

HINGHAM SCHOOL COMMITTEE
November 13, 2023 at 5:00 PM
Central Meeting Room, 2nd Floor
Town Hall
210 Central Street
Hingham, MA 02043

or Remote via Zoom
Dial-in number: 1-929-205-6099
Meeting ID: 858 7307 2141
Passcode: 850921
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order

2. Adjourn to Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(3) for the purposes of:
 - To approve minutes from the Executive Session held on October 30, 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 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

3. Return to Open Session at 6:30 PM

4. Approval of minutes
 - 4.1 Minutes of the School Committee meeting held on October 16, 2023
 - 4.2 Minutes of the School Committee meeting held on October 30, 2023 at METCO
 - 4.3 Minutes of the School Committee joint meeting with the Student Advisory Committee on November 1, 2023

5. Questions and Comments

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

district. Speakers are encouraged to present their remarks in a respectful manner and to consider the privacy interests of others. The public comment period is not a time for debate or response to comments by the School Committee. The School Committee is not adopting or endorsing any of the comments made during the public comment period.

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

6. Superintendent's Report
7. Communications
 - 7.1 Communications Received by the Superintendent
 - 7.2 Student Communications
 - 7.3 Other Communications
8. Unfinished Business
 - 8.1 To complete second read of Policy JBB, Educational Equity and act as appropriate
9. New Business
 - 9.1 To present an update on the Plymouth River Elementary School Improvement Plan and act as appropriate
 - 9.2 To present an update on the South Elementary School Improvement Plan and act as appropriate
 - 9.3 To receive an update on the beginning of the year assessments
 - 9.4 To receive an update on Student Services
 - 9.5 To review the fee for the Esports program at HHS and act as appropriate
 - 9.6 To approve overnight and out-of-state athletic field trips and act as appropriate
 - 9.7 To review requests for athletic waivers for fall and winter sports and act as appropriate
 - 9.8 To discuss the naming of the new elementary school and act as appropriate.
 - 9.9 To discuss grants and donations and act as appropriate
 - 9.10 To review surplus materials and act as appropriate
10. Subcommittee and Project Reports
Warrants Signed
11. Other items as may not reasonably be known 48 hours in advance of the meeting
12. Adjourn

Next School Committee Meetings:

Monday, November 27, 2023 at 6:30 PM

Monday, December 11, 2023 at 6:30 PM

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

HINGHAM SCHOOL COMMITTEE

October 16, 2023

MEETING MINUTES

Called to Order at 6:00 PM

School Committee Vice Chair Michelle Ayer called the meeting to order at 6:00 PM.

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

School Committee members participating remotely: none

School Committee members absent: Chair Nes Correnti

Central Office Members present: Superintendent Dr. Margaret Adams

On a motion by Michelle Ayer and seconded by Jen Benham

It was **voted** to adjourn to Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(3)

- To approve minutes from the Executive Session held on October 2, 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 discuss matters related to the Bus/Van Drivers Union collective bargaining successor contract for 2023-2026 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Reconvene: 6:30 PM

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

School Committee members participating remotely: none

School Committee members absent: Chair Nes Correnti

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom. Harbor Media was also present and recording the meeting. An HEA representative present, Aaron Dockser also stated they were recording the meeting.

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

Visitors present: Select Board Member Liz Klein, many HEA members and members of the community were present for a total of approximately 45 visitors present.

Remote visitors: There were approximately 85 remote attendees on Zoom.

Approval of minutes:

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to approve the minutes of the School Committee meeting held on October 2, 2023

Questions and Comments:

Public comment period was extended to allow community members a chance to provide feedback on the current negotiations. HEA President Jacqueline Beaupre spoke and informed the Committee that the union has voted to work to rule. Many members of the HEA also spoke in support of paraeducators and teachings regarding contract negotiations.

Superintendent's Report

- **Enrollment Update**
Updated enrollment report and ongoing trends were provided to the committee noting the total number of students as of October 1st is 3,715.
- **Operational Services Division memo re: rate of inflation/ student services**
Dr. Adams shared a memo from the state's Operational Service Division analysis which gives the estimated rates of inflation of 4.69% for FY 25 for Out of District programs.

Unfinished Business

Policies (BA - BDFA-E-3) second read

Policy updates to current policies BA through BDFA-E-3 were discussed.

On a motion by Alyson Anderson and seconded by Matt Cosman

- It was **voted** to approve the changes to policies BA through BDFA-E-3

New Business

Memorandum of Agreement with the Bus/Van Drivers Union

Chair of the Salary & Negotiations Subcommittee, Kerry Ni, explained that a tentative agreement has been reached with the Bus/Van Drivers' Union.

On a motion by Kerry Ni and seconded by Jen Benham

- It was **voted** to ratify the agreement between the Hingham School Committee and the Bus/Van Drivers' Union for 2023-2026

Michelle Ayer- aye
Jen Benham – aye
Kerry NI- aye
Tim Dempsey – aye
Alyson Anderson – aye
Matt Cosman – aye
Select Board Chair Liz Klein - aye

Report on Spring MCAS

Assistant Superintendent Katie Roberts, ELA Director Mary Andrews, Math Director David Jewett and Science Director Michelle Romano presented a report on the Spring MCAS data and outcomes.

Massachusetts Association of School Committee (MASC) Resolutions

MASC resolutions were discussed to determine how the committee would like their representative, Alyson Anderson, to vote at the upcoming conference.

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to support resolution #1 as proposed by the MASC Board of Directors related to full, stable funding for METCO

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to support resolution #2 as proposed by the MASC Board of Directors related to investigations and recommendations for transportation bidding procedures

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to support resolution #3 as proposed by the MASC Board of Directors related to regional transportation

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** support resolution #4 as proposed by the MASC Board of Directors related to diversity, equity and inclusion

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to support resolution #5 as proposed by the MASC Board of Directors related to MA school building authority

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to support resolution #6 as proposed by the MASC Board of Directors related to school bus stop arm surveillance act and enforcement and penalties

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to take no action on resolution #7 as proposed by the MASC Board of Directors related to related to MCAS Resolution

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to support resolution #8 as proposed by the MASC Board of Directors related to safe storage of firearms

Grants and Donations

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to accept \$200 in donations from Ray Gouley Electric for books to be bought in memory of PRS's first Principal Roger L.

Declaration of Surplus:

The Committee discussed memos from ELA Director Mary Andrews and Science Director Michelle Romano detailing surplus materials.

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to declare the Grade 6 middle school novels in the attached listing as surplus materials and authorize the Director of Business and Support Services to dispose of them at the least cost to Hingham

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to declare the Grade 11/12 Environmental Science textbook in the attached listing as surplus materials and to authorize the Director of Business and Support Services to dispose of them at the least cost to Hingham

Subcommittee and Project Reports/Warrants Signed

- Matt Cosman reported that the Special Education Subcommittee will meet on 10/25
- Alyson Anderson reported that the HEF Spelling Bee is on 11/25; the Hingham Arts Alliance Board met on 10/10; the Hingham Arts Walk was on 10/15; the Hingham Arts Alumni Panel will meet on 1/3/24; and that the Hingham Arts Social is planned for 3/23/24. She also noted that the Hingham High Drama Club will be performing Little Shop of Horrors.
- Tim Dempsey reported that the Educational Programming Subcommittee will be scheduling a meeting before mid-November.
- Kerry Ni reported that the Salary and Negotiations Subcommittee continues to meet with teachers, paraeducators, and administrative assistants.
- Jen Benham reported that there is a Finance/Capital and Subcommittee meeting will be on 10/20

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



none

Adjourn

On a motion by Jen Benham and seconded by Matt Cosman


- It was **voted** to adjourn at 9:10 PM


Respectfully Submitted By: Jen Benham


 10.16.2023 Agenda.pdf 

 Item 4.1 Minutes of the School Committee meeting held on October 2, 2023.pdf 



 Item 6.0 CIF_FY25Memo.pdf 



 Item 6.1 Enrollment 10 Year Trends.pdf 



 Item 6.1 October 1_2023 Enrollment Summary updated.pdf 


 Item 8.1 DRAFT Policy Sections-BA--BDFA-E-3.pdf 

 Item 9.2--_MCAS 2023 Presentation.pdf 

 Item 9.3 2023 MASC Resolutions.pdf 



 Item 9.4 Donation for School Committee Approval.pdf 



 Item 9.5 Deaccession Memo to SC .pdf 

 Item 9.5 Deaccession Memo to SC for Env Sci.pdf 

 Item 9.5 HMS Grade 6 Book Deaccession - Sheet1.pdf 

 Item 10.0 warrant #S100323-2.pdf 

 Item 10.0 warrant#S100323.pdf 

 Item 10.0 warrant#S101023.pdf 

Hingham School Committee
Joint Meeting with HPS Student Advisory Committee (SAC)
November 1, 2023 7:00PM
Remote meeting via Zoom

Meeting Minutes

Call to Order:

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

This meeting is being offered remotely as an alternate means of public access pursuant to an Order issued by the Governor of Massachusetts dated March 12, 2020 Suspending Certain Provisions of the Open Meeting Law. Attendees were advised that the meeting and all communications during the meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. Any participant who wished to record the meeting was asked to notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

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

School Committee members absent: Michelle Ayer

HPS Student Advisory Committee members present: Alex Doggett, Tony Cicerone, Slater Fairfield, Reese Studebaker, Arianna Sood

Central Office Members present: Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts

To hear an update from the Student Advisory Council:

Nes Correnti thanked the members of the Student Advisory Committee for their dedication and service in their role on the SAC.

Alex Doggett reported on how the start of the school year is going. The SAC will hold their first meeting this evening to discuss goal setting and then will meet monthly going forward. They will come up with an action plan and will report back on their goals.

Tong Cicerone and Arianna Sood shared information on the students survey they sent out. There plan is to use the results to help guide them in setting their goals for the year. They have 87 responses. The students survey asked, what can they work on and how it effects the students? Arianna reported that based on the preliminary results some suggestions were infrastructure based such as more hydration systems, more pep rallies, and more social events for the school.

Dr. Adams went over the results from a short survey that was given to students last year as part of the Wellness Committee. Results showed that some students had concerns over the level of homework students were receiving and that the level of homework was causing anxiety. Dr. Adams asked the SAC members for their perspectives on those results.

Each member of the SAC gave their insight and gave some suggestions.

Adjourn:

On a motion made by Jen Benham and seconded by Kerry Ni, the meeting was adjourned at 8:05 PM

Kerry Ni -aye

Alyson Anderson-aye

Jen Benham-aye

Nes Correnti-aye

Tim Dempsey-aye

Matt Cosman-aye

Respectfully submitted by: Jen Benham



HINGHAM PUBLIC SCHOOLS

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Margaret Adams, Ed.D.
Superintendent of Schools

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: November 13, 2023

The following are some updates for the school committee on happenings in the district.

Human Resources Update

As was shared with the community, the district has contracted with Pam Gould, retired superintendent and Human Resource professional, to conduct an audit of the incident at the middle school with the arrest by Hingham Police Department. Pam Gould was in the district last week to review documents and conduct interviews of the Central Office to support her report. She also reviewed our past and current onboarding process for substitutes. This week, she will conduct interviews of all of the principals. We expect to have the report in a couple of weeks, and she will present her findings to the full school committee. In addition, she will be supporting a further audit of our current practices in Human Resources and will have her present a full report later in the school year.

Veteran's Day Celebrations

Thank you to all of our students and staff who celebrated the contributions of the veterans in our community who provided service to our nation. Schools had a variety of assemblies to honor veterans through poetry, letters, art, care packages, and in song.

New Elementary School Building Project

Members of the School Building Committee, the Owner's Project Manager, school staff, and representatives of the contractors met with the MSBA to discuss the status of the project. In addition, we were able to do a walk through of the project. All of the steel has been erected. The contractor will begin to enclose the structure over the next few weeks. The geothermal well drilling is completed. The project is on schedule.

We have had two meetings to review furniture purchases. Samples of furniture will be ordered and delivered to the Foster School. Staff will be invited to review the plans and samples to help establish final purchases. By completing these orders by January, we can expect the furniture to arrive in time for the school's opening.

FY25 Budget Preparations

We have begun meeting individually in small groups to discuss building and the department needs to be able to develop an understanding for the FY25 budget. The meetings also focus on a review of current student to teacher ratios at each level and current needs in student services. This coming week, we will meet with transportation and technology department heads including the high school and middle school leadership.

Bullying Plan Task Force

Per state requirements, every two years we are required to convene a bullying task force to review and refine our current bullying plan. The regulations state that we need to solicit input from administrators, staff, law enforcement, and community members. HPS will be convening a district task force, consisting of administrators, staff, and community members, to review and refine our bullying plan and procedures. The first meeting of the task force is this week, and we will facilitate a process for gathering feedback from the community.

Student Shadows

It has been my pleasure to complete student shadows at all of the schools during the past few months. This past week, I finished with my last shadow of a kindergarten class at South Elementary School. The purpose of a student shadow is to provide an opportunity for school leaders to place themselves in the shoes of the students and see school from their eyes in order to drive strategies for improving the experience of all students.

Hingham High School Drama

The dates are fast approaching for the Hingham High School Drama production of Little Shop of Horrors on November 30, December 1st-2nd at 7:00pm at Hingham Middle School. Tickets are currently on sale.

Structured Immersion Program Exploratory Committee

The team consisting of parents, teachers, and administrators has held two meetings. We have generated a set of questions to explore and have also discussed research around immersion programs. The committee has visited the Milton and Holliston French immersion programs. A small team will be traveling to Mendon Upton this week to also learn more about their program. We will organize a short survey of current Pre-Kindergarten families to gauge interest in the program.

Hingham Education Foundation Spelling Bee

Thank you to the Hingham Education Foundation for the opportunity for all of our third, fourth, and fifth graders to showcase their spelling skills. Thank you to our elementary principals and other community leaders who supported the event in various roles.

Hingham Public Schools

File: JBB - EDUCATIONAL EQUITY POLICY

Definition: Hingham Public Schools defines equity as providing the opportunities, support, environment, high expectations, and resources that all students need to achieve educational success, to feel valued, and contribute to a thriving community.

This is different than equality, which means providing each individual student with the exact same conditions or resources regardless of need.

Purpose:

Hingham Public Schools students have the right to respectful learning environments in which all of their identities, including their racial and ethnic diversity, are valued and contribute to successful academic outcomes. This includes the embracing of intersectionality, the complexity of each unique student, and the convergence of their overlapping identities (such as race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.)

This policy asserts that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal identity, and that equity demands intensive focus and attention to eliminate all gaps in student achievement correlated with demographic characteristics. In addition, all staff will be vigilant for biased and hateful incidents among students and will respond appropriately to such incidents.

Hingham Public Schools acknowledges that complex societal and historical factors contribute to inequities within our school district. Hingham Public Schools must continuously examine all policies and practices for internal biases that contribute to achievement and opportunity gaps. Hingham Public Schools must provide all students with the support and opportunity to succeed.

This policy will uphold Hingham Public Schools' commitment that all staff will be culturally responsive, and demonstrate mutual respect without regard to any individual's actual or perceived personal characteristics.

Equity Levers Crucial to Student Success

There are a number of factors that influence success for all students. These factors include: (1) district and school policies and procedures; (2) adequate resources; (3) high quality teaching and learning; (4) social, emotional, and physical health of students; (5) quality, diversity, competency, and stability of school leadership and staff; and (6) valued partnership with students' family and community.

Desired Outcomes

1. Schools shall receive equitably allocated resources to respond to the needs of each student, which may result in differentiated resource allocation. This includes, after consideration of students' individual needs, equitable access to multi-tiered systems of support for academic and social emotional learning, material resources relative to the student body, and resources to support student mental health.
2. All students shall experience a rich, diverse, culturally responsive curricula, instruction, and assessments, which supports students' identity development. All students should have access to advanced level courses at the high school level, including language arts, mathematics, science, social studies, history, the arts, foreign language, and music.
3. Hingham Public Schools shall ensure that staff at each school are diverse, culturally responsive, high-quality, and equity focused.
4. Family and community are valued and equal partners. As such, each school is responsible for building partnerships with every family with a specific goal of diversifying parent/guardian leadership and the Hingham Public Schools volunteer base. Our district and schools will work closely together with families and community members especially in the areas of building relationships, teaching and learning, and supporting advocacy.

Equity Goals and Reports:

The Superintendent or designee shall develop and implement a system-wide racial/ethnic equity plan with clear accountability and metrics, which will result in measurable progress for all Hingham Public Schools students towards the desired outcomes outlined in this policy. Goals for schools, departments, and staff shall be connected to already existing prioritized structures of accountability and support to ensure progress is made. The Superintendent shall annually report progress on the plan and outcomes.

The district shall present reports on academic, discipline, and social emotional learning data (where applicable aggregated and disaggregated by race/ethnicity, English Language Learners, indicators of poverty, and special education status).

The district will develop a process to field complaints and violations in values which this policy intends to uphold which will be communicated to staff and students. No district student or staff member who in good faith reports a violation to the equity policy shall suffer harassment, retaliation, or adverse consequences.

An Equity Committee will be established and comprised of representatives from parent/guardian organizations, the Superintendent or designee and the School Committee in accordance with the guidelines. The Equity Committee will meet to periodically review the guidelines as well as monitor and ensure compliance with this policy.

**Plymouth River
School**

**School
Improvement
Plan
update**



Goals for 2022 - 2024

1

Academic

Implement the new schedule built across the 4 elementary schools while configuring the MTSS schedule to help build upon and improve the skills of all students.

2

Social-Emotional

Improve and support the social-emotional skills of all students to ensure growth within social-emotional, behavioral and academic domains.

3

Connections

Build and grow a healthy, equitable and inclusive community that strengthens a school culture to allow for social, emotional, physical, and academic wellness for all students, staff and anyone with a connection to the PRS community

4

UDL

Increase the depth of understanding and implementation of UDL practices that will help support students' ability to show what they have learned or how information is presented to them in various ways.

PRS SIP aligns with the HPS Strategic Plan

01

Connection to
Strategic Plan

Spoke #2: Culturally Responsive Teaching and Learning
Strategic Objective: *Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction*

Goal #1 - Action Steps

Create and implement a unified elementary schedule that leaves room for the uniqueness of each building. The schedule will allow for MTSS implementation at every grade level

Implement the master schedule and monitor data of the number of students needing Tier II intervention and adjust push-in/ pull out times accordingly

Hold data meetings about MTSS quarterly in order to review data and the effectiveness of the schedule and student groupings

Create a survey to seek teacher feedback on the implementation of the new schedule / MTSS compared to data from MCAS and i-Ready

Completed July of 2023

Met with math and reading specialists

Met with grade level teachers once finalized to go over their schedule and got input Special education ensuring services would be met for all students

Status: Completed

Held 3 data meetings as of right now and created TIER II & III groupings based on the data

Held BOY and MOY assessments and relooked at student data

Provided coverage allowing a full day's worth of data meeting meetings

Status: Completed

Student groups were created during data meetings

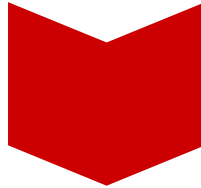
Teams made appropriate adjustments to students groupings to ensure they were in their appropriate instructional level

Status: In Progress

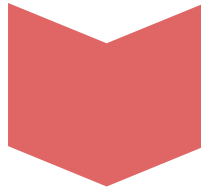
This is the next step in the plan. Working to create the proper questions and looking at the data to continue to refine the schedule.

Status: In Progress

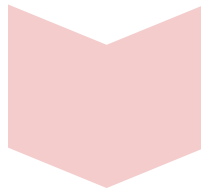
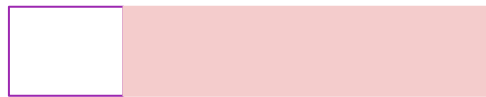
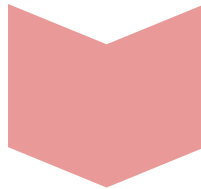
PRS SIP aligns with the HPS Strategic Plan



02 Connection to Strategic Plan



Spoke #2: Culturally Responsive Teaching and Learning
Strategic Objective: *Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction*



Goal #2 - Action Steps

Create a bi-monthly school-wide schedule to align and teach the Toolbox tools

Train Guidance Counselor in Toolbox and other SEL teaching tools for the classrooms

Book enrichment shows that pertain to social-emotional development

(School-wide assemblies and weekly all school meetings)

Meet regularly with the SST (Student Support Team)

Guidance counselor and principal worked on their schedule

30 minutes per 6 day cycle for each classroom

Refocusing dependent on classroom/student needs or teacher requests on what tool needs to be refocused

Status: Completed

Guidance counselor was trained at the beginning of the year in Toolbox

Guidance counselor also attended Round 1 of Restorative Justice Trainings

Attended training for Everyday Speech Tier 1 SEL curriculum

Status: Completed

Connect with the cultural enrichment coordinator for events (i.e. Len Cabral, Pout Pout , Fish)

All School Meeting bringing community together to celebrate our successes and other cultural events

Morning announcements highlighting Awareness months

Status: In Progress

Worked with admin team to recreate district-wide elementary letter for absences and tardies

Every day 1A to discuss social/emotional status for all students and how we can support students and staff

Discuss upcoming building wide and/or grade level lessons and how to support all (i.e. Puberty Lesson)

Status: In Progress

Guidance Counselor Curriculum Tools and Training

The 12 Tools
Tools for Learning - Tools for Life

Breathing Tool
I calm myself and check in.

Quiet/Safe Place Tool
I remember my quiet/safe place.

Listening Tool
I listen with my ears, eyes, and heart.

Empathy Tool
I care for myself. I care for others.

Personal Space Tool
I have a right to my space and so do you.

Using Our Words Tool
I use the "right" words, in the "right" way, at the "right" time, for the "right" reason.

Garbage Can Tool
I let the little things go.

Taking Time Tool
I take time-in and time-away.

Please & Thank You Tool
I treat others with kindness and appreciation.

Apology & Forgiveness Tool
I admit my mistakes and work to forgive yours.

Patience Tool
I am strong enough to wait.

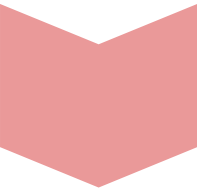
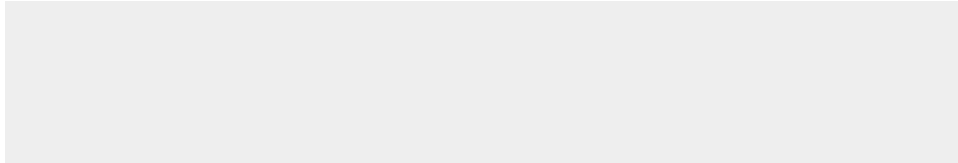
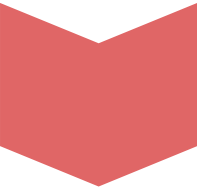
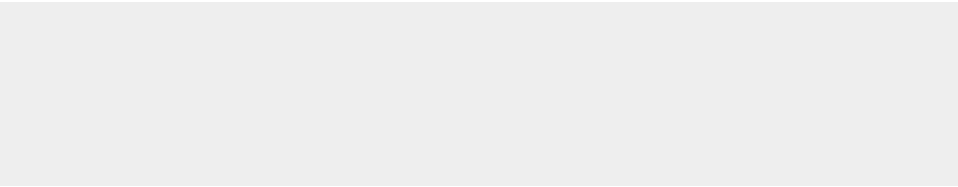
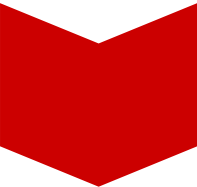
Courage Tool
I have the courage to do the "right" things.

TOOLBOX
BY DONATELLA LEARNING

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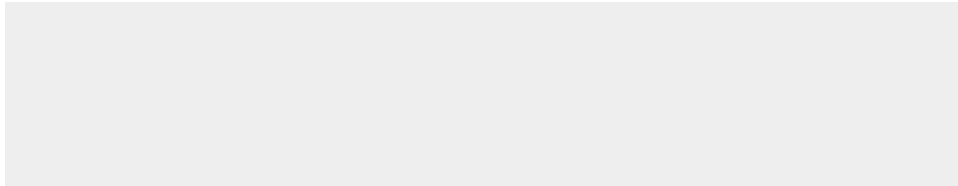
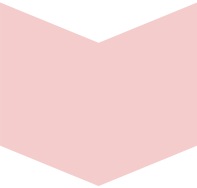


PRS SIP aligns with the HPS Strategic Plan



Spoke #1: Culture of Collaboration and Community **Strategic Objective:** Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging

Spoke #3: Healthy, Equitable, and Inclusive Communities **Strategic Objective:** Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness



Goal #3 - Action Steps

Increase social media presence so community can see the happenings at PRS

Continue a weekly newsletter from the principal to staff members

Create and maintain a welcoming environment

Implement “PRS Pals”

Send out a weekly SMORE to parents

Use Instagram, Facebook and Twitter/X to showcase student work or organizations that have enriched the everyday learning of students

Use SMORE to send out special events, Aspen login info, the school report card

Status: In Progress

Send out a “week ahead” for staff

Keep a district and school Google calendar up to date that is connected to the school's website

Communication is a running google doc for staff to go back and find past information

Status: In Progress

PD on safe schools

Created a PRS pride decal with accompanying letter

Translation is embedded into SMORE
Secure translators

Case study discussions during PLCs

Status: In Progress

25 staff members participated in the PRS Pal program.

Program was well received and participation grew this year

Expanded this to Elementary leadership to build a cohesive culture as ½ of us were new to HPS

Status: In Progress

Social Media / Communication Presence Examples



Facebook



Instagram



Twitter / X

Plymouth River Elementary S... · 10/20/23 ...
News from Principal Lamothe via
@SmoreNewsletter smore.com/407q8-news-
fro... @MAdamsSupt @prs_pto @HPSAsstSupt



23

Plymouth River Elementary S... · 10/12/23 ...
Aspen via @SmoreNewsletter smore.com/
vz5gpe-aspen @MAdamsSupt
@HPSAsstSupt @HinghamSchools





WELCOME BACK

Survival Kit

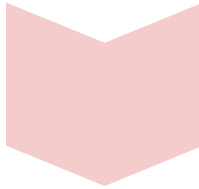
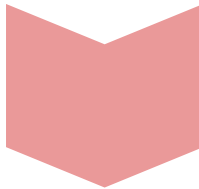
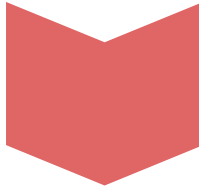
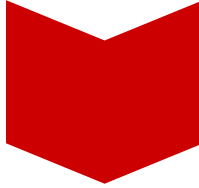
- Eraser** - a reminder it's ok to make mistakes!
- Pen** - to jot down all the reasons you're amazing!
- Notepad** - to create the never-ending to do list!
- Peppermint** - to help keep your classroom cool!
- Hand Sanitizer** - for all the obvious reasons!!!
- Chocolate Kisses** - to know you are appreciated!
- Tea Bag** - to relax after a hard day at work!



We're Going to Have a Great Year!

From: Greg & Melissa

PRS SIP aligns with the HPS Strategic Plan



Spoke #2: *Culturally Responsive Teaching and Learning*

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

Strategic Objective: *Explore & implement research-based innovative instructional practices - Implement Universal Design for Learning, provide staff professional development, and support Universal Design for Learning practices in classroom settings*

Goal #4 - Action Steps

Identify a lead for teacher and a UDL team to support with the dissemination of training and information

Attend Monthly leadership webinars, Professional Development, book club, PLC and other various scheduled events for the Inclusive Academy

Create staff meetings that are UDL designed to help staff see different ways in which they can incorporate this into their classroom

Develop a plan in Spring 23 for dissemination of key learning strategies

Continuation of Inclusive Academy

Created a UDL team (11) and throughout the year team spread their knowledge being learned

Attend monthly trainings and gathered resources for UDL implementation

Attended UDL Book club, Inclusive practices PLC and complete a graduate course on UDL

Status: Completed

Staff meetings are built with visuals and audio in order to provide engagement while removing barriers in adult learning.

Collaborate with train the trainer teacher lead when planning building PD

Status: In Progress

Work with Inclusive Academy liaison in order to do some walkthroughs and work grade levels to develop lesson plans building UDL into the planning process

Status: In Progress

Year 1: Meeting with Dr. Katie Novak monthly as a full team to learn the fundamentals of UDL

Year 2: Working with Dr. Laurie Casna, who is our coaching support.

Year 2: Principal and teacher lead continue with monthly meeting with Dr. Novak

Status: In Progress

Faculty Meeting Gallery Walk on UDL Learning

Action & Expression

What we do

- Assistive Technology
- Audio books
- Speech to text
- Text to speech
- Calculator: keypad
- Image to text

Options for Response

- Video response
- Survey
- Canvas

Organizational Strategies

- Layout of notes
- Word banks
- Graphic organizers
- Exit slips
- Color code
- Alignment: subunits

Goal Setting

- Checklist
- Assignment notebook
- Appointments
- Learning mission
- Learning mission

What We are already doing

Physical Action

- USB Number pad
- Desk cards for oral practice
- Note cards for oral presentation
- physical layout of the room
- enlarging instructional materials
- Penicils (larger, colored, grip)

Expression and Communication

- Story web mapping tools, outlining
- Sentence starters and simps
- Calculators and graph paper
- Math manipulatives (base 10, algebra blocks)

Executive Functions

- posting goals, objectives and schedules
- strategic note taking examples
- provide guide and checklist for setting goal setting

What is "Representation"?

"The what of learning"

more than just providing the students

This means customizing lessons based on the individual needs of students

Offering alternatives to the standard (differentiation)

Student centered

Gamification

Options: Physical format when presenting info

Support: Symbols - means that students have building blocks to create

Representation - built back ground knowledge and highlight critical features

Visuals

can have the information content

What did we learn?

- many modes of display
- google translate to communicate in the first language
- Use non verbal modes of response when language is limited
- Using method of loci ^{enhancing location}
- Mnemonic Devices ^{memory aid}

What are we already doing?

Representation

- Smart Board, Chart paper
- change size, color, type of font
- change background - Perception (P)
- FM systems in every classroom (P)
- Turn and talk - Comprehension (C)
- Small groups - (C)
- Popcicle sticks -
- Text/pictures - lang + Symbols (S)
- Document camera - (P)
- Teacher made exemplars (S)
- Videos (how to) - (P)

What we already do

- Using charts, digital materials
- word walls, graphic organizers
- Modeling - Use of visual w/ auditory
- Multisensory approach to phonics (key words, tapping)
- Color coding
- Text to speech, speech to text
- Google Translate
- Vocabulary instruction using digital supports
- Smartboard highlighting



MASSACHUSETTS
Department of Elementary
and Secondary Education

**Announced Plymouth River School
as a
“School of Recognition”**





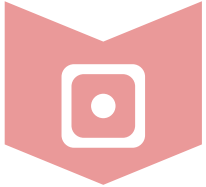
**Questions
Welcomed**



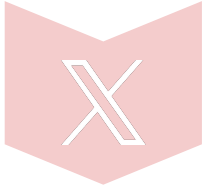
GLamothe@hinghampublicschools.org



[@plymouthriverschool](https://www.facebook.com/plymouthriverschool)



[@PRS_Hingham](https://www.instagram.com/PRS_Hingham)



[@PRSHingham](https://twitter.com/PRSHingham)



South School's endeavor continues to be "prepare the child for the path...not the path for the child"...involving the whole village

Extra Special Thank You!

23-24!

- School Committee
- HPS Administration
- SES Staff
- Students/Families
- SES Community/PTO
- School Council Members

School Council Members

- Principal: Mary Eastwood
- Faculty Representatives: Eugene Buczynski,
Vanessa Bryer
- Community Representative: Karen Johnson (1)
- Parent Representatives:
Gwen Hughes(1) Victoria Smyth (1)
- School Committee Liaison: Jen Benham

Discussion Points

- School Council Improvement Plan **Progress**: 22-23
- Improvement Plan **Updates** for 2023-24
- Ongoing **themes** still relevant/New Twists

We think...

Seeing is believing

and

A picture is worth a 1000 words

Progress for 2022-2023



Goal 1: To encourage academic excellence for all South School students (Progress)

MTSS/HTSS perfected in both Math and Literacy

- Comprehensive schedule used inclusive of interventionists time
- Many meetings to further perfect schedule for 23-24
- Second year of 2 full time interventionists in each area
- Continuation of All Hands on Deck/Teamwork makes the dream work!
- **Continue Reading Incentive and Math Olympics Program**
- Continuation of the IST (Instructional Support Team) process; **many staff members involved;**
- **Continued support of Professional Collaboration through PLCs (TEAMS)**
- **Differentiated instruction/learning styles awareness continues** in regular classroom to meet all learners and needs
- **Continued Training of teaching staff many areas:** including reading instruction methods, Empowering Writers, Math Workshop, Differentiated Instruction, Toolbox Social Thinking, Learning Styles, **Technology** etc...

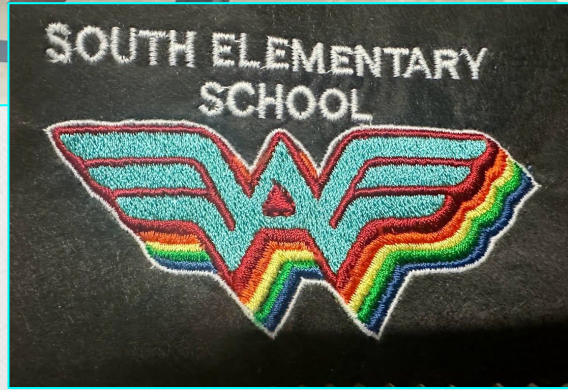
Thank YOU SES Staff for your amazing efforts that have made us a Massachusetts School of Recognition!!!
We met 100% of our targets and performed better than 99 percent of other schools in the state!!!



SOUTH ELEMENTARY SCHOOL

2
0
2
3

2
0
2
4



WE FEEL LIKE LUCKY DUCKIES TO HAVE THE BEST STAFF IN THE WORLD AND ARE SO GRATEFUL FOR ALL OF THEIR EFFORTS!



Progress 22-23

Goal 2: To provide opportunities to develop students' physical and emotional well-being and awareness of social responsibilities

- **Buzz Award** Character Building Program has continued to grow and change
 - **Different emphasis in Buzz Assembly every month continued: October /welcome; November honors Veterans; June thanks families who are leaving ; All School songs like: "You've Got a Friend in Me" and "Nothing More, "Teaching Peace," "Shalom" adding songs to repertoire**
 - **Main Bulletin Board Extension of Theme**
- **Bee Kinder than Necessary** theme constant discussion throughout the day starting with AM announcements, Morning Meeting /other discussions/ **Classes Kindness/Toolbox Books**
- **Toolbox Program continues school-wide goal= great success**
- **Move Forward (June) activities occurred at all grade levels**
- **Buddy Classes K/5; 2/4; 1/3**

Kindness/**Toolbox Library** Library/Sample Titles

- The Thank You Book by Mo Willems
- Each Kindness by Jacqueline Woodson
- Stick and Stone by Beth Ferry
- We're All Wonders by R.J. Palacio

Our First BEE and BUZZ Assembly of 23-24



Goal 3: To Continue **family/community awareness** of existing and new supplemental activities that take place throughout the school

Goal 4: To promote **communication**, support, and collaboration with parents and community

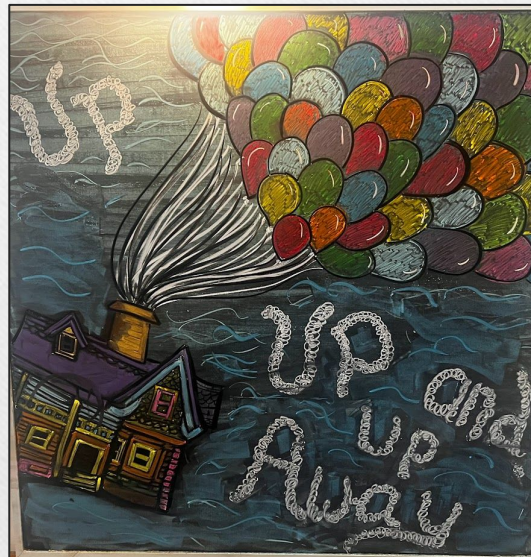
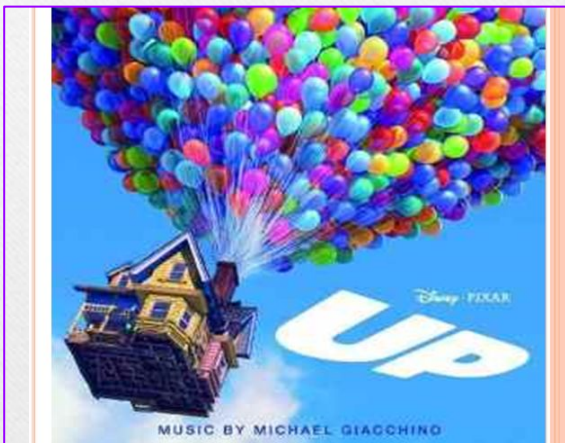
- Weekly **SMORE newsletter** /Buzz Blasts /Principal Emails inform the parent population about **common language** and happenings at SES ; **Toolbox Tidbits**
- New families are welcomed with open arms with lots of communication including **Fast Facts, New Families Reception and Tour, New Student Lunch** and **constant communication**.
- **Focus Group** and **survey data** has been analyzed and used to plan for the future
- Flag Project/Thank you PTO!
- **Parent involvement very robust**
- Many Families sent **letters** at year's end full of gratitude for all that was accomplished to return to more normal life

Goal 5: To increase awareness of safety in and around the school.

- Safety constantly discussed
- Protocols strictly adhered to...
- **Renewed staff training yearly**
- **RED Emergency Folders / Books**
- Lockdown Protocols **reviewed** and practiced with staff
- Enhancements made to the check-in/check-out system
- **Surveillance equipment utilized**

Plans 2023-2024

Theme: Up, Up, and Away!



Plans 23-24

GOAL 1: To continue to provide **equitable** academic excellence for all South School students to achieve to their highest potential

- **Continue** all successful **initiatives** especially **MTSS/HTSS** and hands on
- **Enhance Math/Reading Interventionist Effectiveness (tweaked common across elementary schedule) (Baked a top of the line better cake!) Thank you liaisons and teams!!!**
- **Facilitate the addition of i-Ready diagnostic in ELA and Math and My Path (prescriptive individual lessons) as well as Math Workshop Model**
- **Continued support of Professional Collaboration through PLCs (TEAMS) New Schedule to support planning time with specialists (Reading, MATH and Writing)**
- **Reinstate** staff peer observations
- **Continue** specific teacher trainings and PD; especially for Into Reading
- **Analyze All Assessment Data/**
- **Continue** awareness of learning styles and hands-on learning through the **UDL approach that emphasizes multiple means of engagement**

GOAL 2: To continue to provide **equitable** opportunities to develop students' physical and emotional well-being and awareness of social responsibilities while fostering a sense of belonging to the greater community

- Continue all successful SEL initiatives
- **Continue to meet with Equity Team**
- Encourage all activities around
- **Many Buddy Class activities**
- **Reinforce** common language
 - Be respectful, responsible, ready to learn, kinder than necessary
- Enhance integration of **Toolbox** program school-wide Kindness/Toolbox Library
- **New Songs Buzz Assemblies Including Staff: Thankful for the USA, We Are Going to Be Friends; Nothing More**
- **Move forward activities for 23-24 planned again June**

Continue Toolbox

Dates for Tools:

- October: Breathing Tool; Quiet/Safe Place Tool
- November: Listening Tool; Courage Tool (Vet's Day)
- December: Empathy Tool; Personal Space Tool
- January: Using Our Words Tool; Garbage Can Tool
- February: Taking Time Tool; Please and Thank You Tool
- March: Apology and Forgiveness Tool; Patience Tool
- April- June: Reinforcement of all tools

GOAL 3: To continue to provide parental /community awareness of and access to existing and new supplemental activities that take place throughout the school

- Continue “**Family Buzz**” Format/**Continue Toolbox Tidbits**
- Individual Parent/Caregiver Email as needed
- Hingham Anchor
- PTO Buzz Blasts
- Back to School Nights/ Workshops for parents (Cyber Safety; Toolbox etc...)
- South School Handbook Updated
- Invitations/Letters
- **Specialists’ Nurse’s , and Counselors’ Corner**

Goal 4: To continue to provide two-way communication, support, and collaboration with parents and community to ensure **equity/belonging** for all.

- It takes a village theme....
- Curriculum /Back to School Nights
- New Families Reception
- PTO Meetings/Playground/ SES Social
- **Flag Project- 70 Nations represented! Continuing to add!**
- Reinstate Open Door Policy
- **Parent involvement ! Social/Harvest Party/Veteran's Day Assembly/Winterfest**
- **Parent Workshops:** Officer Katelin (cyber safety) School Psychologist, Adjustment Counselor, **Guidance Counselor,** Administration Toolbox
- South School Shines Night 5/1/24
- Focus Groups (Fall '23/Spring '24)/Parent Survey (Spring '24)
- Immediate and timely Communication
- **Fly South, BOKS, and Homework Heroes**

Goal 5: To continue to provide increased awareness of safety in and around the school especially during arrival and dismissal

- Discussions of the role all members of the village play in this @
BTS nights /PTO/Newsletter/Signs
- Awareness that Safety Plan does exist and drills are practiced
- **Physical plant enhancements/ sidewalk**
- **Review Revised Handbook Security Rules**
- **Further enhance** lock down procedures
- **Continue coordination** with Safety Officer for Safety Lessons/
Bike Safety/ Pedestrian Safety K-3/Electrical Safety
- **Collaboration with transportation/Bus Pledge etc...**

**Our South “village”
continues to work very
hard to respect all
learners while preparing
them for the path...**

**It takes a village to
prepare the child for the path...
and WE**

**Thank you ALL
for being involved!**



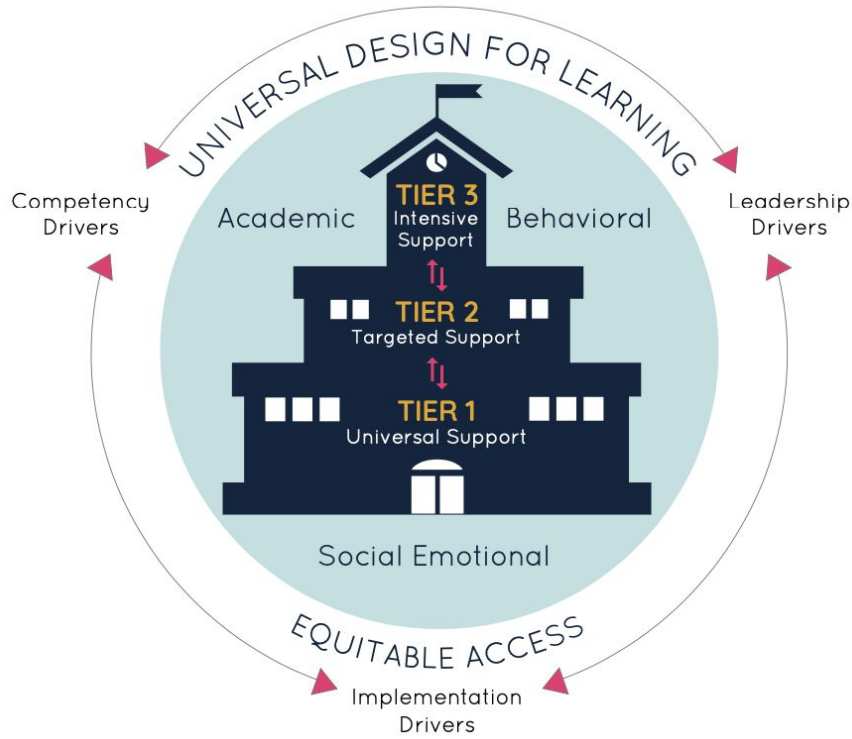


Beginning of Year (BOY) Assessment Data

November 2023

Dr. Margaret Adams, Superintendent
Kathryn Roberts, Assistant Superintendent
Mary Andrews, K-12 ELA Director
David Jewett, K-12 Math Director

Multi-Tiered System of Support (MTSS)



MULTI-TIERED
SYSTEM OF SUPPORT

Through MTSS, we will proactively identify and address the strengths and needs of all students by optimizing:

- data-driven decision-making
- progress monitoring
- evidence-based supports and strategies

2023-2024 MTSS Strategic Focus Areas

- The presentation of the current BOY data begins our second full year of implementation of the newly restructured MTSS intervention protocols.

2023-2024 MTSS—Strategic Focus Areas:

- Continuing to strengthen MTSS interventions and data protocols.
- Coordinated additional iReady myPath training for specialists and interventionists to further personalize interventions.
- District-wide adoption of a new evidence-based K-5 reading program, *Into Reading*, in 2023-2024.
- Continued elementary math coaching cycles related to math workshop model and math practices.

BOY
Diagnostic



Progress
Monitoring

MOY
Diagnostic

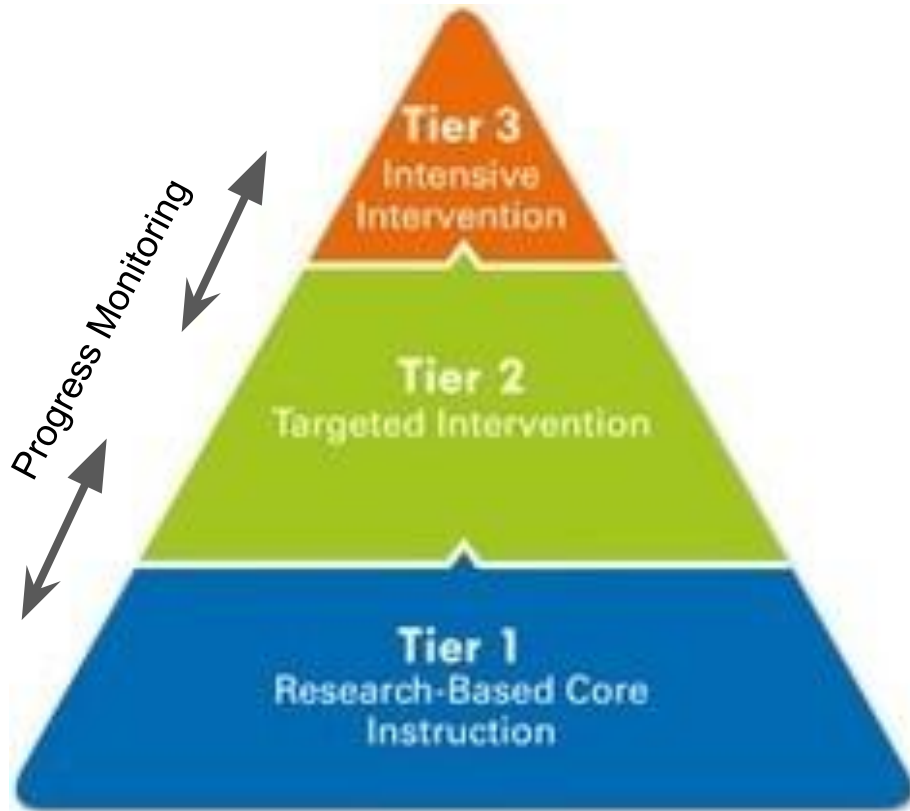
Progress
Monitoring

EOY
Diagnostic

MTSS Diagnostic Assessments

What are we using?		How are we using it?	
Diagnostic Tool		Grades	Description
	Acadience Reading Diagnostic (DIBELS Next)	K-3	Acadience provides universal early literacy screening through a series of short, fluency-based probes. Acadience data is supplemented with additional subtests (e.g.--RAN.)
	iReady Reading Diagnostic	Gr. 3-5	iReady Reading diagnostic is an adaptive computer-based test that assesses phonological awareness, phonics, high frequency words, vocabulary and reading comprehension.
	iReady Math Diagnostic	K-6	iReady Math diagnostic is an adaptive computer-based test that assesses in the domains of numbers and operations, algebraic thinking, measurement & data and geometry.

How does MTSS data inform interventions?



*Tier III	More intensive and increasingly individualized interventions. Instruction facilitated by reading/math specialists and interventionists
Tier II	Small group, targeted interventions based on MTSS data. Group composition and skills targeted are informed by data. Tiered instruction may also include opportunities for extension & enrichment for students exceeding grade level standards. Groups led by classroom teachers, reading specialists & interventionists.
Tier I	Research-based, universally-designed core instruction for all students.

*Students with domain specific IEP goals will receive services as determined by IEP.

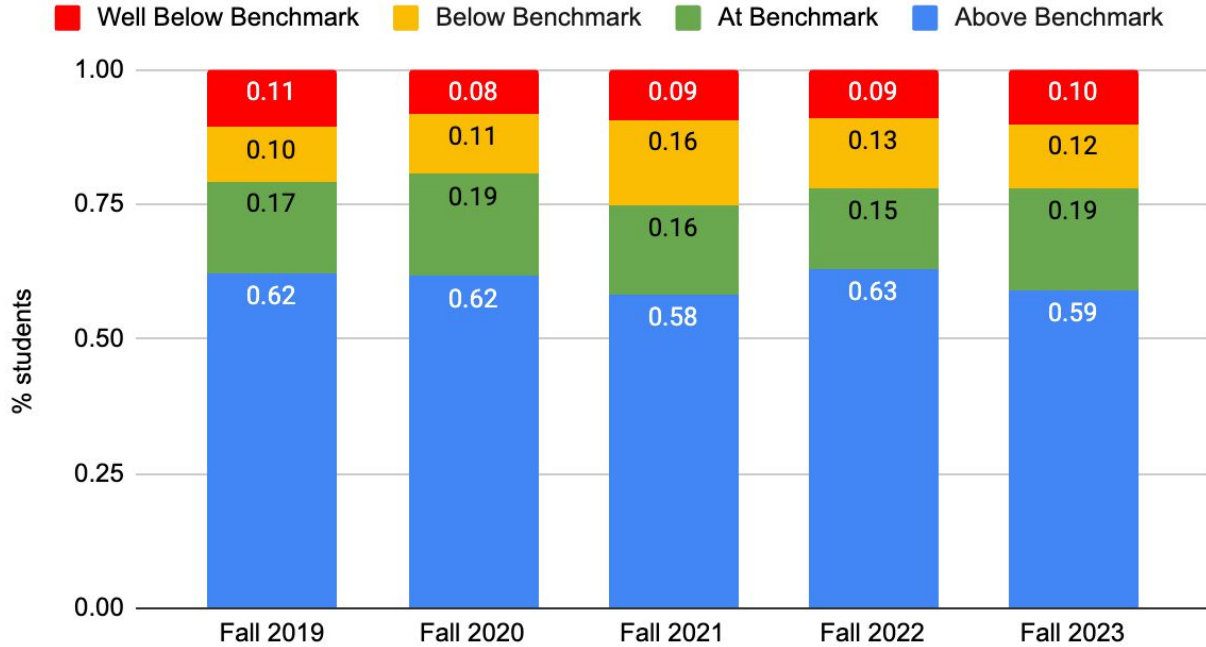


ELA - Reading

Grades K-2 Acadience (DIBELS) Takeaways...

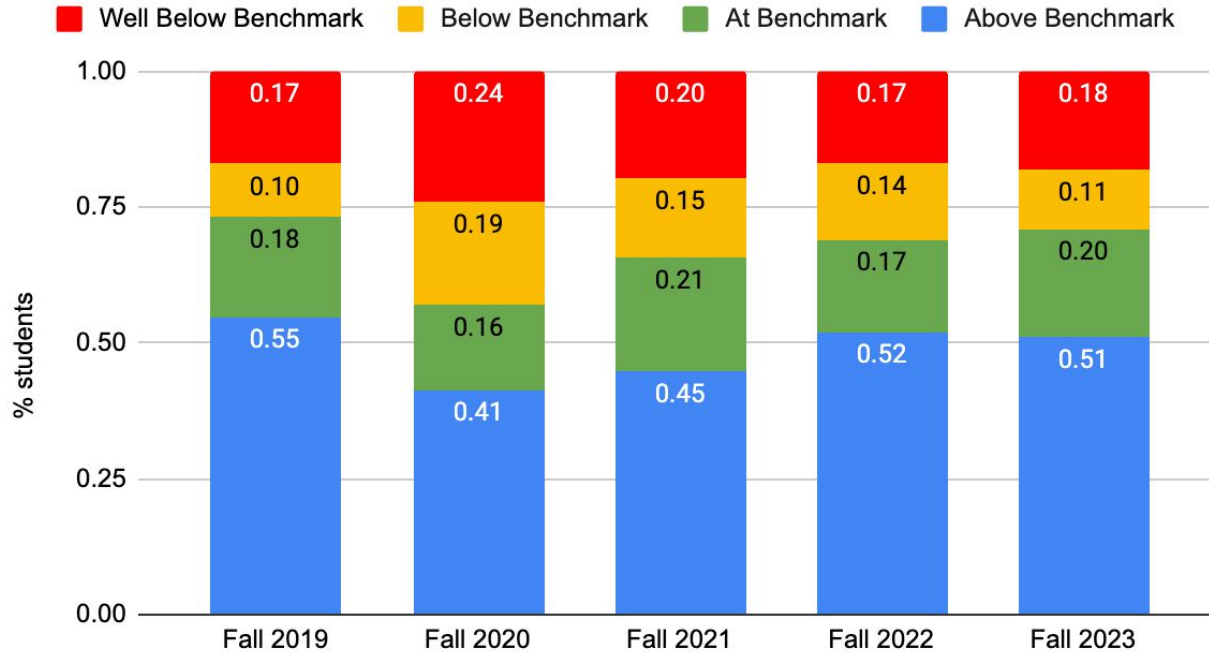
- With 78% of students scoring at or above grade level, Kindergarten's BOY Reading Composite Score is three percentage points higher than its Fall 2021 score and just a few percentage points away from the pre-pandemic scores
- With 71% of students scoring at or above grade level, Grade 1's BOY Composite Score has shown distinct growth over the past four years and is only 2 percentage points away from the 2019 pre-pandemic high of 73%
- For Grade 1, the Nonsense Word Fluency (Correct Letter Sounds) sub-test reflects the primary target area for growth
- With 83% of students scoring at or above grade level, Grade 2's BOY Reading Composite Score has rebounded to tie with the highest score of the historical data encompassing all four schools
- For Grade 2, the Oral Reading Fluency (Words Correct) sub-test reflects the primary target area for growth

Acadiance Kindergarten BOY Composite Score 2019-2023



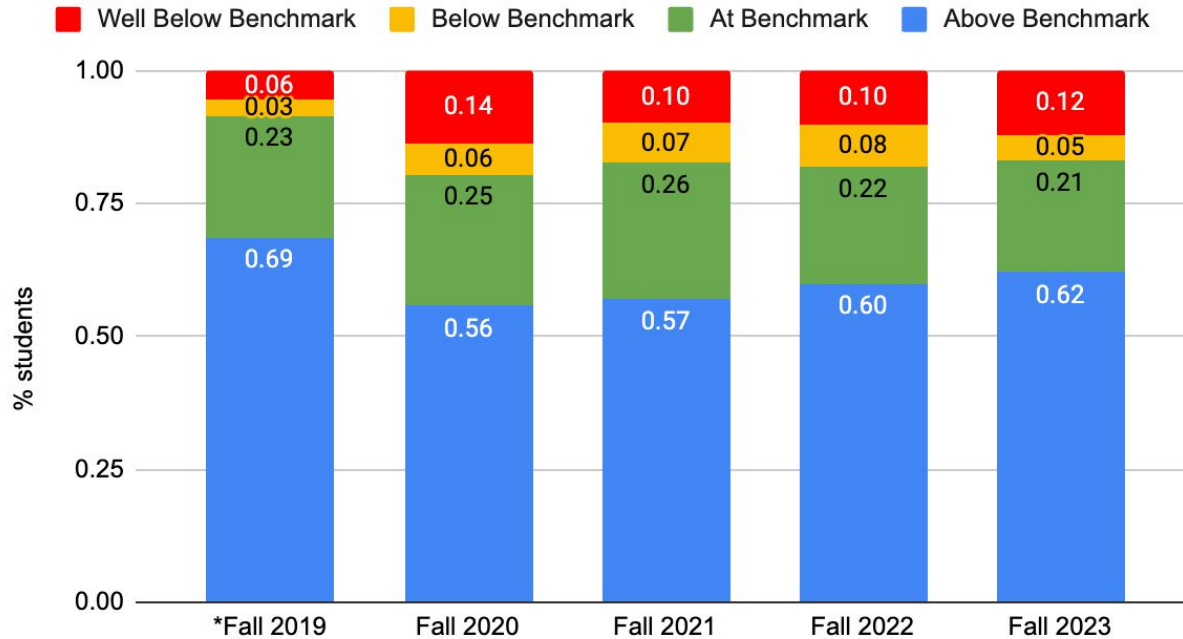
Composite Score	Fall 2019 (n=299)	Fall 2020 (n=206)	Fall 2021 (n=261)	Fall 2022 (n=285)	Fall 2023 (n=241)
At or Above Benchmark	0.79	0.81	0.75	0.78	0.78
Below Benchmark	0.21	0.19	0.25	0.22	0.22

Acadience Grade 1 BOY Composite Score 2019-2023



Composite Score	Fall 2019 (n=305)	Fall 2020 (n=249)	Fall 2021 (n=268)	Fall 2022 (n=276)	Fall 2023 (n=304)
At or Above Benchmark	0.73	0.57	0.66	0.69	0.71
Below Benchmark	0.27	0.43	0.35	0.31	0.29

Acadience Grade 2 BOY Composite Score 2019-2023



	*Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
At or Above Benchmark	0.92	0.81	0.83	0.82	0.83
Below Benchmark	0.09	0.20	0.18	0.18	0.17

**Note: Fall 2019 data does not include Foster School as composite score was not calculated.*

Acadience Early Literacy Screening



Acadience Reading provides universal screening to identify children at risk for reading difficulties and determine the skills to target for instructional support. Grade level subtests are averaged to generate a composite score.

<u>Subtest</u>	<u>Administered</u>	<u>Description</u>
First Sound Fluency (FSF)	Kindergarten (BOY to MOY)	First Sound Fluency (FSF) is a brief, direct measure of a student's fluency in identifying the initial sounds in words. The ability to isolate and identify the first phoneme in a word, an important phonemic awareness skill, is an easier skill than segmenting words or manipulating phonemes in words, thus FSF is used as a measure at the beginning and middle of kindergarten.
Phoneme Segmentation Fluency (PSF)	Kindergarten (MOY) through Grade 1	Phoneme Segmentation Fluency (PSF) is a brief, direct measure of phonemic awareness. PSF assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.
Nonsense Word Fluency (NWF)	Kindergarten (MOY) to BOY second grade	Nonsense Word Fluency (NWF) is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words. There are two separate scores reported for NWF—Correct Letter Sounds (CLS) and Whole Words Read (WWR).



Acadience Early Literacy Screening

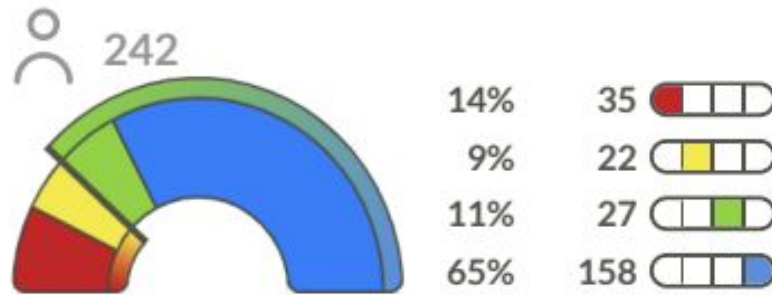
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<u>Subtest</u>	<u>Administered</u>	<u>Description</u>
Oral Reading Fluency (ORF)	Grade 1 (MOY) through Grade 3	Oral Reading Fluency (ORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. There are two parts to ORF: orally reading a passage (accuracy, words correct) and retelling the passage.

Acadience Early Literacy Screening Subtests (Kindergarten)

Beginning of Year

Sep 12 - Oct 6, 2023



GRADEK

FSF

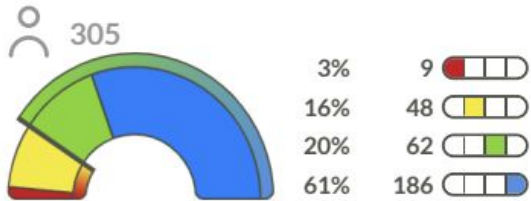
First Sound Fluency

(Letter Naming Fluency is also assessed at the beginning and middle of the year in kindergarten and is calculated in the composite score, but does not have benchmarks.)

Acadience Early Literacy Screening Subtests (Grade 1)

Beginning of Year

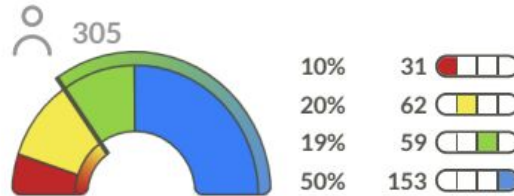
Sep 12 - Oct 6, 2023



GRADE1 **PSF** Phoneme Segmentation Fluency

Beginning of Year

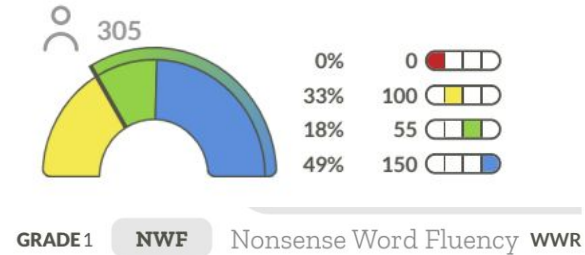
Sep 12 - Oct 6, 2023



GRADE1 **NWF** Nonsense Word Fluency CLS

Beginning of Year

Sep 12 - Oct 6, 2023

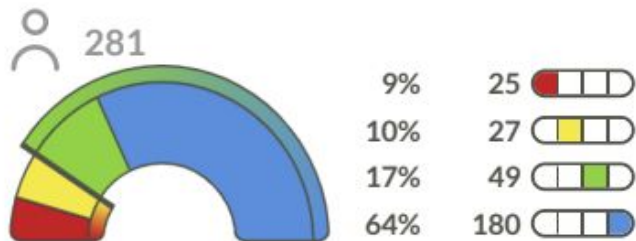


GRADE1 **NWF** Nonsense Word Fluency WWR

Acadience Early Literacy Screening Subtests (Grade 2)

Beginning of Year

Sep 12 - Oct 6, 2023

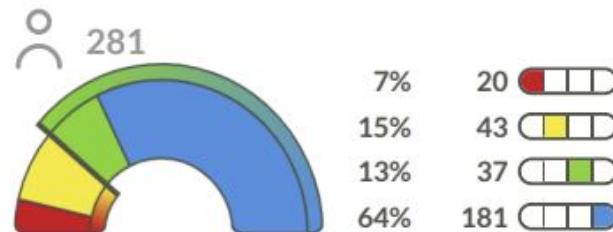


NWF

Nonsense Word Fluency WWR

Beginning of Year

Sep 12 - Oct 6, 2023



NWF

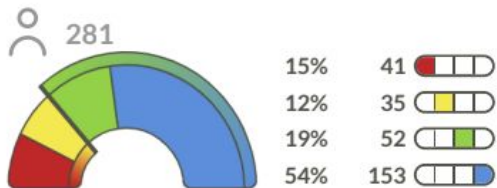
Nonsense Word Fluency CLS

Acadience Early Literacy Screening Subtests

(Grade 2)

Beginning of Year

Sep 12 - Oct 6, 2023

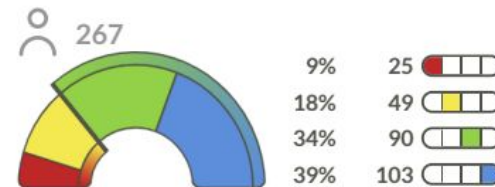


ORF

Oral Reading Fluency Words Correct

Beginning of Year

Sep 12 - Oct 6, 2023

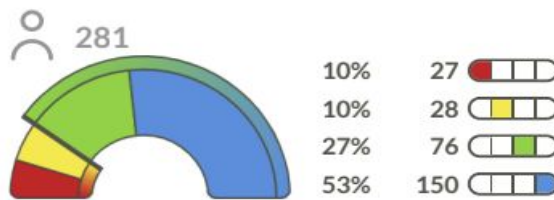


ORF

Oral Reading Fluency Retell

Beginning of Year

Sep 12 - Oct 6, 2023



ORF

Oral Reading Fluency Accuracy



iReady Reading (Gr. 3-5)

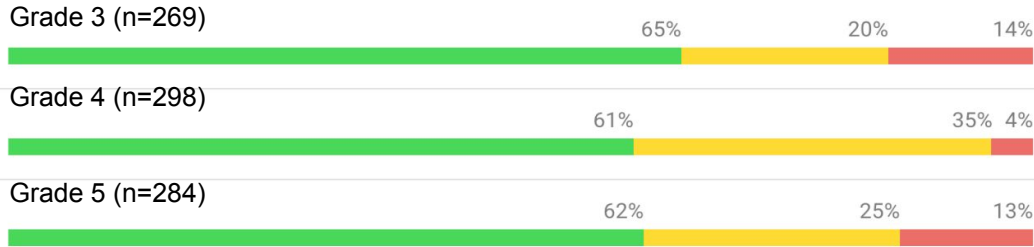
Takeaways...

- In Grade 3, approximately 85% all of students are ready to access grade level curriculum with the domain of Informational Text Comprehension showing as the primary target area for growth.
- The Grade 3 Students With Disabilities sub-group shows 57% of students ready to access grade level instruction with the domains of Literature and Informational Text Comprehension, as well as Phonics, as areas in need of remediation.
- In Grade 4, approximately 96% of all students are ready to access grade level curriculum with the domain of Informational Text Comprehension showing as the primary target area for growth.
- The Grade 4 Students With Disabilities sub-group shows 86% of students ready to access grade level instruction with Literature and Informational Text Comprehension, as well as Vocabulary as areas in need of remediation.
- In Grade 5, approximately 87% all of students are ready to access grade level curriculum with the domain of Informational Text Comprehension showing as the primary target area for growth.
- The Grade 5 Students With Disabilities sub-group shows 54% of students ready to access grade level instruction with Literature and Informational Text Comprehension, as well as Vocabulary as areas in need of remediation.
- Scores indicate that students' foundational skill remediation needs are being met as the phonics deficit is largely closing by fifth grade.

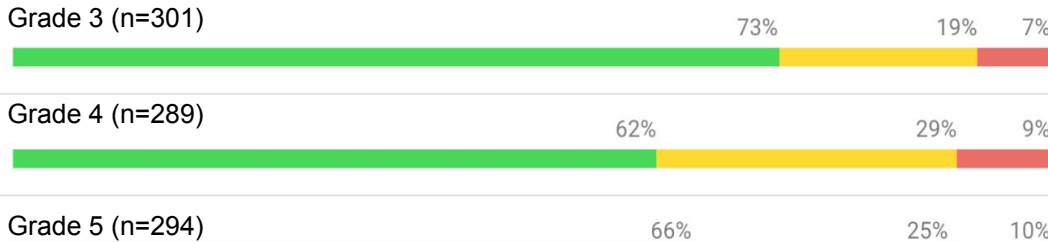


iReady Reading: **ALL Students (Gr. 3-5)** *Placement Distribution*

BOY 2023



BOY 2022



		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 3	Fall 2023	65%	20%	14%
	Fall 2022	73%	19%	7%
Grade 4	Fall 2023	61%	35%	4%
	Fall 2022	62%	29%	9%
Grade 5	Fall 2023	62%	25%	13%
	Fall 2022	66%	25%	10%



iReady Reading: **SWD (Gr. 3-5)**

Placement Distribution

BOY 2023

Grade 3 (n=44)



Grade 4 (n=68)



Grade 5 (n=50)

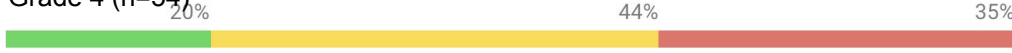


BOY 2022

Grade 3 (n=74)



Grade 4 (n=54)



Grade 5 (n=57)



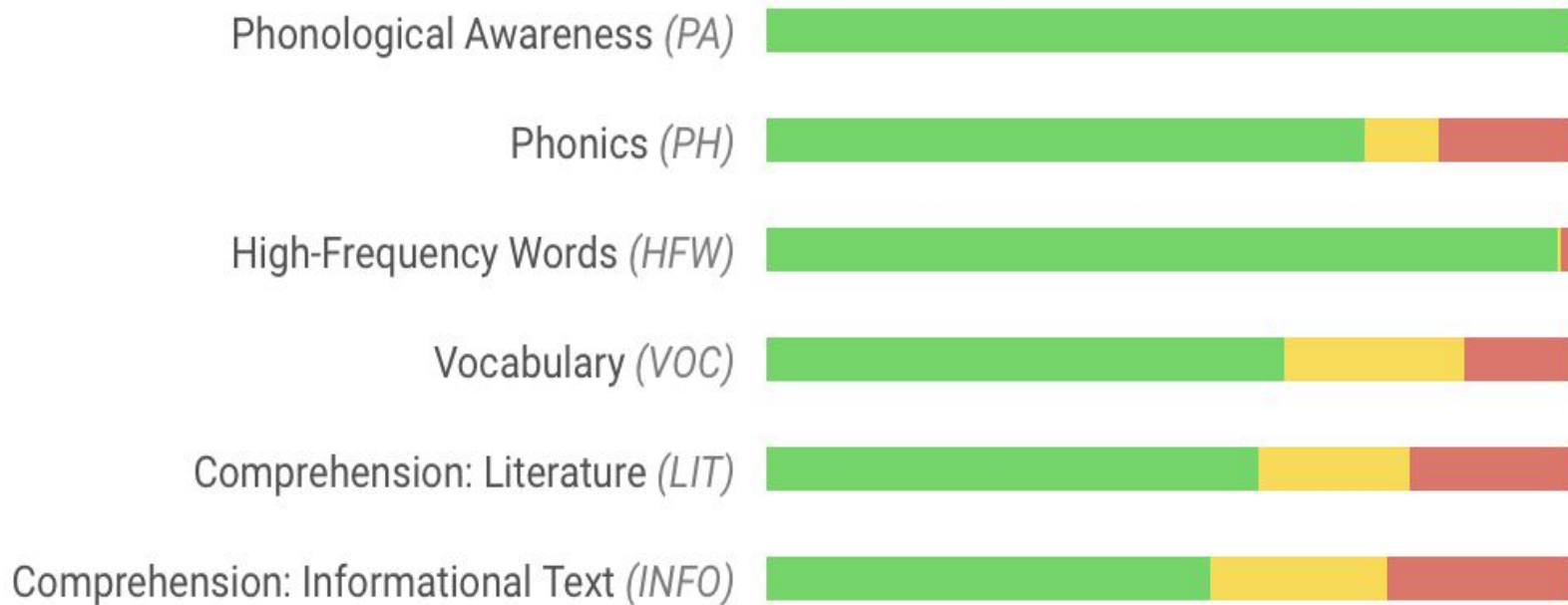
		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 3	Fall 2023	34%	23%	43%
	Fall 2022	35%	42%	23%
Grade 4	Fall 2023	29%	57%	13%
	Fall 2022	20%	44%	35%
Grade 5	Fall 2023	24%	30%	46%
	Fall 2022	30%	37%	33%



Grade 3 iReady

Reading (All Students)

Domain Comparison

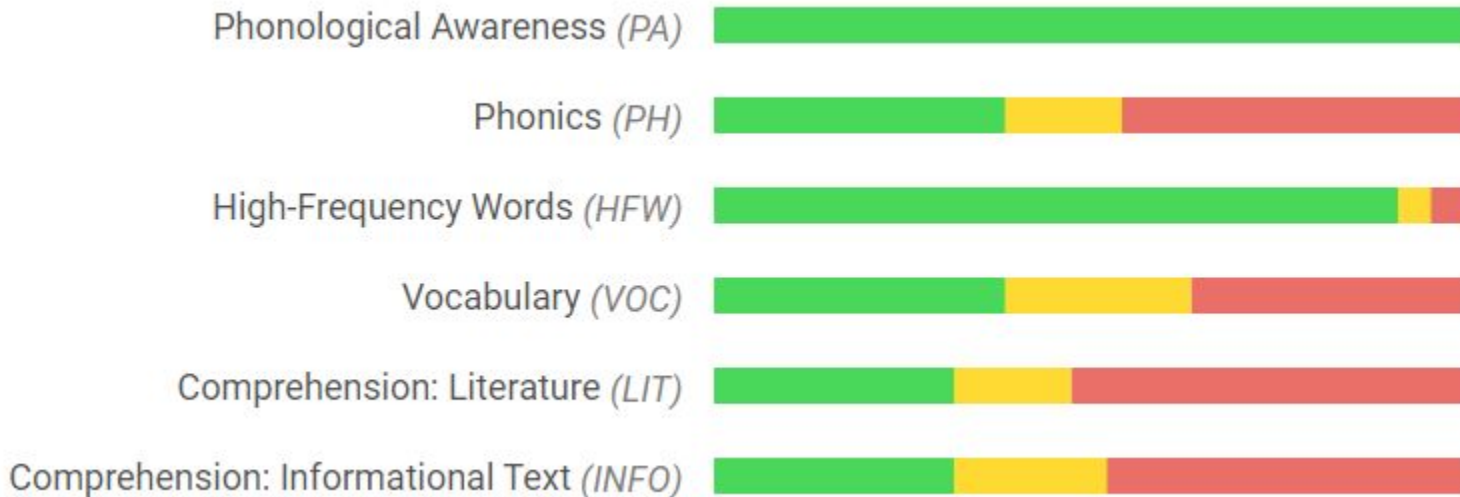




Grade 3 iReady

Reading (SWD)

Domain Comparison

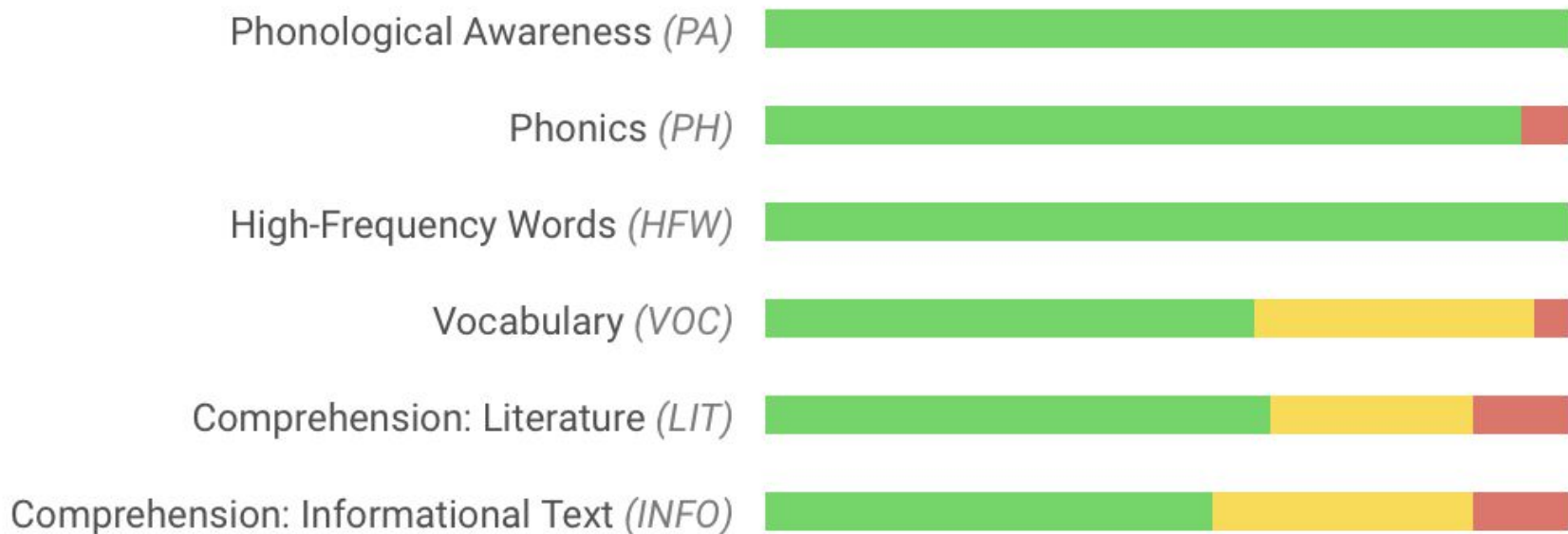




Grade 4 iReady

Reading (All Students)

BOY Domain Comparison

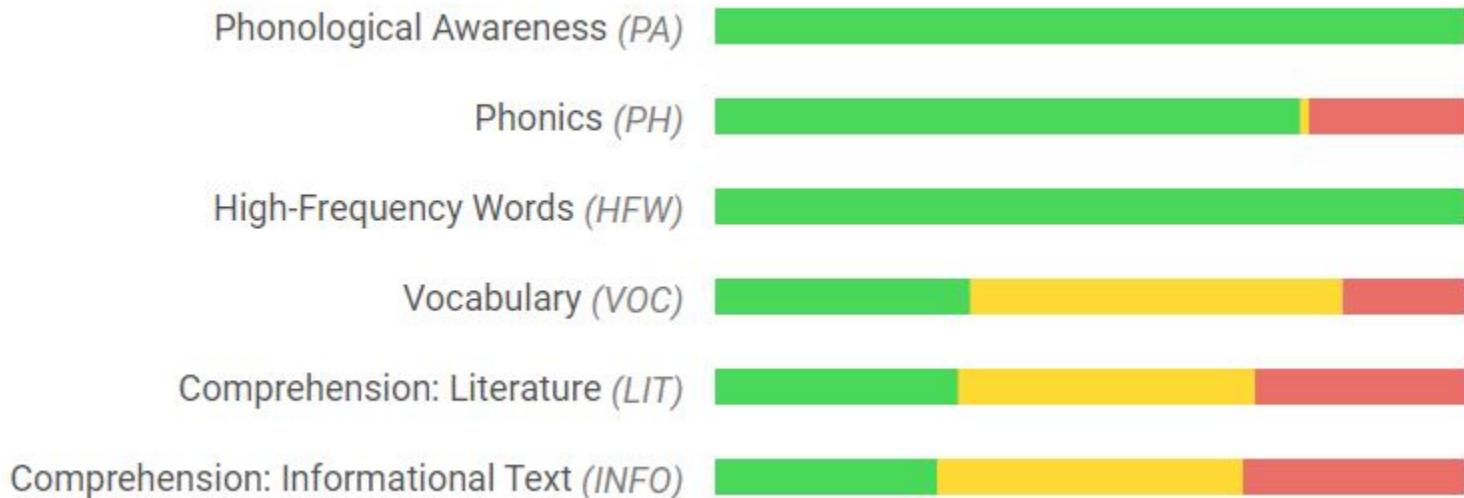




Grade 4 iReady

Reading (SWD)

BOY Domain Comparison

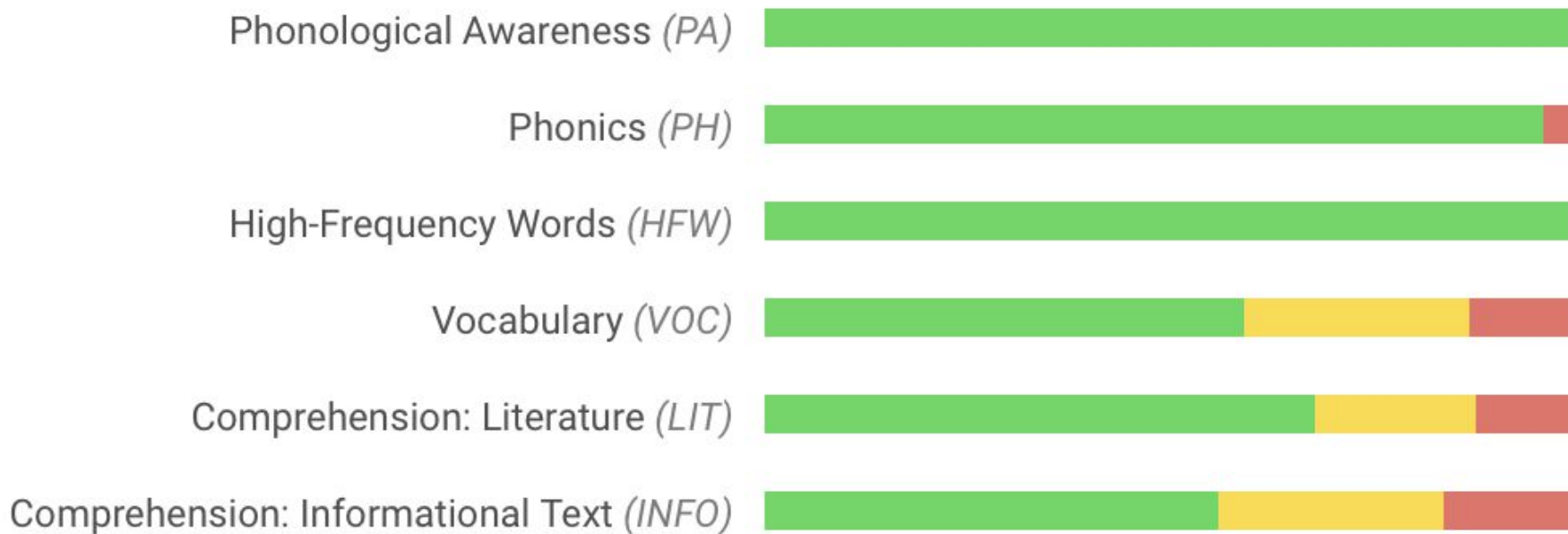




Grade 5 iReady

Reading (All Students)

BOY Domain Comparison

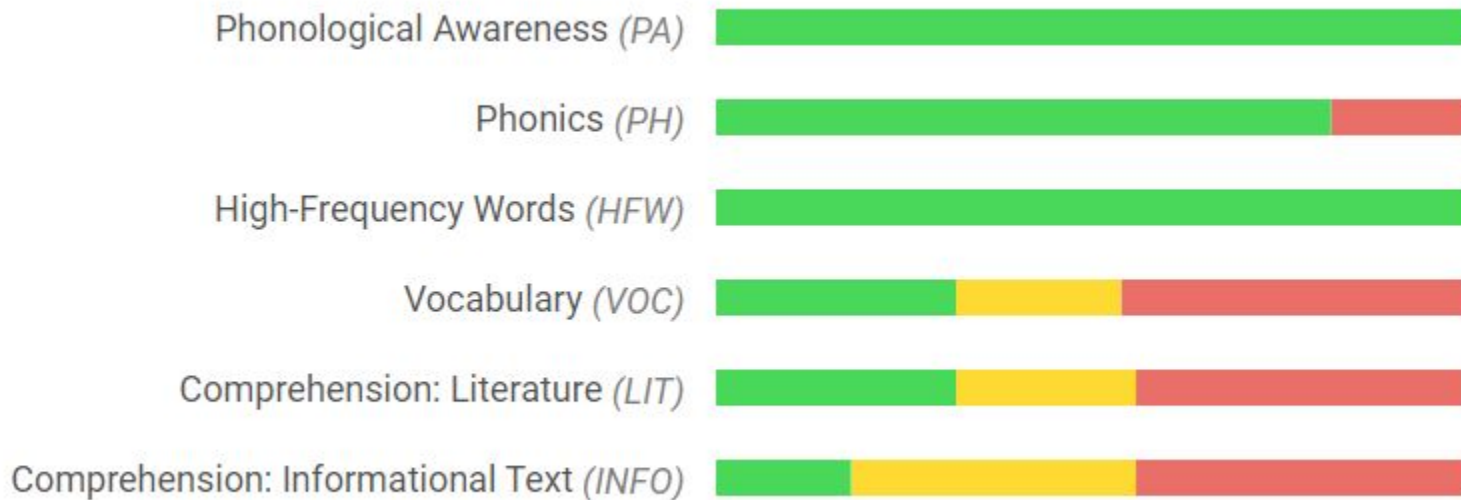




Grade 5 iReady

Reading (SWD)

BOY Domain Comparison





Mathematics



iReady Math (Gr. K-5) *Interpretation*

- In grades K-2, about 94% of students are ready to access grade level curriculum with a higher percentage need in the Numbers and Operations domain.
- The grades K-2 Students with Disabilities sub group shows 81% of students ready to access grade level instruction with a similar domain profile to that of all students.
- In grades 3-5, 89% of students are ready to access grade level curriculum.
- The grades 3-5 for Students with Disabilities sub group shows 75% of students ready to access grade level instruction with a similar domain profile to that of all students.
- On average, 19% of Students with Disabilities subgroup are below grade level across grades 1-5.
- Grade 3 Students with Disabilities show a relative need to address the Numbers and Operations as well as Algebraic Thinking domains.



iReady Math (Gr. 6-8) *Interpretation*

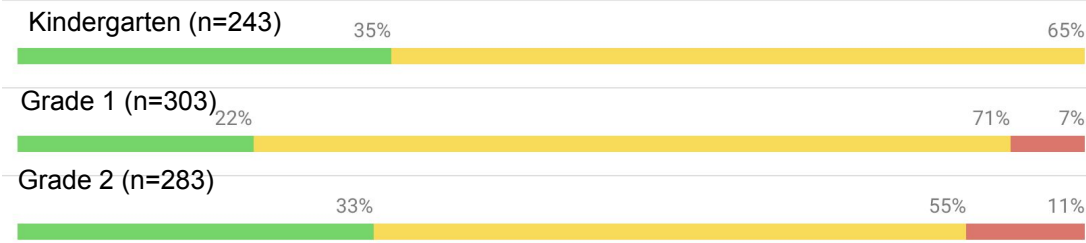
- All Grade 6 students (n=287) completed the iReady math diagnostic assessment.
 - 93% of all Grade 6 students and 72% of Grade 6 students with disabilities are ready for grade level standards.
- Students in accelerated math courses in grades 7 and 8 do not take the iReady assessment.
 - 85% of Grade 7 students (n=123) who took the iReady math assessment were ready for grade level standards, including 74% of students with disabilities (n=54).
 - 66% of Grade 8 students (n=123) who took the iReady math assessment were ready for grade level standards, including 54% of students with disabilities (n=39).
- The Geometry domain becomes an increasing area of need as students progress through grade 6-8.



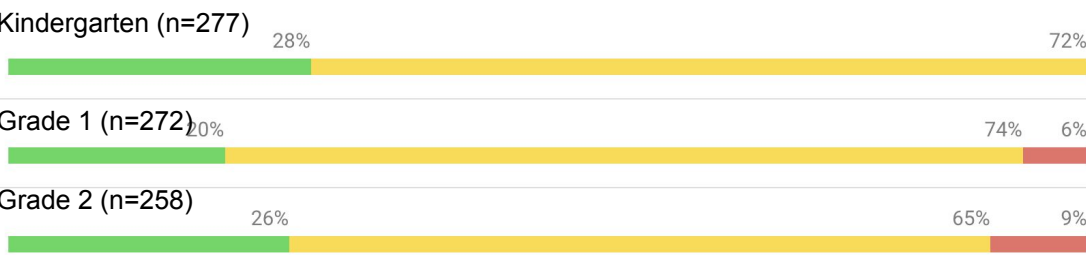
iReady Math: ALL Students (Gr. K-2)

Placement Distribution

BOY 2023



BOY 2022



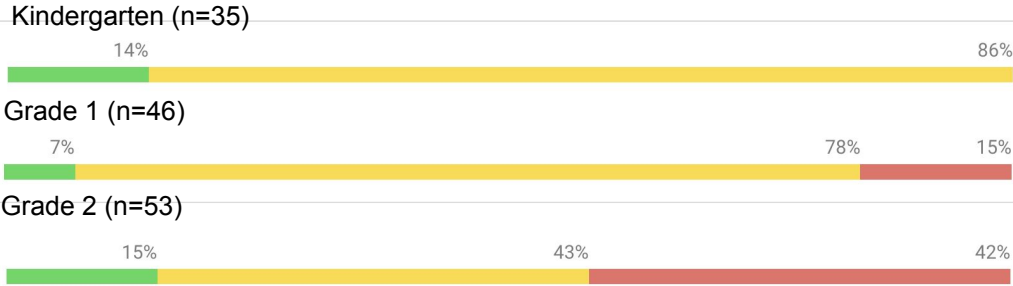
		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Kindergarten	Fall 2023	35%	65%	N/A
	Fall 2022	28%	72%	N/A
Grade 1	Fall 2023	22%	71%	7%
	Fall 2022	20%	74%	6%
Grade 2	Fall 2023	33%	55%	11%
	Fall 2022	26%	65%	9%



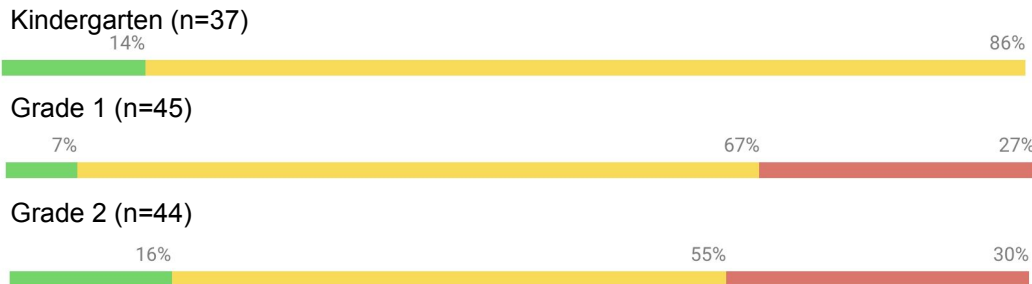
iReady Math: SWD (Gr. K-2)

Placement Distribution

BOY 2023



BOY 2022



		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Kindergarten	Fall 2023	14%	86%	N/A
	Fall 2022	14%	86%	N/A
Grade 1	Fall 2023	7%	78%	15%
	Fall 2022	7%	67%	27%
Grade 2	Fall 2023	15%	43%	42%
	Fall 2022	14%	55%	30%



iReady Math: **ALL Students (Gr. 3-5)** Placement Distribution

BOY 2023

Grade 3 (n=269) 32% 58% 11%



Grade 4 (n=297) 51% 45% 4%



Grade 5 (n=284) 64% 27% 8%



BOY 2022

Grade 3 (n=296) 27% 64% 9%



Grade 4 (n=284) 49% 44% 7%



Grade 5 (n=292) 64% 30% 6%



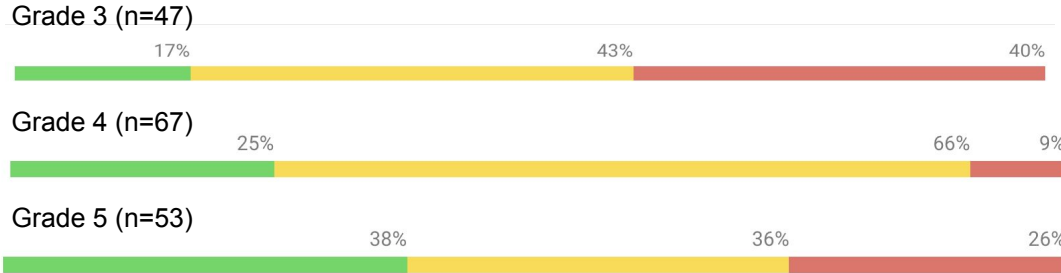
		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 3	Fall 2023	32%	58%	11%
	Fall 2022	27%	64%	9%
Grade 4	Fall 2023	51%	45%	4%
	Fall 2022	49%	44%	7%
Grade 5	Fall 2023	64%	27%	8%
	Fall 2022	64%	30%	6%



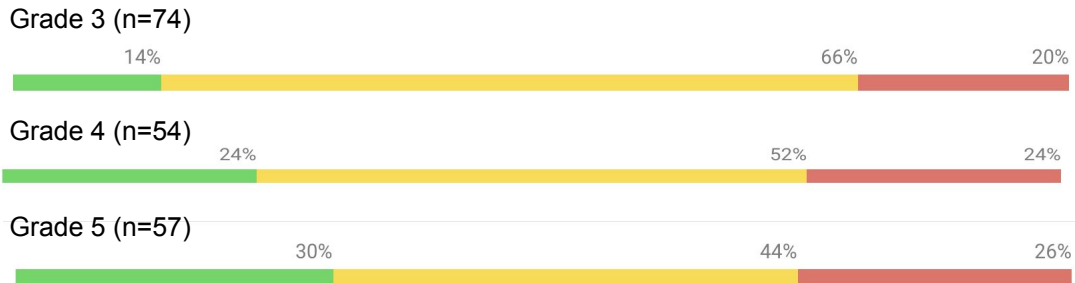
iReady Math: SWD (Gr. 3-5)

Placement Distribution

BOY 2023



BOY 2022



		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 3	Fall 2023	17%	43%	40%
	Fall 2022	14%	66%	20%
Grade 4	Fall 2023	25%	66%	9%
	Fall 2022	24%	52%	24%
Grade 5	Fall 2023	38%	36%	26%
	Fall 2022	30%	44%	26%



iReady Math: **ALL Students (Gr. 6-8)**

Placement Distribution

BOY 2023

Grade 6 (n=287)



Grade 7 (n=123)



Grade 8 (n=109)



BOY 2022

Grade 6 (n=285)



Grade 7 (n=105)



Grade 8 (n=121)



		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 6	Fall 2023	68%	25%	7%
	Fall 2022	63%	35%	2%
Grade 7	Fall 2023	28%	57%	15%
	Fall 2022	6%	74%	19%
Grade 8	Fall 2023	15%	51%	34%
	Fall 2022	3%	24%	74%



iReady Math: SWD (Gr. 6-8)

Placement Distribution

BOY 2023

Grade 6 (n=54)



Grade 7 (n=54)



Grade 8 (n=39)



BOY 2022

Grade 6 (n=64)



Grade 7 (n=40)



Grade 8 (n=33)



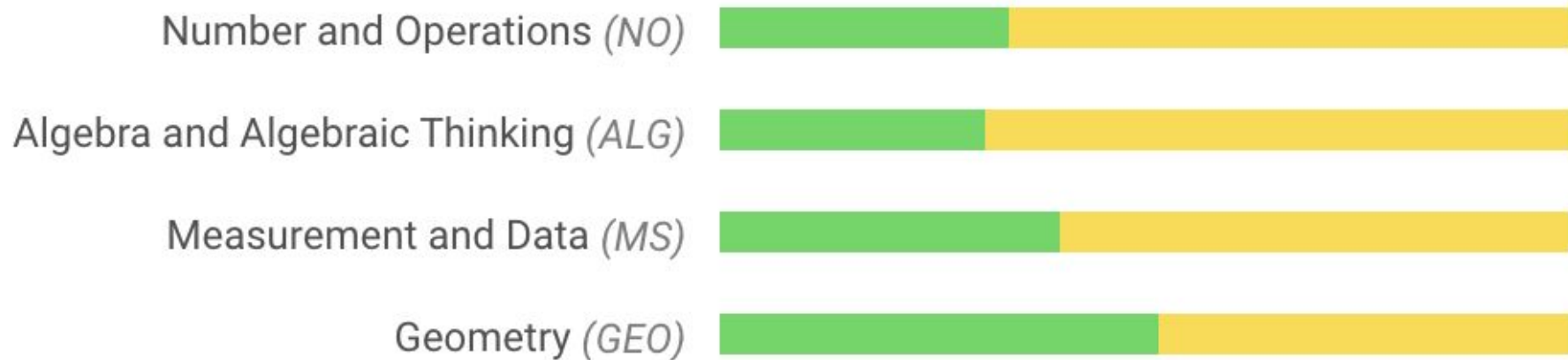
		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 6	Fall 2023	33%	39%	28%
	Fall 2022	31%	60%	9%
Grade 7	Fall 2023	13%	61%	26%
	Fall 2022	0%	69%	31%
Grade 8	Fall 2023	8%	46%	46%
	Fall 2022	0%	15%	85%



Kindergarten iReady

MATH (All Students)

Domain Comparison

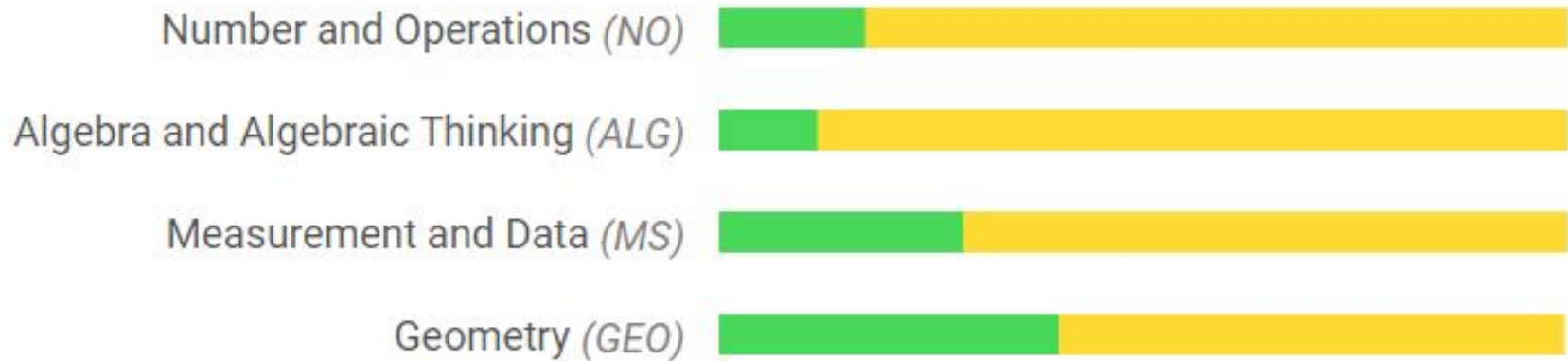




Kindergarten iReady

SWD

Domain Comparison

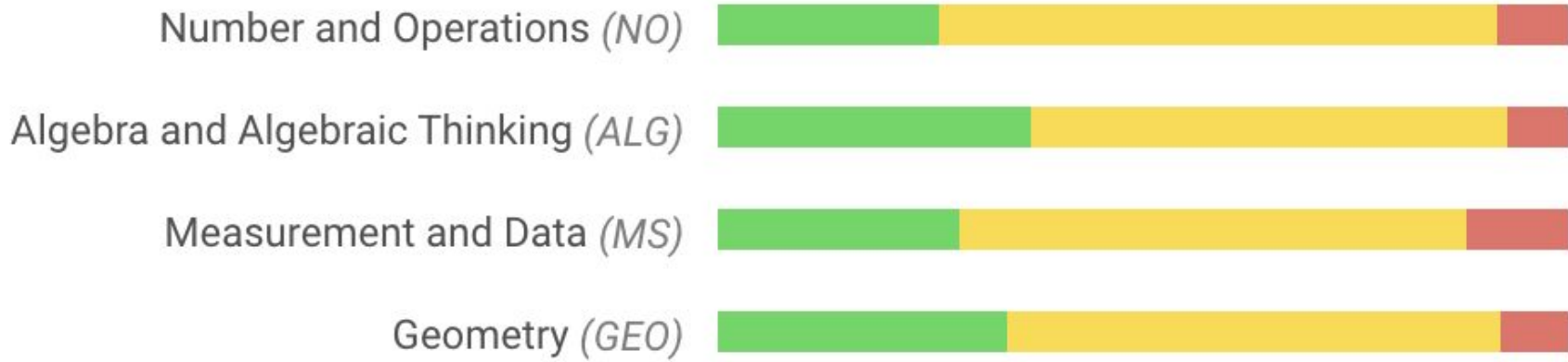




Grade 1 iReady

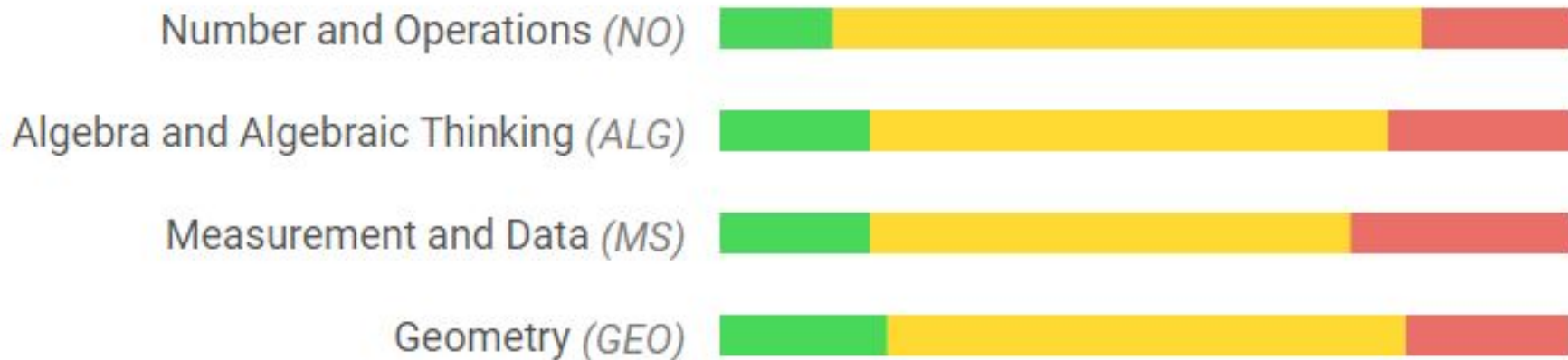
MATH (All Students)

Domain Comparison





Grade 1 iReady **SWD** Domain Comparison

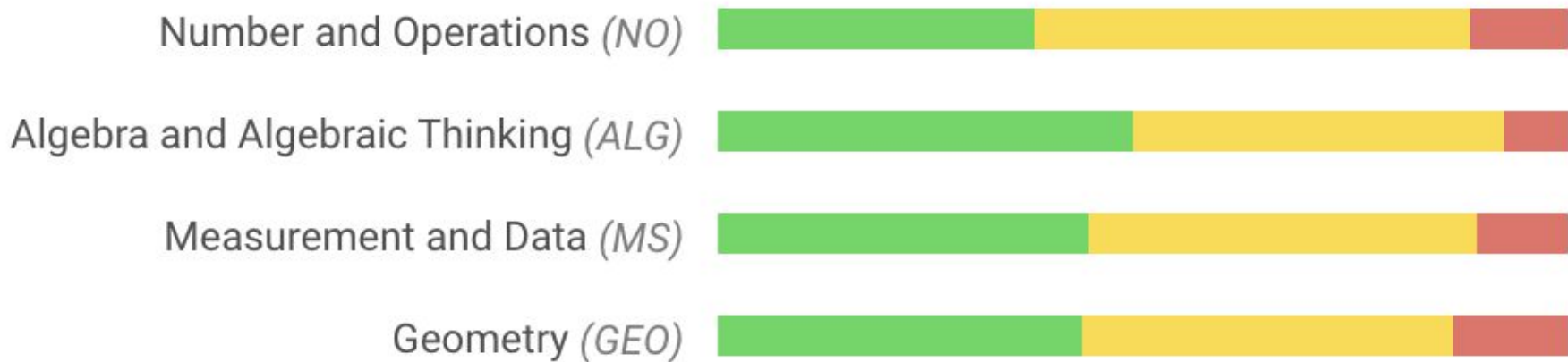




Grade 2 iReady

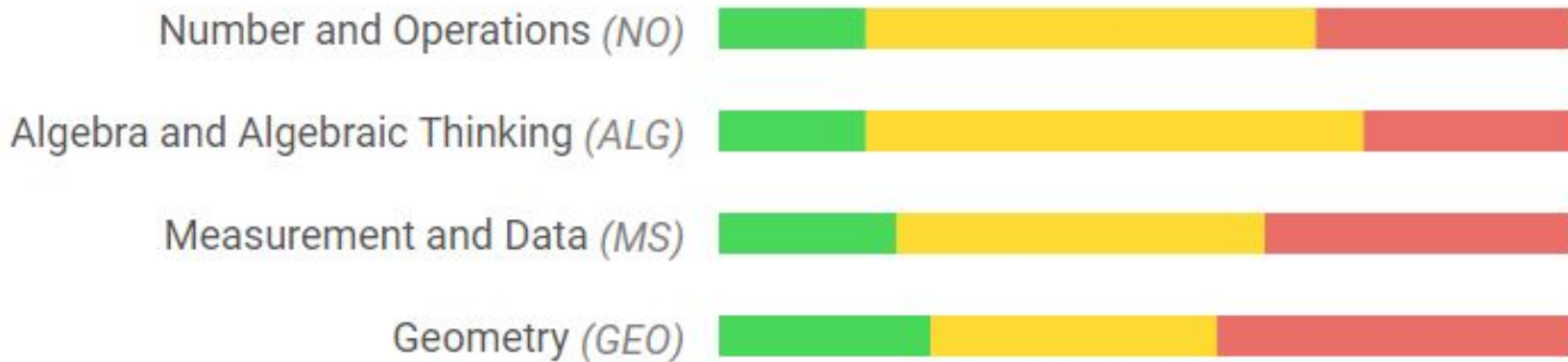
MATH (All Students)

Domain Comparison





Grade 2 iReady SWD Domain Comparison

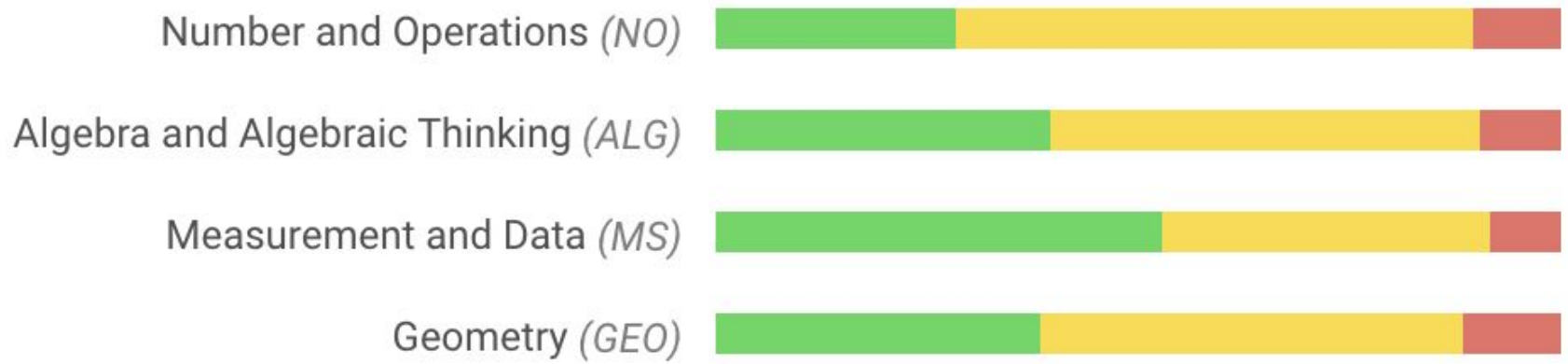




Grade 3 iReady

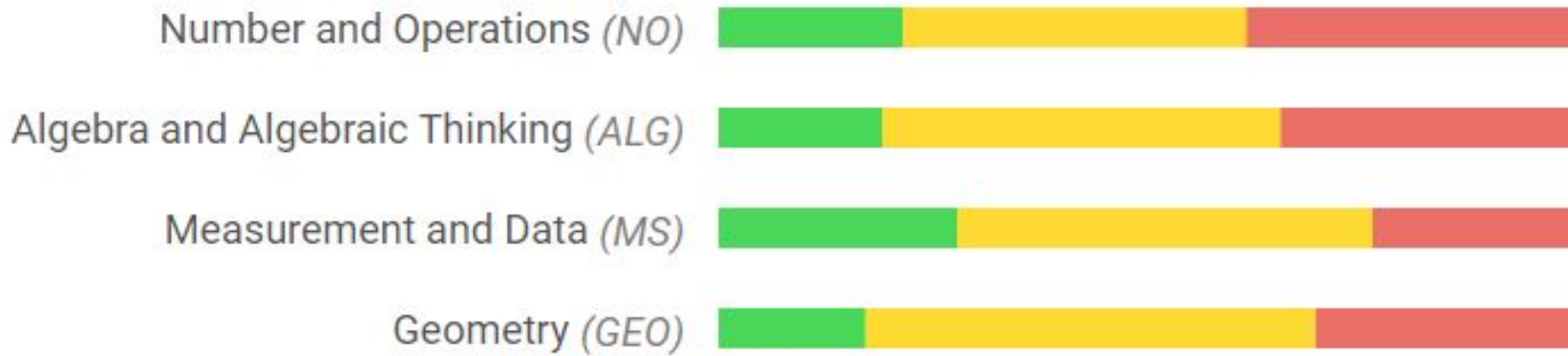
MATH (All Students)

Domain Comparison





Grade 3 iReady SWD Domain Comparison

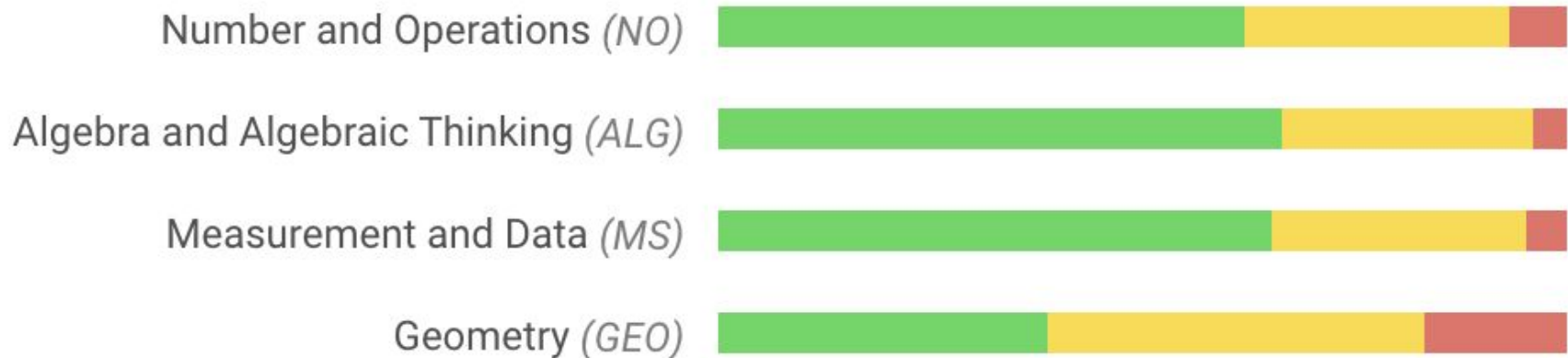




Grade 4 iReady

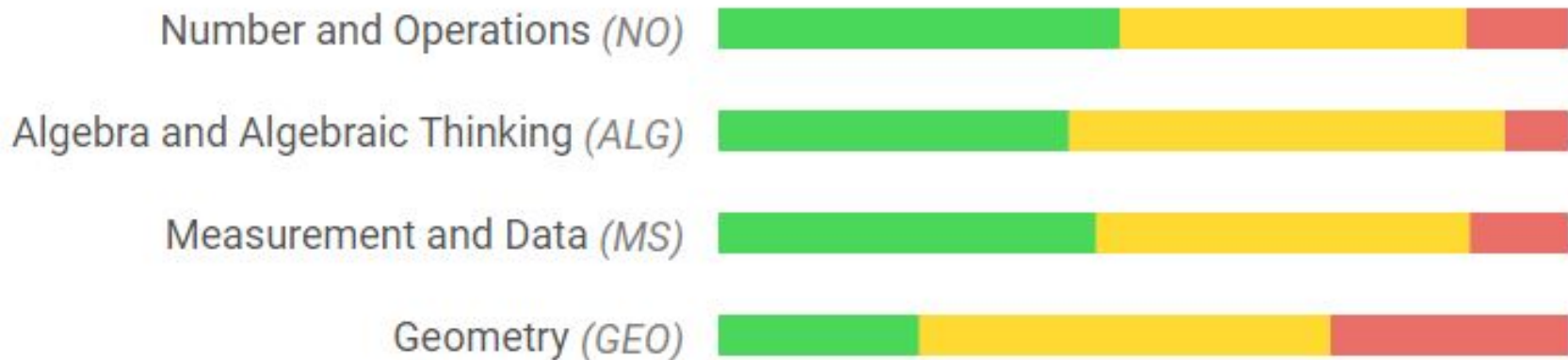
MATH (All Students)

Domain Comparison





Grade 4 iReady SWD Domain Comparison

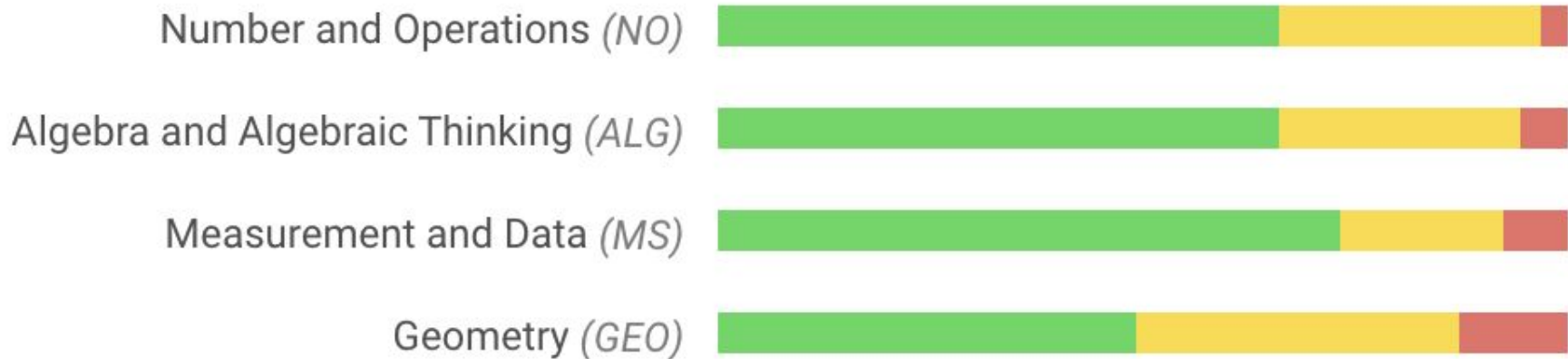




Grade 5 iReady

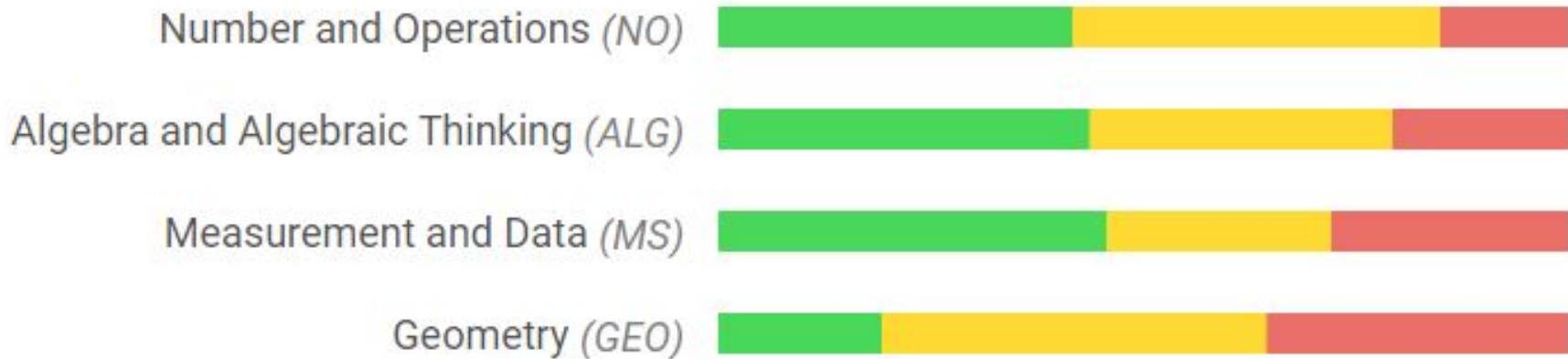
MATH (All Students)

Domain Comparison





Grade 5 iReady **SWD** Domain Comparison

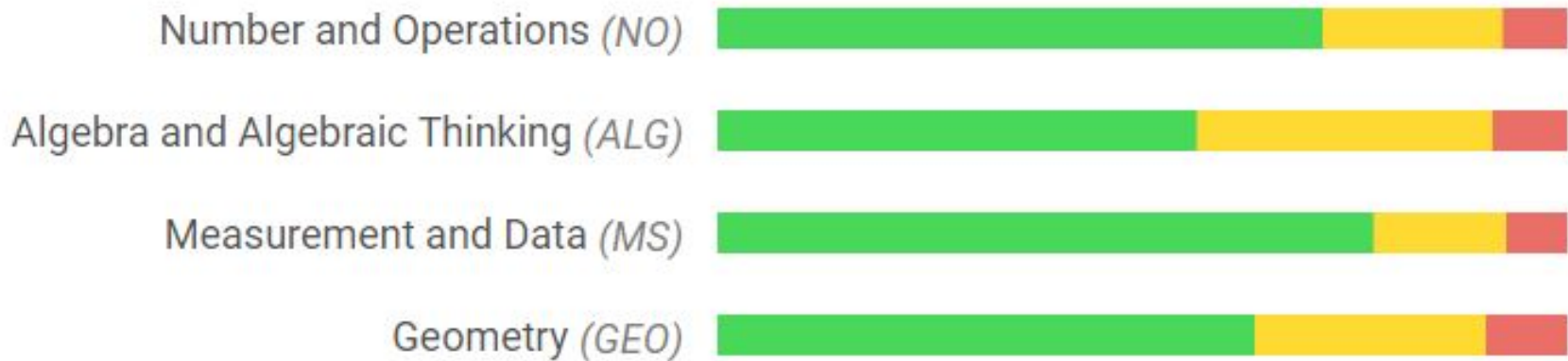




Grade 6 iReady

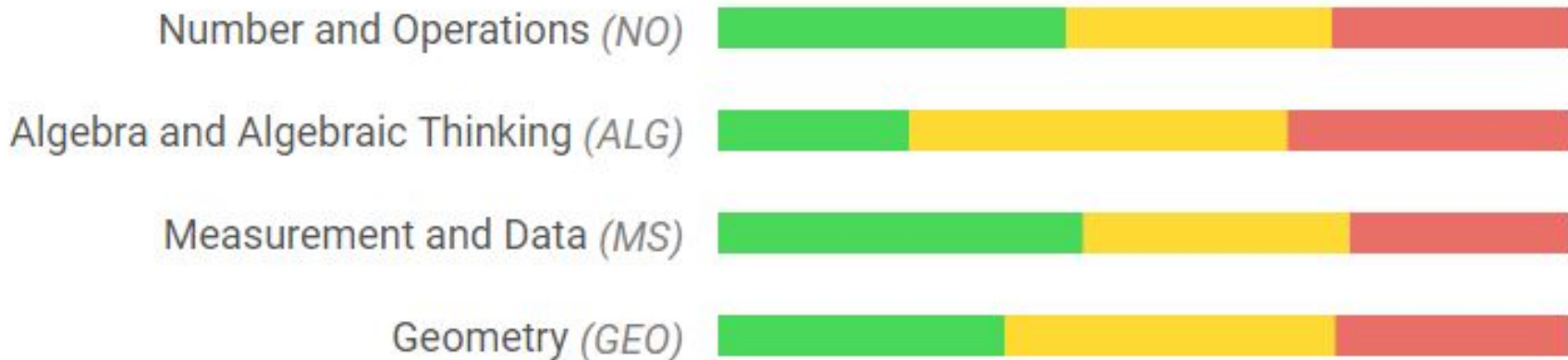
MATH (All Students)

Domain Comparison





Grade 6 iReady **SWD** Domain Comparison

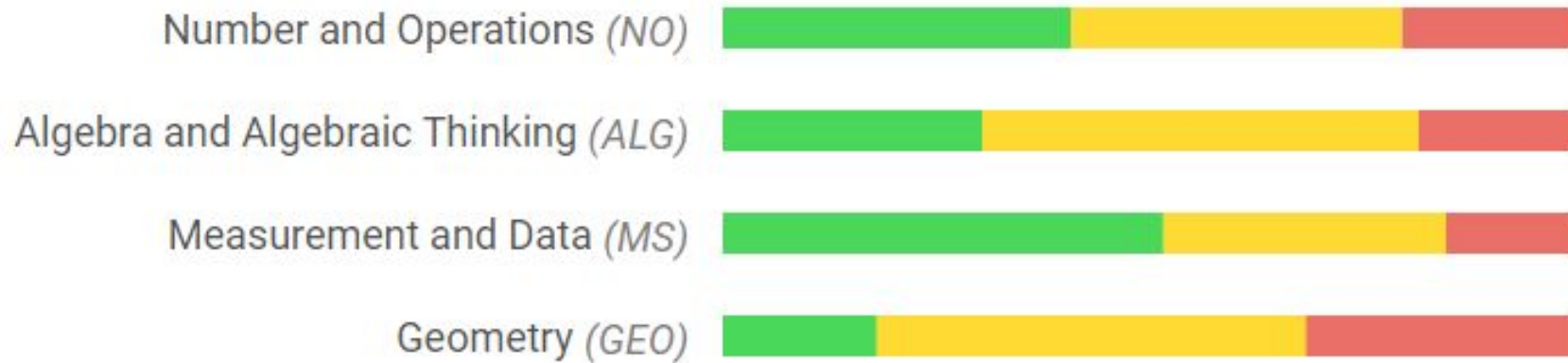




Grade 7 iReady

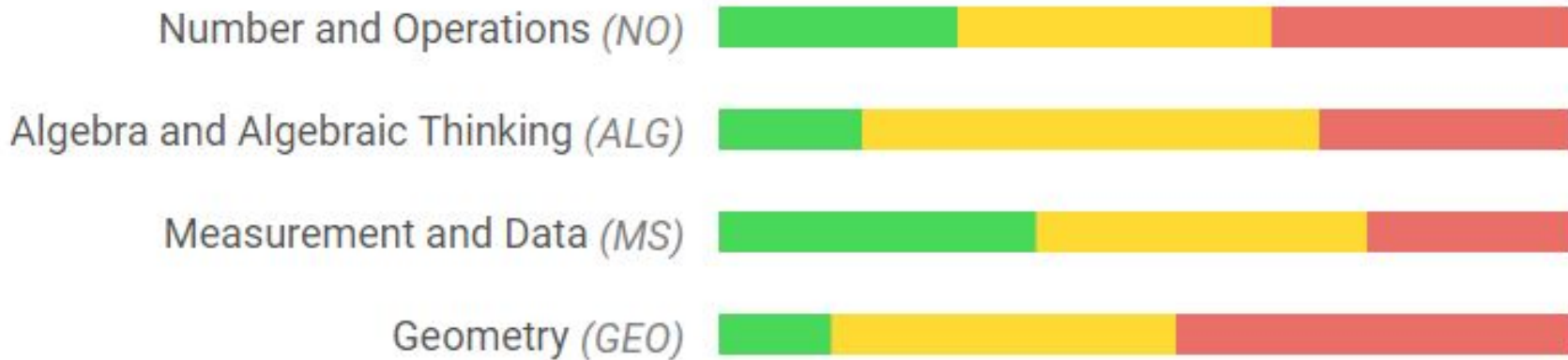
MATH (All Students)

Domain Comparison





Grade 7 iReady **SWD** Domain Comparison

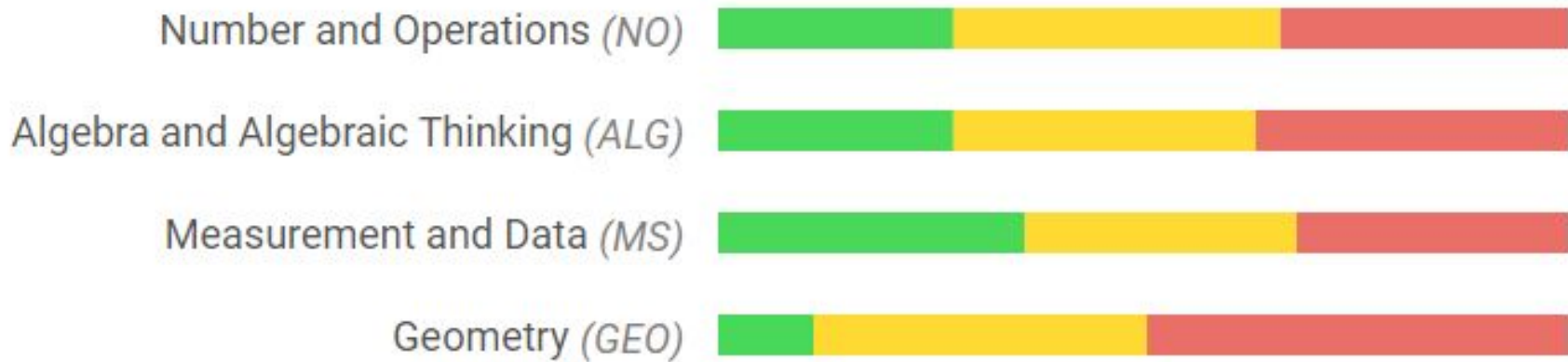




Grade 8 iReady

MATH (All Students)

Domain Comparison

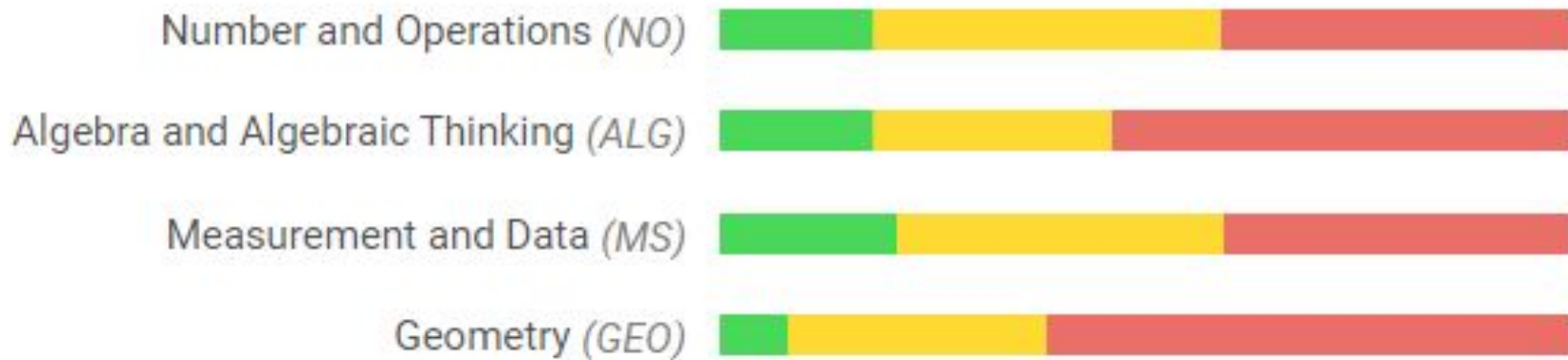




Grade 8 iReady

SWD

Domain Comparison





Appendix

Hingham K-5 MTSS Data Sources (ELA)

Grade	ELA Data Sources
K	<p><u>Acadience (DIBELS):</u> <i>FSF, LNF, PSF, NWF-CLS, NWF-WWR</i></p> <p><u>RAN</u></p>
1	<p><u>Acadience (DIBELS):</u> <i>SF, NWF-CLS, NWF-WWR, LNF, ORF, WCPM, Retell: Quantity/Quality</i></p> <p><u>Primary Spelling Inventory (PSI)</u></p> <p><u>RAN</u></p>
2	<p><u>Acadience (DIBELS):</u> <i>SF, NWF-CLS, NWF-WWR, LNF, ORF, WCPM, Retell: Quantity/Quality</i></p> <p><u>Beginning/Advanced Decoding Survey</u></p> <p><u>Primary Spelling Inventory (PSI)</u></p> <p><u>RAN</u></p>

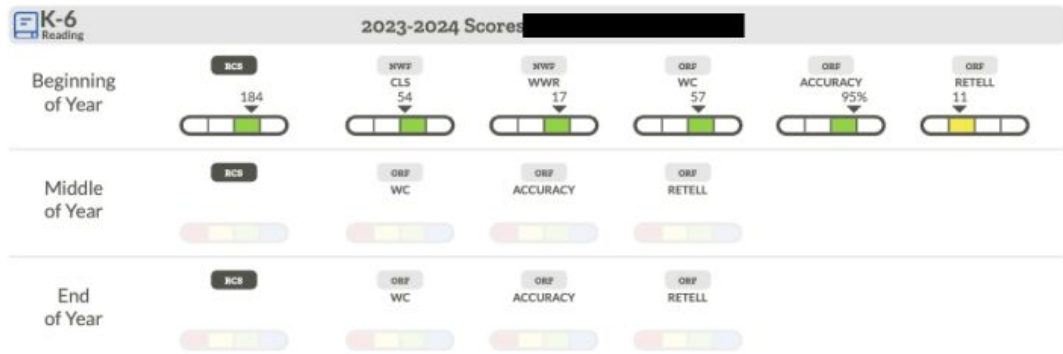
Grade	ELA Data Sources
3	<p><u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality</i></p> <p><u>Beginning/Advanced Decoding Survey</u></p> <p><u>Elementary Spelling Inventory</u></p> <p><u>ELA MCAS</u></p> <p><u>iReady Reading Diagnostic</u></p>
4	<p><u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality (selected students)</i></p> <p><u>Beginning/Advanced Decoding Survey</u></p> <p><u>ELA MCAS</u></p> <p><u>iReady Reading Diagnostic</u></p>
5	<p><u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality (selected students)</i></p> <p><u>Beginning/Advanced Decoding Survey</u></p> <p><u>ELA MCAS</u></p> <p><u>iReady Reading Diagnostic</u></p>

Sample Acadience Family Report

Dear Parent or Guardian,

Your child has been tested using the Acadience Reading assessment. The purpose of Acadience Reading is to monitor your child's development in reading, to identify students who need additional help, and to guide the teacher's classroom instruction. Acadience Reading should not be used to grade a child.

Acadience Reading consists of several brief tests that are used as indicators of critical skills that students need to master in order to become good readers. Much like measuring a child's height and weight provides an indicator of that child's overall growth, each Acadience test provides an indicator of how well a child is doing in learning a particular early reading skill. The scores tell us whether a child is likely to be "on track" for learning to read, or whether that child may need some additional help in learning important reading skills.



Understanding the Assessments

- RCB Reading Composite Score**
 The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of a student's reading proficiency.
- NWF Nonsense Word Fluency**
 NWF assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds.
 NWF - CLS is the number of Correct Letter Sounds.
 NWF - WWR is the number of Whole Words Read without sounding out.
- ORF Oral Reading Fluency**
 ORF is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.
 ORF - WORDS CORRECT is the number of words read correctly.
 ORF - ACCURACY is the percent of words read accurately.
 ORF - RETELL is a count of correct words the student gave in response to the passage.

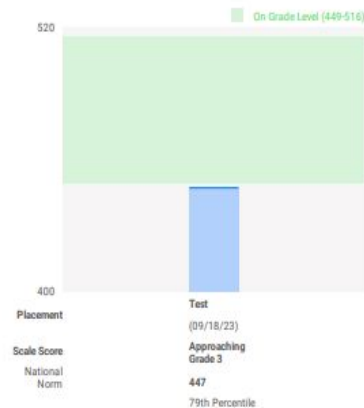


School
Subject
Student
Student ID
Student Grade

3

What is i-Ready? i-Ready is an online learning program focused on reading and math. [REDACTED] has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit i-Ready.com/FamilyCenter.

Overall Math Performance



Domain	Test (09/18/23)
Overall	Approaching Grade 3
Number and Operations	Approaching Grade 3
Algebra and Algebraic Thinking	At Grade 3
Measurement and Data	At Grade 3
Geometry	Approaching Grade 3

Additional Suggestions

✓ Discuss these results with your child

Celebrate their strengths and progress, and collaborate with them on planning how they will reach their goals.

✓ Reach out to the teacher

Ask your student's teacher for additional insight into [REDACTED] progress and for ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom. Placement levels are based on [REDACTED] level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of the i-Ready Diagnostic.

National Norms are percentiles that compare each student's performance with that of a nationally representative sample of students in the same grade level who took the test at the same time of year. For example, a student who has a norm of 60% on the test scored better than 60% of a nationally representative group of students who took the test.

School
Subject
Student
Student ID
Student Grade

3

Skill Progress and More Information

Domain	Test (09/18/23)	More Information
Number and Operations	Approaching Grade 3	At placement levels K-2 this domain addresses counting, the base-ten number system, and the operations of addition and subtraction. Test results indicate that [REDACTED] would likely benefit from practice ordering, adding, and subtracting numbers having up to three digits.
Algebra and Algebraic Thinking	At Grade 3	At placement levels 3-5 this domain addresses multiplication and division concepts, including remainders, factors and multiples, as well as numeric expressions and patterns. Test results indicate that [REDACTED] has an appropriate understanding of multiplication and division fact families. [REDACTED] may be ready to use algebraic reasoning to identify arithmetic patterns and use two-steps to solve word problems.
Measurement and Data	At Grade 3	At placement levels 3-5 this domain addresses the relationship among measurement units, geometric measurement concepts, and presenting and interpreting data on line plots and bar graphs. [REDACTED] score indicates a basic understanding of time and bar graphs. Test results indicate [REDACTED] may be ready for further instruction and practice telling time to the nearest minute, creating scaled bar graphs and picture graphs, and comparing different units of weight and capacity.
Geometry	Approaching Grade 3	At placement levels K-2 this domain addresses attributes of basic two- and three-dimensional shapes, relationships between shapes, and simple geometric terms. Test results indicate that [REDACTED] may benefit from review of comparing attributes of solid figures and exploring halves, thirds, and fourths in circles and rectangles.

Sample iReady Family Report

Hingham High School Athletic Department

Date: November 9, 2023
To: Dr. Margaret Adams, Superintendent of Schools, Hingham Public Schools
From: Mr. Jim Quatromoni, Director of Athletics, Hingham High School
Subject: Esports Fee Proposal

The Massachusetts School Administrators' Association (MSAA) has partnered with PlayVS to bring esports to high schools throughout Massachusetts. Esports, or competitive gaming, is the fastest-growing high school sport in the country and, much like traditional sports, requires teamwork, critical thinking and communication to achieve success. However, esports goes even further to create a barrier-breaking, all-inclusive environment with a strong sense of community. All games are selected based on their competitiveness and strategy and are rated E for Everyone.

During the 2022-2023 school year, we surveyed our student population regarding interest in esports. 19 students indicated that they would participate and 11 expressed interest and the potential to participate.

We are currently seeking grants to help fund a portion of the program, targeting a potential February 2024 start up. We are also proposing a fee for participation. This fee would be the same as offered for Unified Athletics considering that they do not meet five or six days a week. The esports fee would also fall under the athletic department, and therefore be under the guideline of one fee for all athletic participation. The proposed fee is \$187.

The goal of our esports program will not be to take student-athletes away from traditional sports. Instead, our goal is to bring a student population that might not currently be engaged in a school activity into an environment that can help strengthen their sense of belonging to our school community.

HINGHAM PUBLIC SCHOOLS

**FIELD TRIPS ARE NOT TO BE SCHEDULED DURING THE FIRST OR LAST WEEK OF ANY TERM.
NO SOPHOMORES MAY GO ON FIELD TRIPS IN THE MONTH OF MARCH.
NO FIELD TRIPS ARE TO BE SCHEDULED DURING MAY AND JUNE.**

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

Teacher(s): Courtney Turner/Jim Quatromoni Grade/Course and Section: Girls Hockey

Destination: St. Albans High School in Vermont

Means of Transportation: Coach Bus

Date: 12/8/23 thru 12/9/23 Time Leaving: 1:30PM Time Returning: 8PM

Contact Person: Head Coach Courtney Turner Telephone: 617.980.4486

No. pupils in class: 20 No. pupils going: 20
(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: \$75 Ratio of students/chaperones: 7/1
Cost Paid By: Hockey Boosters Transportation Paid By: Hockey Boosters

* Educational Objective(s): Pre season scrimmage to prepare girls' varsity hockey team for the season.

* Methodology/Integration with Core Curriculum: _____

Preparation: _____

Follow up: _____

Describe the availability of financial aid for students in need. N/A

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

Describe any provisions being made for COVID-19.

Signature School Employee Sponsoring Trip: [Signature] Date: 9/26/23

Approved: [Signature] 9/27/23 Date: 9/26/23
Principal Date Director, if applicable Date

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

* Use another sheet if needed

Prior to submitting your Field Trip Packet to Mr. Swanson and the School Committee for approval, please visit this new website to preview a list of other trips being offered. It is our hope that one central location with current HHS travel opportunities will assist in your planning and diversify the offerings. If you would like your trip listed on this website once it is approved, please email Erica Pollard with your name, contact information, the tour name, tour date, who the tour is open to, and the itinerary or enrollment link.

HINGHAM PUBLIC SCHOOLS

**FIELD TRIPS ARE NOT TO BE SCHEDULED DURING THE FIRST OR LAST WEEK OF ANY TERM.
NO SOPHOMORES MAY GO ON FIELD TRIPS IN THE MONTH OF MARCH.
NO FIELD TRIPS ARE TO BE SCHEDULED DURING MAY AND JUNE.**

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

Teacher(s): Tony Messina/Jim Quatromoni Grade/Course and Section: Boys Hockey

Destination: Burlington, VT

Means of Transportation: Coach Bus

Date: 12/9/23 thru 12/10/23 Time Leaving: 9AM Time Returning: 6PM

Contact Person: Head Coach Tony Messina Telephone: 781.783.2128

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: _____

Necessary CORI Forms Completed

Estimated costs per student: \$75 Ratio of students/chaperones: 7/1

Cost Paid By: Hockey Boosters Transportation Paid By: Hockey Boosters

* Educational Objective(s): Pre season scrimmage to prepare boys' varsity hockey team for the season.

* Methodology/Integration with Core Curriculum: _____

Preparation: _____

Follow up: _____

Describe the availability of financial aid for students in need. N/A

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

Describe any provisions being made for COVID-19.

Signature School Employee Sponsoring Trip: [Signature] Date: 9/26/23

Approved: [Signature] 9/27/23 Date: 9/27/23
Principal Date Director, if applicable Date

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

* Use another sheet if needed
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Copies to the Building Principal and Director
Staff are required to submit a "Disclosure Form" if applicable.
Revised: 10/22

All forms must be "typed"

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

Teacher(s): Lisa Vialle/Jim Quatromoni Grade/Course and Section: Boys and Girls Ski

Destination: Ragged Mountain, Danbury, NH

Means of Transportation: Coach Bus/School Bus

Date: 12/16, 1/6, 1/21, 1/27, 2/4, 2/10 Time Leaving: 2PM Time Returning: 9PM

Contact Person: Head Coach Lisa Vialle Telephone: 781.635.3558

No. pupils in class: 40 No. pupils going: 40
(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: 10/1
Cost Paid By: Athletics/Boosters Transportation Paid By: Athletics/Boosters

* Educational Objective(s): Varsity athletic team regular season races.

* Methodology/Integration with Core Curriculum: _____

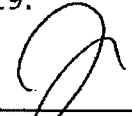
Preparation: _____

Follow up: _____

Describe the availability of financial aid for students in need. N/A

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

Describe any provisions being made for COVID-19.

Signature School Employee Sponsoring Trip:  Date: 9/26/23

Approved:  9/27/23 Date: 9/26/23
Principal Date Director, if applicable Date

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

* Use another sheet if needed

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Revised: 10/22

All forms must be "typed"

Hingham High School Athletic Department

Date: November 9, 2023
To: Dr. Margaret Adams, Superintendent of Schools, Hingham Public Schools
From: Mr. Jim Quatromoni, Director of Athletics, Hingham High School
Subject: Fall 2023 and Winter 2023-2024 Waivers

The Massachusetts Interscholastic Athletic Association (MIAA) provides the opportunity to apply for various waivers through each school's District Athletic Committee (DAC). The DAC evaluates the information presented and rules on the waiver. The MIAA provides the DAC with the criterion that will be evaluated in determining the approval or denial of a waiver.

In the fall, we did not have any waivers.

This winter, we have two waivers. These are renewals of waivers that have been previously approved.

The first waiver is a co-operative team waiver partnering with Hull with our Gymnastics team. Co-operative waivers allow two schools to combine in a particular sport and compete as one team.

The next waiver is for the use of 8th graders in girls' ice hockey. By rule, when a school is granted an 8th grade waiver, those student-athletes may only participate in the lowest level offered in that program. Our girls' program offers junior varsity opportunities. 8th grade student-athletes will compete on the junior varsity level only. These waivers are granted when numbers on a particular team are low, potentially threatening the existence of the team and a high school student-athletes opportunity to participate.



HINGHAM PUBLIC SCHOOLS

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www.hinghamschools.com

Margaret Adams, Ed.D.

Superintendent of Schools

To: Hingham School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Naming of the New Elementary School

Date: November 13, 2023

A survey was conducted for approximately 5 weeks. Six hundred thirty seven stakeholders responded to the survey. The following data indicates that a wide number of stakeholders contributed feedback.

Role	Percent of Total	Totals
Staff	8.98%	57
Student	26.30%	167
Parent/Caregiver	28.35%	180
School Committee	0.16%	1
PTO	2.05%	13
Community Organization	0.16%	1
Hingham Community Member	13.39%	85
Alumni	11.18%	71
Other	0.47%	3
Other (please specify)	8.98%	57

The results of the survey indicate that the following for each name with multiple responses.

Name	Count	Percentage of Total
Bare Cove	12	2.45%
Benjamin Lincoln	9	1.84%
Broad Cove	5	1.02%
Crow Point	51	10.43%
Dorothy Galo	21	4.29%
Foster	219	44.79%
Galo	4	0.82%
Harbor	8	1.64%
Harborside	8	1.64%
James Tuttle	6	1.23%
Melville	4	0.82%
North	78	15.95%
Otis Hill	4	0.82%
West	8	1.64%
William L. Foster	48	9.82%
Wm Foster	4	0.82%
	489	

In the survey, respondents were also asked to provide their reasons for their selections. The comments reflected generally around several common themes:

- Name the new elementary building in regards to its geographic location such as North, Bare Cove, West, or Crow Point.
- Consider keeping the name of Foster as it is a strong part of the identity of the school.
- A variety of other individuals names are suggested many to reflect the strong history of the town of Hingham.
- A variety of other names were suggested of individuals who have honored their town through their service in multiple ways.

Matt Scheufele, principal at Foster, also engaged in conversations with his school council and Parent Teacher Organization. The discussion from these stakeholders is to name the new school Foster Elementary School as it is a major part of the school's identity. Many alumni also identify with the name of Foster Elementary School. Understanding more if the community supports the name of Foster Elementary School or the full name of William L. Foster Elementary School will be important in subsequent data collection.

The current Foster Elementary students also provided their feedback via a schoolwide vote. The following are the results from the students.

	K	1	2	3	4	5	Total
Foster Elementary	29	7	26	19	11	12	75
Crow Point Elementary	2	14	6	1	2	3	26
Foster Fields Elementary	1	2	3	2	2	0	9
Harborside Elementary	1	0	2	0	2	24	28
William L. Foster Elementary School	12	13	13	12	17	4	59
Harbor School	5	2	2	1	7	2	14
Foster Junior	4	0	0	0	8	3	11
Rainbow	10	0	0	0	5	10	15

My recommendation is to conduct a second survey with the town 4-5 choices identified in this first round to provide an additional opportunity to hear from members of the community with these narrowed results. Based upon the several data sources, the top four responses are:

- Foster Elementary School
- William L. Foster Elementary School
- Crow Point Elementary School
- North Elementary School

Below is a summary of the major themes for each name. The summary below is inclusive of most of the names but not all of the raw data.

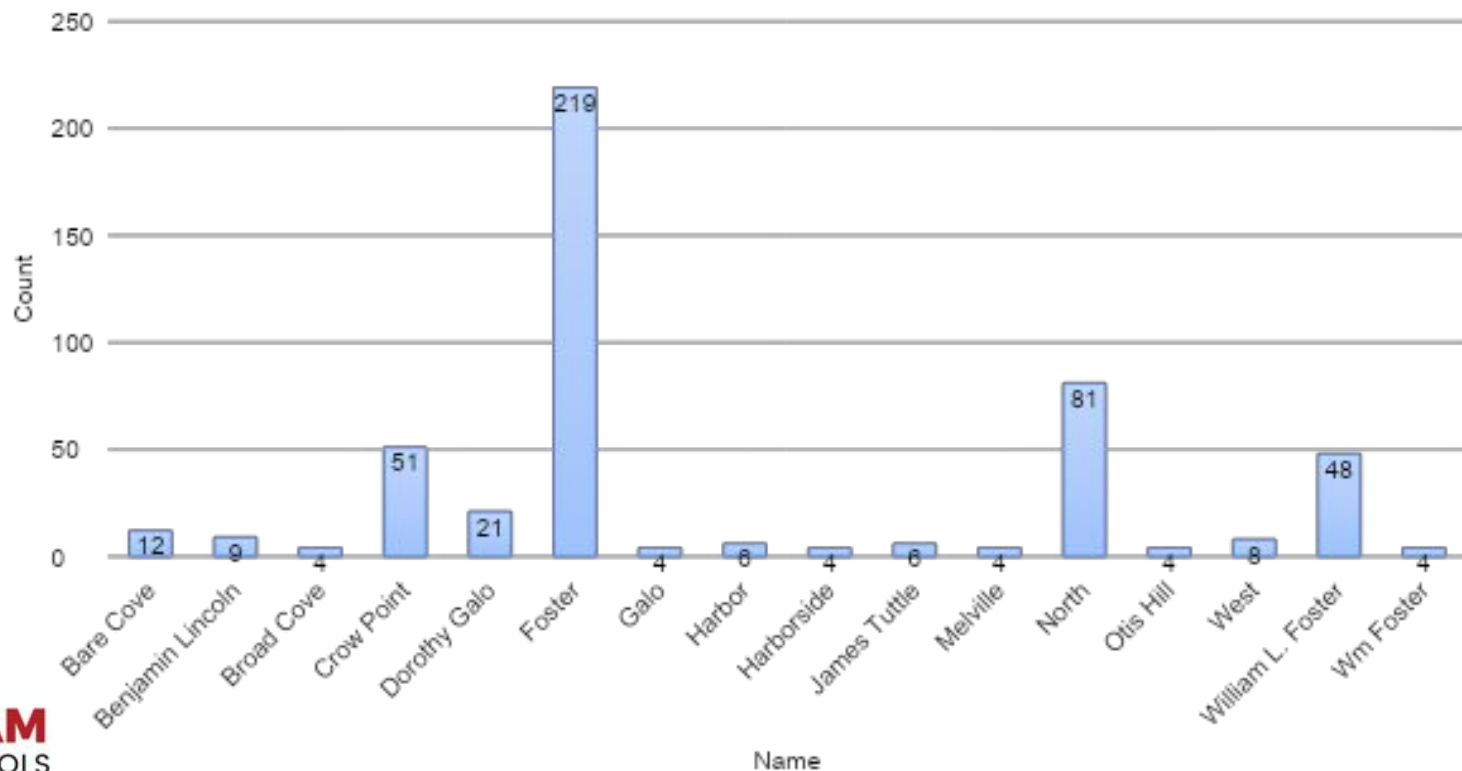
Name	Summary of Reasons for Name
Bare Cove	<p>The school name should reflect it's neighborhood.</p> <p>The town was named Bare Cove prior to becoming Hingham.</p> <p>The name, Bare Cove, is still very prevalent in Hingham's history and present.</p>
Benjamin Lincoln	<p>Benjamin Lincoln was one of Hingham's most historical resident.</p> <p>He lived in Hingham and was George Washington's second in command.</p>
Brigadier General Luther Stephenson	<p>Stephenson was a commnader in the Civil War, the Lincoln Light Infanctry, and was a here in the battle against slavery during the war.</p>
Broad Cove	<p>Use geographic landmarks or more general designations is both more usefully descriptive and less likely to be subject of controversy at a later time.</p>
Crow Point	<p>The name would reflect the location of the school.</p> <p>It is the name of neighborhood.</p>
Camilla Roundtree	<p>She did amazing things for the community.</p>
Dorothy Galo Galo	<p>She was one of the best leaders of our schools.</p> <p>To acknowledge her contributions.</p> <p>She served Hingham a long time.</p> <p>She dedicated her life to the school.</p>
Downer Ave	<p>It's a neutral name. It doesn't bind an individual.</p>
Foster	<p>The Foster School is proud of its name. It is part of its identity. The alumni can also continue to identify with the new school.</p> <p>A new name will change the identity of the school.</p> <p>The name represents our school community.</p>
Harbor Harborside	<p>The school is located near the harbor.</p> <p>To reflect the location in town and so that is different that just being named "North."</p> <p>It describes the location of the school.</p>
Harry Levine	<p>Harry was a long-time Hingham Resident, worked for the police department, and was also a teacher/principal in a surrounding community.</p>
Herbert Lewis Foss	<p>He was a Hingham resident Medal of Honor recipient.</p>
James Tuttle	<p>Tuttle was a freed slave who build a community of other freed</p>

	<p>slaves.</p> <p>He was a pillar of Hingham’s small, thriving 19th century African American community.</p>
Maple Tree	There used to be maple trees in the area of Foster School.
McCarthy	He was a lifelong educator and later principal in Boston.
Melville Garden	The school’s name should reflect the history of Crow Point. Melville Garden is the name of the Victorian-era amusement part that drew community members together in the neighborhood.
North	<p>The school is on the North side of school. We have an East and South.</p> <p>The name aligns well with other names.</p>
Oceanside	Foster School is by the ocean.
Otis Hill	Reference to the woods and hill behind the school where generations of children have played and learned.
Peter Hobart	They led the early settlers of Hingham, arriving in the 1630s. The name “Peter Hobart” shows the importance of taking chances and leadership.
Samuel Downer	Samuek Downer fought for equality.
Seaside	It represents the location of the school.
Tuttleville	<p>This was a very important part of Hingham’s history.</p> <p>The Tuttlles were one of the first Black family’s to settle in Hingham.</p>
Wakefield	They were a long time and charitable Hingham resident.
Weir River	The school would be named by its location.
West	It should be west because there is already east and south.
William L. Foster	The school name should remain the same.
Wm Foster	We should keep the original name.



School Naming Results

Name Totals



Role

