriculum Directors HPS Educators	Fall 2023 (First Draft) January 2024 (Final Draft for Continued Feedback)

Goal 2- Professional Development: Increase professional development opportunities for staff to support the creation of equitable and culturally responsive learning environments that provide access for all students.

		Objective	Person Responsible	Timeline
Year One	2.1.a	School and District Leaders will participate in a year long professional learning community (PLC) to strengthen skills to support district equity initiatives.	Superintendent Assistant Superintendent HPS Leadership Team	Monthly beginning September 2023-May 2024
	2.1.b	East and PRS administrators and faculty will participate in the DESE <i>Inclusive Practices Academy</i> (Year 2) focusing on UDL. Academy participation includes year-long PD and on-site coaching.	PRS and East Principals PRSand& East Faculty	September 2023-June 2024
	2.1.c	Select district leaders and staff will participate in the DESE <i>Culturally Responsive Leadership Academy</i> (Year 2) featuring year long PD and coaching to support district equity goal implementation.	Superintendent Assistant Superintendent Leadership Team Representatives Educator Representatives Community Members	September 2023-June 2024
	2.1.d	Recruit <i>Inclusive Practice Teaching Fellows</i> , provide year-long professional development, and support the dissemination of best practices.	Assistant Superintendent Inclusive Practice Fellows Principals Curriculum Directors	August 2023-June 2024
	2.1.e	ADL- No Place for Hate committee will be formed at HMS, and will include administrators, teachers, students, and parents. Plan community events to support anti-bias efforts.	HMS Principal Assistant Superintendent ADL Building team	Fall 2023-June 2024
	2.1.f	HMS staff will participate in ADL anti-bias training in September. In November, HMS faculty and students will participate in lessons on identity during the <i>One Book One School</i> Day of Learning.	Assistant Superintendent Hingham Middle School Principal OBOS committee ADL Building team	September and November 2023 early release dates

Goal 2- Professional Development: Increase professional development opportunities for staff to support the creation of equitable and culturally responsive learning environments that provide access for all students.

	2.1.g	Develop ongoing equity-focused PD including book studies, PLCs and/or discussion groups on equity related topics (e.g.-- <i>Disability Visibility, Grading for Equity, Culturally Responsive Teaching and the Brain</i>).	Assistant Superintendent HPS Administrators HPS Educators	Ongoing
	2.1.h	Continue partnership with DESE Safe Schools to support LGBTQ+ students and families.	Assistant Superintendent HPS Principals HPS Counseling Staff	Ongoing
	2.1.i	Organize equity and inclusion professional development for support staff, including admin assistants, transportation, custodians, food services, KIA, coaches.	Assistant Superintendent Interim Director of Student Services Director of Business	Ongoing
	2.1.j	Strengthen school based equity PLCs to develop teacher leaders that serve as resources to their colleagues.	Assistant Superintendent Principals	Monthly

Goal 3- Hiring: Create and implement clear procedures and practices for the recruitment, hiring, and the retention of a racially and ethnically diverse staff that reflects the diversity of our school, local, national and global community.

		Objective	Person Responsible	Timeline
Year One	3.1.a	Participate in and actively utilize resources that are available through collaboration with Massachusetts Partnership for Diversity in Education (MPDE).	Human Resources Coordinator Director of Finance and Operations	Monthly Meetings Winter MPDE Meeting Spring Job Fair
	3.1.b	Review and implement a consistent exit interview to collect data on reasons staff leave the district. Implement a survey of new staff to receive feedback on the onboarding.	Human Resources Coordinator	Each time employees leaves the district
	3.1.c	Create a set of protocols for the hiring of staff that are consistent and include training in bias in hiring, interview structure, question banks, etc.	Superintendent Human Resources Coordinator Director of Finance and Operations District and School Leaders	Monthly Meetings starting October through May
	3.1.d	Create materials and then train interview committees on the role of bias in hiring and the screening of applicants.	Superintendent Human Resources Coordinator Director of Finance and Operations	May 2024
	3.1.e	Plan outreach to increase the number of student teachers, fellows, and practicum students hosted in district, including opportunity for them to be employed as paraprofessionals or other roles.	Superintendent Human Resources Coordinator Director of Finance and Operations Curriculum Director	March 2024-June 2024
	3.1.f	Post vacancies at a wide variety of locations including colleges/universities/organizations with diverse populations.	Human Resources Coordinator Director of Finance and Operations	September 2023-August 2024

Goal 4 Data-Analyze academic and social emotional learning data in order to identify disproportionality, identify systems and structures, scheduling, policies, procedures, and practice changes and resources needed to improve student academic and SEL outcomes.

		Objective	Person Responsible	Timeline
Year One	4.1.a	Analyze academic data, including MCAS, early literacy screening, and iReady, to identify disproportionality of subgroup performance. Collaborate with educators, specialists, and special education staff to identify action steps to close achievement gaps.	Assistant Superintendent Curriculum Directors Principals MTSS Team Educators	Sept 2023-June 2024
	4.1.b	Analyze SEL data, including YRBS, SDQ, and other metrics and identify disproportionality of subgroup outcomes. Identify additional curriculum materials and MTSS interventions to support SEL	Assistant Superintendent Curriculum Directors Principals MTSS Team Teachers	Sept 2023-June 2024
	4.1.c	Outline and strengthen academic and SEL MTSS tiered systems of supports at the secondary level.	HMS Principal HHS Principal Curriculum Directors Director of Counseling Teachers	Sept 2023-June 2024
	4.1.d	Continue to strengthen elementary academic and SEL MTSS tiered systems of supports by building upon the practices from last year.	Elementary Principals Elementary Teachers Reading and Math Specialists and Interventionists Curriculum Directors	Sept 2023-June 2024
	4.1.e	Complete program evaluation of special education services to determine strengths and needs. Use results to develop an action plan with improvement goals.	Superintendent Interim Executive Director of Student Services Administrators of Special Education Principals	One-Site Program Evaluation: Fall 2023 Final Report: Winter 2024 Action Plan for Improvement: Spring 2024
	4.1.f	Research/develop an annual climate survey for students, families and staff. Pilot climate survey in Spring 2024.	Superintendent Assistant Superintendent Leadership Team Equity Task Force	September-June 2024

Alignment to the Strategic Plan

The following is a crosswalk of the goals in the equity plan to the Strategic Plan to show how both work in support of each other.

<p><u>Strategic Plan</u> <u>Culturally Responsive Teaching and Learning:</u> Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.</p> <ul style="list-style-type: none">● Explore and implement research-based innovative instructional practices.● Fully fund and engage in a multi-year curriculum review adoption cycle process. <p><u>Healthy, Equitable, and Inclusive Communities:</u> Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.</p> <ul style="list-style-type: none">● Complete an equity audit, including auditing current curriculum content.
<p><u>Equity Goal</u> <u>Goal 1-Curriculum:</u> Ensure that all students have access to culturally responsive curriculum and materials.</p> <ul style="list-style-type: none">● Identification of a tool for use in auditing curriculum unit guides, instructional materials, media and supplementary materials.● Conduct internal audit of curriculum unit guides, instructional materials and media utilizing the tool identified.● Conduct internal audit of supplementary instructional materials, e.g. classroom libraries, teacher-chosen supplementary materials and media, and celebratory events.● Conduct internal audit of classroom space, decor, and infrastructure.● Request or develop new instructional materials as appropriate in order to increase alignment with best practices.● Edit curriculum and cull instructional materials that do not align with best practices.● Revise the District Curriculum Accommodation plan to support access for all students to Tier I Core curriculum.

<p><u>Strategic Plan</u> <u>Culturally Responsive Teaching and Learning:</u> Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction.</p> <ul style="list-style-type: none">● <p><u>Healthy, Equitable, and Inclusive Communities:</u> Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.</p> <ul style="list-style-type: none">● Provide all staff, including athletic coaches, professional development training in diversity, equity, and inclusion practices.
<p><u>Equity Goal</u> <u>Goal 2- Professional Development:</u> Increase professional development opportunities for staff to support the creation of equitable and culturally responsive learning environments that provide access for all students. School and District Leaders will participate in a year long professional learning community (PLC) to strengthen skills to support district equity initiatives.</p> <ul style="list-style-type: none">● East and PRS administrators and faculty will participate in the DESE <i>Inclusive Practices Academy</i> (Year 2) focusing on UDL. Academy participation includes year-long PD and on-site coaching.● Select district leaders and staff will participate in the DESE <i>Culturally Responsive Leadership Academy</i> (Year 2) featuring year long PD and coaching to support district equity goal implementation.● Recruit <i>Inclusive Practice Teaching Fellows</i>, provide year-long professional development, and support the dissemination of best practices.

- ADL- No Place for Hate committee will be formed at HMS, and will include administrators, teachers, students, and parents. Plan community events to support anti-bias efforts.
- HMS staff will participate in ADL anti-bias training in September. In November, HMS faculty and students will participate in lessons on identity during the *One Book One School* Day of Learning.
- Develop ongoing equity-focused PD including book studies, PLCs and/or discussion groups on equity related topics (e.g.--*Disability Visibility, Grading for Equity, Culturally Responsive Teaching and the Brain*).
- Continue partnership with DESE Safe Schools to support LGBTQ+ students and families.
- Organize equity and inclusion professional development for support staff, including admin assistants, transportation, custodians, food services, KIA, coaches.
- Strengthen school based equity PLCs to develop teacher leaders that serve as resources to their colleagues.

Strategic Plan

Human Resources and Leadership: Recruit, develop and empower a diverse staff to lead courageously in teaching and learning.

- Recruit and retain a diverse workforce.
- Expand recruitment opportunities.

Equity Goal

Goal 3 Hiring: Create and implement clear procedures and practices for the recruitment, hiring, and the retention of a racially and ethnically diverse staff that reflects the diversity of our school, local, national and global community.

- Participate in and actively utilize resources that are available through collaboration with Massachusetts Partnership for Diversity in Education (MPDE).
- Review and implement a consistent exit interview to collect data on reasons staff leave the district. Implement a survey of new staff to receive feedback on the onboarding.
- Create a set of protocols for the hiring of staff that are consistent and include training in bias in hiring, interview structure, question banks, etc.
- Create materials and then train interview committees on the role of bias in hiring and the screening of applicants.
- Plan outreach to increase the number of student teachers, fellows, and practicum students hosted in district, including opportunity for them to be employed as paraprofessionals or other roles.

Strategic Plan

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

- Explore and implement research-based innovative instructional practices.

Healthy, Equitable, and Inclusive Communities: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness.

- Establish a system to support and respond to the social emotional needs of all.

Equity Goal

Goal 4 Data-Analyze academic and social emotional learning data in order to identify disproportionality, identify systems and structures, scheduling, policies, procedures, and practice changes and resources needed to improve student academic and SEL outcomes.

- Analyze academic data, including MCAS, early literacy screening, and iReady, to identify disproportionality of subgroup performance. Collaborate with educators, specialists, and special education staff to identify action steps to close achievement gaps.
- Analyze SEL data, including YRBS, SDQ, and other metrics and identify disproportionality of subgroup outcomes. Identify additional curriculum materials and MTSS interventions to support SEL.

- Outline and strengthen academic and SEL MTSS tiered systems of supports at the secondary level.
- Continue to strengthen elementary academic and SEL MTSS tiered systems of supports by building upon the practices from last year.
- Complete program evaluation of special education services to determine strengths and needs. Use results to develop an action plan with improvement goals.
- Research/develop an annual climate survey for students, families and staff. Pilot climate survey in Spring 2024.

SCHOOL COMMITTEE OPERATIONAL GOALS

The Hingham School Committee's goal is to establish and operate an educational system and educational programs which conform to the Massachusetts General Laws and DESE regulations, and to provide for all HPS public school students an opportunity to develop their abilities so that they may attain their greatest possible fulfillment as individuals and provide the greatest possible service to society.

The Hingham School Committee is responsible to the people for whose benefit the HPS district has been established. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate ~~problems-concerns~~.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the HPS district. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.
2. Setting objectives for performance for each position and function in the system.
3. Allowing the people responsible for carrying out objectives to have a role in setting them.
4. Establishing practical and **SMARTIE** district goals.
 - **Specific and Strategic**
 - **Measureable**
 - **Action oriented**
 - **Rigorous, Realistic and Results Focused**
 - **Timed and Tracked**
 - **Inclusive**
 - **Equitable**
5. Conducting a periodic review of performance against these goals.
6. Establishing and periodically reviewing policies which are consistent with sound educational and business practices and are in alignment with the HPS District Mission.

SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of their office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of **the HPS** district.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect their share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of **all** students.
7. To accept the will of the majority vote in all cases, and to remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.

9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

SOURCE: MASC – Updated 2022

SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the Town of Hingham and must take an oath of office as required by law.

Each new member will have sworn the oath before the Hingham Town Clerk prior to entering on their official duties as a member of the Committee.

From the Town Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission's Summary of the Conflict of Interest laws. As elected, special municipal employees, all Committee members shall receive a copy of said summary annually. All Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission's online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Municipal or District Clerk.

~~Membership on a School Committee is not limited to race, color, sex, religion, national origin, gender identity or sexual orientation.~~

Established by law

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. [30A:20](#); [41:1](#); [41:107](#); [76:5](#); 268A:27-28;

UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the **Select Board** and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the **Select Board** that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the **Select Board**, so that voters of the town may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

SOURCE: MASC – **Updated 2022**

LEGAL REF.: M.G.L. 41:11

SCHOOL COUNCILS

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the HPS district.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order.

All meetings of the school council shall conform to the Open Meeting Law. The scope of the school council does not require, and therefore does not qualify for, executive session.

The Superintendent shall receive agendas and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.

The following guidelines define the role of the school council: The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.

3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent and adopted by the Committee. .

SOURCE: MASC – Consolidated and Updated 2022

LEGAL REFS.: M.G.L. 71:38Q, 71:59C; C30A:18-15

SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually.

This plan shall be written and submitted for approval to the Superintendent no later than July 1 of the year in which the plan is to be adopted by the School Committee and implemented by the school. The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with District mission and goals, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance, with focus on improvement of student learning.
 - a. Specify expected student outcomes and measurable/observable results.
 - b. Clearly identify actions to be taken to implement the goals.
 - c. Indicate anticipated costs and available funding sources.
 - d. Delineate the method of evaluating and reporting progress and results.
4. Professional development for the school's professional staff.
5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
 - a. Include a plan on how to solicit community support for the changes being developed.
6. The development of means for meeting the diverse learning needs of every child.
7. The establishment of a culture of inclusion and respectful of diversity.
8. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval.



HINGHAM PUBLIC SCHOOLS

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To: School Committee Members

From: Aisha Oppong, Director of Finance and Operations

CC: Margaret Adams, Superintendent

Subject: Review of Rates for Interventionists and Substitute Paraprofessionals

Date: October 2, 2023

Interventionist Rate

The following is to request an increase in the rate of interventionists from the current rate of \$36.13 to \$37.03 which indicates a 2.5% increase as discussed per the FY24 budget development. At this point in time no other changes are being requested to the current guidelines that govern the interventionist employment with Hingham Public Schools.

Paraprofessional Substitute Rate

In addition, the following is to increase the rate for substitute paraprofessionals from \$15.75 to \$17.45. The rate increase would be in alignment with the step 1 of the paraprofessional contract and represents a 9.74% increase.

School Committee Vote:

To increase the rate for interventionists to \$37.03 for the school year July 1, 2023 to June 30, 2024 and to pay any interventionists who worked prior to October 2, 2023 a retroactive pay adjustment.

And

To increase the current paraprofessional substitute rate to \$17.45 effective September 28, 2023.



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Memo

To: School Committee Members

From: Aisha N. Oppong – Director of Business and Support Services

CC: Dr. Margaret Adams

Date: October 2, 2023

Subject: Hingham Sports Partnership Donation towards the Construction of the Wellness Center

Policy

In accordance with state law, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure. The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in alignment with district goals. The superintendent will submit for School Committee approval spending plans at the same cost center level as the district budget.

Donation:

The Hingham Sports Partnership (“HSP”) has worked over the years with the Hingham Public Schools’ (“HPS”) Administration to develop a plan for a Hingham High School Wellness Center to meet the needs of all students and the community at Hingham High School. HSP has estimated that the project will cost \$1.5 million

To get the procurement process started and to begin plans for the construction of the Wellness Center. An Owner’s Project Manager and or Architect are some of the initial professionals that would be needed for the project. HSP has agreed to donate \$100,000 to HPS and HPS will create a special revolving account for the funds raised. Thos \$100,000 will provide the initial funds needed to get the process started.

The School Committee at this time is being asked to approve the creation of a special revolving fund for the collection of funds for the construction of the Wellness Center. The School Committee is also being asked to vote to accept the donation of \$100,000 from HSP.

Motion:

To accept a donation of \$100,000 from Hingham Sports Partnership as the seed money to begin the procurement process for the construction of the Hingham High School Wellness Center.

To approve the creation of a special revolving account that will be used specifically for donations received for the Hingham High School Wellness project.



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Kathryn M. Roberts

Assistant Superintendent of Schools

TO: Dr. Margaret Adams, Superintendent

FROM: Kathryn Roberts, Assistant Superintendent

DATE: September 28, 2023

RE: Pending FY24 ESSA Title I & II Grants

We have received notification that the Hingham Public Schools are eligible for the following entitlement grant funds for FY24. A grant application has been submitted and is currently pending approval by DESE.

Title I (Part A):

The purpose of Title I (Part A) program is to provide all children the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I funds are intended to provide supplemental funds for instructional and other academically-related services for students at-risk for not meeting state academic standards. Title I funds are intended to add to the resources already available for such students; as such, federal funds must not replace local and state funds for these purposes.

HPS is eligible to receive \$61,275 in Title I funding, which will be allocated to the three HPS school with the highest populations of low-income families. These schools include Plymouth River, Hingham Middle School, and Foster School. As outlined in the grant application, the funds will be used to provide after school tutoring to at-risk students.

Districts are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits, such as professional development, family engagement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers, and their families. Access to the private school equitable funding

was requested by only one eligible private school, the New England Hebrew Academy, who will receive \$2,220.10 in “proshare” funds.

Title II:

The purpose of Title II program is to: 1) increase student achievement consistent with challenging state standards; 2) to improve the quality and effectiveness of teachers, principals, and other school leaders; 3) to increase the number of teachers, principals, and school leaders who are effective in improving student academic achievement in schools; and 4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

HPS is eligible to receive \$45,462 in Title II funding, which will be primarily utilized to further strategic initiatives related to professional development, focused on UDL, inclusive and equitable practices. Districts are required to provide equitable access to Title II funding for students attending private schools within the town of Hingham. Access to the private school equitable funding was requested by four private schools, including Notre Dame Academy, Old Colony Montessori, St. Paul School, and Su Escuela. Together, these schools will access \$8,345.70 in “proshare” funds.

Respectfully submitted,

Kathryn Roberts