

**HINGHAM SCHOOL COMMITTEE
December 11, 2023 at 6:30 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 1349 1495
Passcode: 459586
Website: <https://zoom.us/join>**

MEETING AGENDA

1. Call to Order

2. Approval of minutes

2.1 Minutes of the School Committee meeting held on October 30, 2023

2.2 Minutes of the School Committee meeting held on November 27, 2023

3. Questions and Comments

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

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

4. Superintendent's Report

4.1 To review Hiring Timeline for South Elementary Principal

5. Communications
 - 5.1 Communications Received by the Superintendent
 - 5.2 Student Communications
 - 5.3 Other Communications

6. Unfinished Business

7. New Business
 - 7.1 To receive an update on the Foster School Improvement Plan and act as appropriate
 - 7.2 To receive an update from Facilities
 - 7.3 To receive report on Review of Procedures and Policies of Human Resources
 - 7.4 To receive program recommendation for Preschool and Pre-Kindergarten for 2023-2024 school year and act as appropriate
 - 7.5 To complete first read of Policy JFAB-Enrollment of Children of Personnel and Policy CBI-Evaluation of Superintendent
 - 7.6 To approve the Owner's Project Manager for Wellness Center at Hingham High School
 - 7.7 To approve an increase rate for the Light and Sound Technician and to approve increase in rate for service as part of Facilities Fee and act as appropriate
 - 7.8 To discuss title of Director of Business and Support Services And act as appropriate
 - 7.9 To approve grants and act as appropriate
 - 7.10 To declare surplus and act as appropriate

8. Subcommittee and Project Reports
Warrants Signed

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

10. Adjourn to Executive Session not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:

To approve minutes from the Executive Session held on November 27, 2023 as an open meeting may have detrimental effect on the bargaining position of the public body and the chair so declares

, To provide an update on negotiations with HEA Units 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

Next School Committee Meetings:

Monday, January 8, 2024 at 6:30 PM

Monday, January 22, 2024 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 30, 2023

At METCO, Inc.

MEETING MINUTES

Called to Order at 6:30 PM

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

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

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

School Committee members participating remotely: none

School Committee members absent: none

Central Office Members present: Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, Interim Director of Student Services Dr. Barbara Cataldo, Director of Business and Support Services Aisha Oppong , and METCO Director Amy Jackson

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

Approval of minutes:

The committee tabled the approval of the minutes of October 16, 2023 to the next meeting.

Questions and Comments:

none

Superintendent's Report

Dr. Adams reviewed the personnel report noting recent hiring and resignations. She also discussed the enrollment numbers in each grade.

Student Communications

Student Advisory Committee representative Alex Doggett was present remotely. He reported that Hingham High celebrated annual spirit week with a series of fun themes. He noted that the volleyball teams led the "Slash the Trash" efforts this past Monday, which is a way for sports teams to volunteer

for a day and organize our compost, recycling and trash. He also mentioned recent homecoming games were held as well as the homecoming dance, and that the soccer program has joined with the Hingham department of veterans' service to support local veterans who are experiencing food insecurity, and they are collecting donations to purchase grocery gift cards for local veterans and their families.

Unfinished Business

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to rescind Policies BDFA-E-1 School Improvement Plan; BDFA-E-2 Submission and Approval of the School Improvement Plan; BDFA-E-3 Conduct of School Business

New Business

METCO Inc Workshop

The Committee viewed a presentation detailing the history of the METCO program.

METCO Update

METCO Director Amy Jackson gave an update of the METCO program in Hingham Public Schools, noting there are currently 49 students in the program stating that if the funding from the State is received, they hope to bring in 30 new students to increase enrollment for next year.

Policy JBB, Educational Equity

Alyson Anderson, chair of the Policy Subcommittee reviewed the proposed changes to the policy. As this was the first read, no vote was taken.

Bid for OPM for HHS Wellness Center

Director of Business and Support Services Aisha Oppong explained the process for the bidding related to the wellness center at the High School.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to accept the bid process for obtaining an OPM as outlined by the Director of Business and Support Services to include language provided by town council. John Coughlin, to reflect the full funding of this project by the Hingham Sports partnership and the proposals will be signed upon by Dr. Adams.

Pay Rate for Bus/Van Monitors

The Committee discussed an increase in the pay rate for bus and van monitors.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to approve the increase in pay rate for bus monitors to \$18 and 40 cents an hour for regular bus monitors, and \$20 an hour for the METCO Bus Monitor for the school year, July 1, 2023 to June 30, 2024, and to pay any bus monitors who worked prior to October 30, 2023, a retroactive pay adjustment and to increase the current bus substitute rate to \$28 an hour and advanced substitute rate to \$23 an hour, effective November 2, 2023.

Grants and Donations

none

Declaration of Surplus

Director of Business and Support Services discussed the surplus of books.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to declare the library book from South Elementary 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

Subcommittee and Project Reports/Warrants Signed

- Matt Cosman reported that the HEF Spelling Bee is coming up on November 5th, and that the Special Education Subcommittee met last week.
- Alyson Anderson reported that the Policy Subcommittee will be meeting on November 20th.days ago. She also reported that the Climate Action Committee had a few presentations trying to socialize the plan with the community.
- Tim Dempsey reported that the Educational Programming Subcommittee will meet this week, and that the Hingham Human Rights Commission met last week.
- Kerry Ni reported that she and Michelle Ayer attended the School Council training last week. She also updated the Committee on the ongoing negotiations with units of the HEA.
- Jen Benham reported that the Finance/Capital and Facilities Subcommittee is working on updating the budget calendar of meetings and are finalizing it with the Advisory Committee.
- Michelle Ayer reported that the High School Council has a meeting on November 15th. She also reported that the School Building Committee will be meeting mid-November, and she updated the Committee on the Foster School project.
- Nes Correnti reported that she received a communication regarding the MSBA and an increase in reimbursements. She also noted that it was nice to get student feedback on the survey results on the wellness committee report, and that the Equity Steering Committee met last week.

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

none


On a motion by Michelle Ayer and seconded by Jen Benham at 8:20 PM


It was **voted** to adjourn to Executive Session not to return to Open 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 16, 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


Respectfully Submitted,
Jen Benham


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- [PDF 10.30.2023 at METCO Agenda.pdf](#) 


 - [PDF Item 4.0 10.01.2023 Enrollment Summary.pdf](#) 


 - [PDF Item 4.0 Class Size October 1st 2023.pdf](#) 


 - [PDF Item 4.0 Personnel Report for School Committee.pdf](#) 


 - [PDF Item 4.0 Updated Budget Calendar FY25 - 10-16-23.pdf](#) 


 - [PDF Item 6.1 BDFA - SCHOOL COUNCILS 10.16.23 \(1\).pdf](#) 


 - [PDF Item 6.1 BDFA-E - SCHOOL IMPROVEMENT PLAN 10.16.23 \(1\).pdf](#) 


 - [PDF Item 6.1 File_ BDFA-E-1, BDFA-E-2 AND BDFA-E-3.pdf](#) 


 - [PDF Item 7.2 METCO School Committee Update -10_30.pdf](#) 


 - [PDF Item 7.3 JBB Education Equity.pdf](#) 

 - [PDF Item 7.3 JHPS BB - EQUITY POLICY .docx.pdf](#) 

 - [PDF Item 7.4 HS Wellness Center OPM RFQ.docx - Google Docs.pdf](#) 

 - [PDF Item 7.5 Memo Transportation Rate Increase - Google Docs.pdf](#) 

 - [PDF Item 7.7 a Declaration of Surplus.docx - Google Docs.pdf](#) 

 - [PDF Item 7.7 b WeedingLogReportJob23Sept.pdf](#) 



HINGHAM PUBLIC SCHOOLS

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madams@hinghamschools.org

www.hinghamschools.com

Margaret Adams, Ed.D.
Superintendent of Schools

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: December 11, 2023

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

New School Naming Survey

The second survey for naming the new elementary school is still open. We plan to collect responses through the end of December to share the results for the January 8th meeting with the School Committee to help draft the warrant article. The community is encouraged again to provide feedback in this second survey. (Visit hinghamschools.org/survey.)

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

SEPAC Meeting

Katie Roberts, Assistant Superintendent, and Mary Andrews, Director of ELA, developed a presentation on MTSS in literacy and the new elementary reading program that was presented in collaboration with this past week. There was great discussion and feedback about how we continue strengthening our communication about MTSS and the new elementary reading program with families.

School Building Project Update

For phase one, the retaining walls are complete. The tree and other plantings are finished for the season. The paving of the access road is complete. The phase one contractor has begun moving their equipment off-site.

For phase two, the steel erection was completed on November 7th.

- The decking and detail in Building A will continue to be completed in early December. Building A concrete will begin in December. The mechanical, electrical, and plumbing are ongoing in Building A.
- The concrete is completed in building B. The exterior framing is ongoing in Building B. The Building B roof will be completed in early December. The underground mechanical, electrical, and plumbing are completed in Building B.
- The geothermal drilling is complete. The lateral piping for the well was scheduled to begin in early December.
- The roofing material was delivered on November 10th. Building B's roof will be completed in early December.
- Ductwork materials are scheduled for delivery in early December. Windows are expected for delivery in January. All indications are that the windows will arrive on time. The paving of the access road is complete.

Furniture samples have been delivered to the Foster. The Foster staff provided their feedback on the choices. The School Building Committee will also meet on Tuesday to review the staff feedback and provide their input. The goal is to order all of the furniture in January to arrive in time for June/July.

Committees and Task Forces

Several committees and groups met over the past few weeks to help continue furthering their work:

- The Bullying Plan Task Force began by discussing the overall scope of the work and developing smaller groups that will support our first step, which is a needs assessment. The group dug further into the YRBS data to view specific bullying-related questions. We plan to revise by the spring and bring a final document forward.
- A small team met for the second time this past week to help us continue to draft a document highlighting our hiring practices in detail. The team uses a series of documents to identify best practices and create forms, procedures for hiring, and resources. The goal is to complete the document by this winter and train all our leaders and hiring managers on the document this spring.
- A small group is also working on a Faculty Handbook detailing many district procedures and policies for staff in one place.
- The Technology Committee met to review our progress towards implementing the year one goals of the Technology Plan. In the spring, we will give the full school committee a full update on the progress toward year one of the plan.
- The Professional Development Committee also met and began tracking its progress toward its two-year plan. We will also plan to provide an update to the School Committee in the spring.
- The Curriculum Directors worked this past week to continue to complete a draft of the District Curriculum Accommodation Plan that will be shared with the staff later in the winter and spring. The DCAP is an important tool in helping to strengthen Tier I instruction of MTSS and provide access to all students of accommodations.

Coach of the Year

Congratulations to Dawn Diedricksen, HHS Girls Track Coach and Science Teacher, for achieving national recognition from the National Federation of High Schools among 22 other

Coach of the Year recipients selected nationwide. Coach Diedricksen was honored as the Coach of the Year for the 2021-2022 season and was later chosen among these coaches nationwide.

MMEA Southeastern Junior District Music Festival

Twelve Hingham Middle School and three Hingham High School music students auditioned for and were accepted into the MMEA Southeastern Junior District Music Festival. The students will be performing in the MMEA Southeastern Junior District Music Festival in March.

Hingham High School Drama

Congratulations to Hingham High School Drama members for their Little Shop of Horrors production last weekend. We also thank all of the staff involved in the production, including Mo Fish, director of the production. Such an event is only possible with the tremendous support of many educators who have supported our performers for several months to lead them to an amazing performance.

Social Studies Program Review

A team of educators from various districts visited our schools and classrooms last week to provide feedback on the teaching of social studies and history. The feedback is one component of the two-year program review process. The program review process takes a deep look into our curriculum, instruction, and assessment to develop an action plan for improvement in the department. The team is also conducting a survey, which can be found here:

<https://www.surveymonkey.com/r/GTN2B9Y>



Let's Talk About Elementary Literacy

Presented in Collaboration with Hingham SEPAC

December 4, 2023

Kathryn Roberts, Assistant Superintendent

Dr. Barbara Cataldo, Interim Director of Special Education

Mary Andrews, K-12 ELA Director



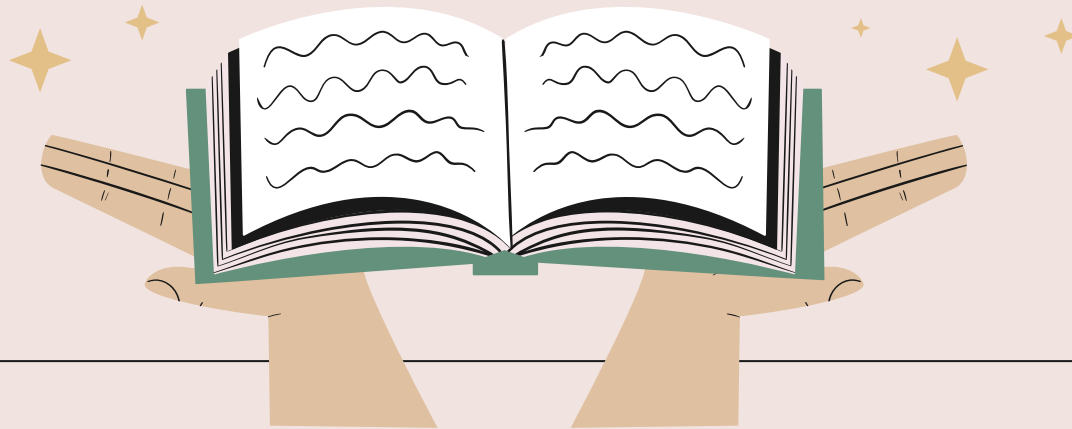
Essential Questions



What is the HPS Multi-Tiered System of Support? (MTSS)

How does universal screening and assessment inform literacy instruction and MTSS supports?

What materials, resources, and best practices are utilized to support HPS elementary literacy instruction?



Meet the Elementary Literacy Team

K-12 ELA Director: Mary Andrews

K-5 Writing Specialist: Monica Matthews

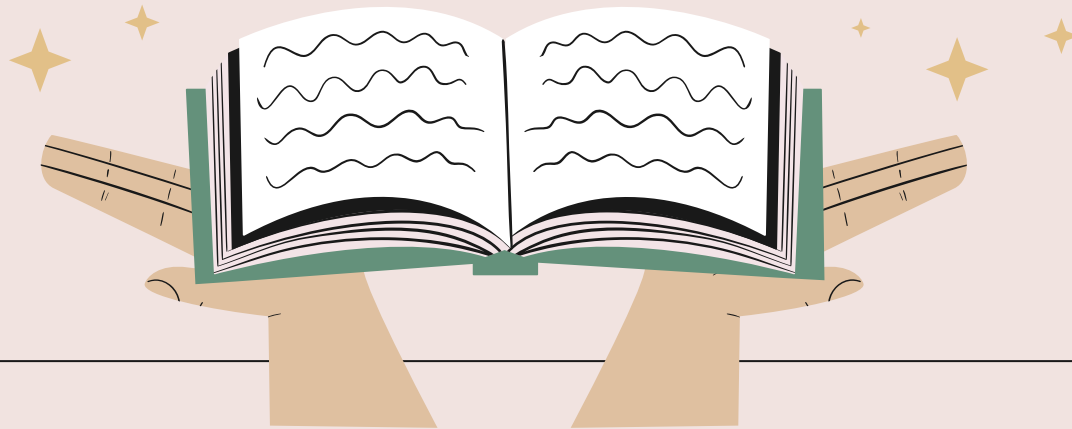
<u>School</u>	<u>Reading Specialists</u>	<u>Interventionists</u>
East	Carly Derleth (K-2) Leslie Flanagan (3-5)	Cindy Barrett Suzanne Gundersen
Foster	Kelly Kunkle (K-2) Michelle Taylor (3-5)	Sandy Mastrullo Melissa Gray
PRS	Kati Osterman (K-2) Jenn Madden (3-5)	Nicole O'Brien Colleen Connolly
South	Chrissy Swanson (K-2) Camille Martel (3-5)	Janice Bridgeman Cindy Shea

Essential Questions

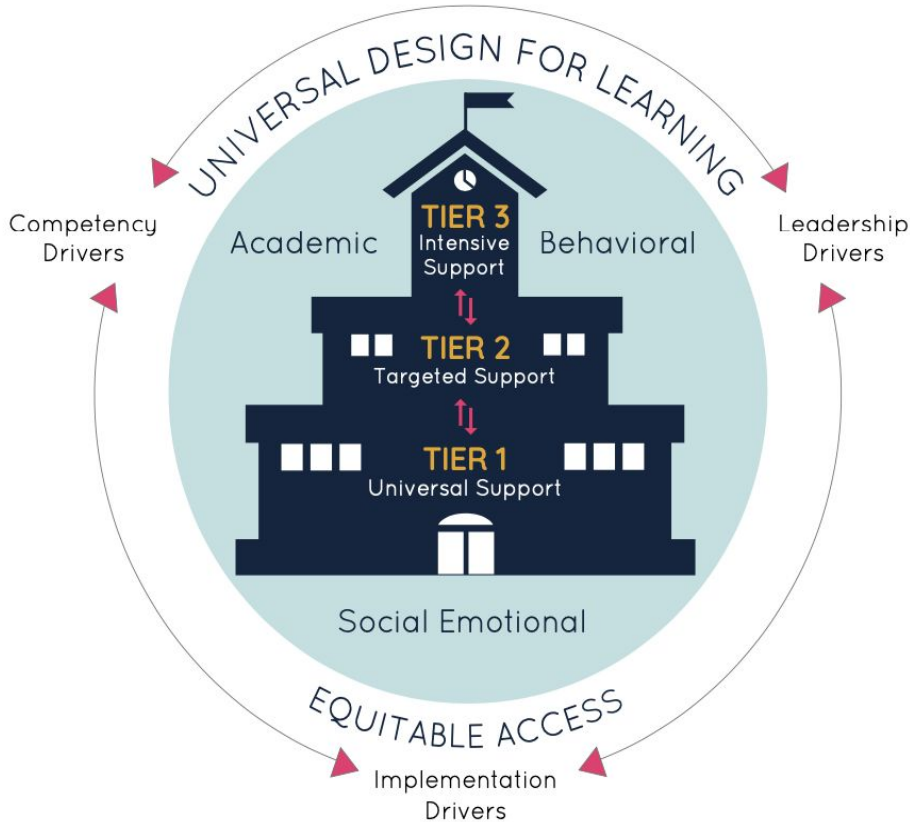
What is the HPS Multi-Tiered System of Support? (MTSS)

How does universal screening and assessment inform literacy instruction and MTSS supports?

What materials, resources, and best practices are utilized during HPS elementary literacy instruction?



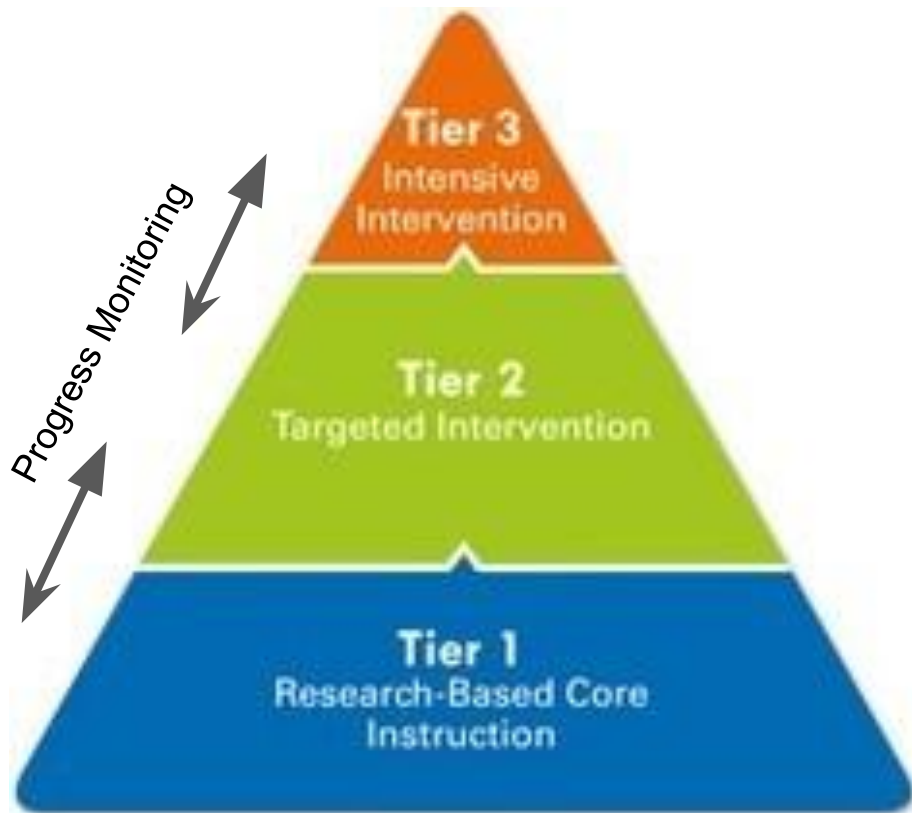
Multi-Tiered System of Support (MTSS)



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

What are MTSS Tiers?



*Tier III	More intensive and increasingly individualized interventions. Instruction facilitated by reading specialists and interventionists
Tier II	Small group, targeted interventions based on MTSS data. Group composition and skills targeted are informed by data. Tiered instruction will target areas for growth and 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.

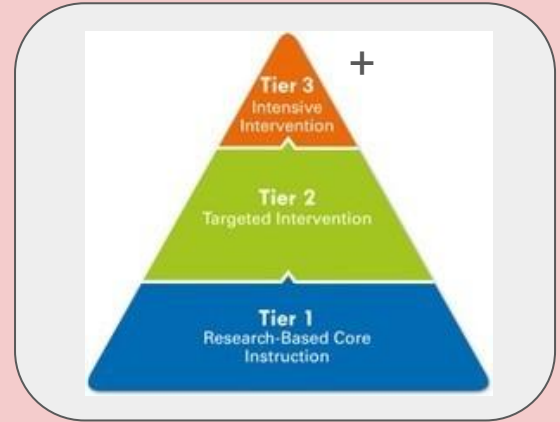
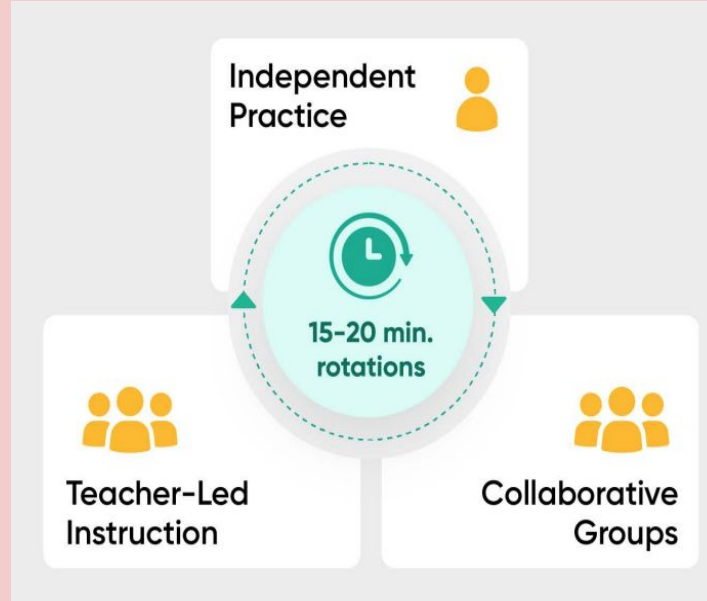
90 minute ELA instructional block

60 minutes of Universally Designed, Evidence-Based Instruction

Whole Group Direct Instruction

Small Group Rotations

30 minutes (+)
Targeted Reading
Instruction



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

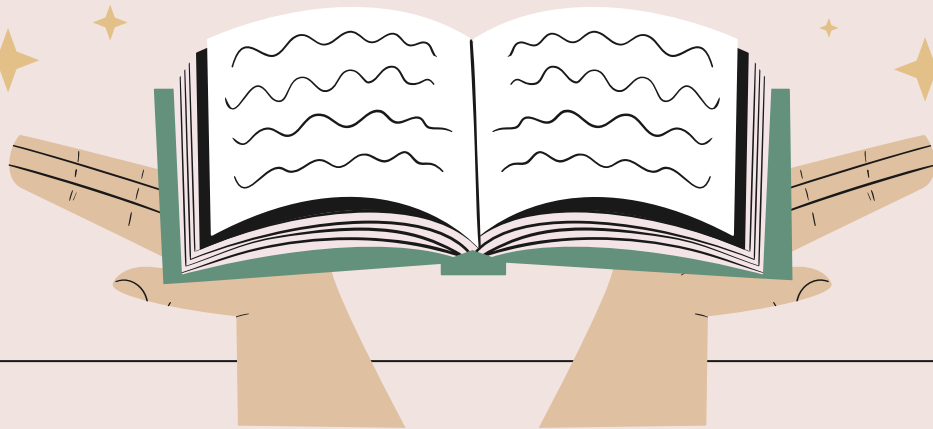
Essential Questions



What is the HPS Multi-Tiered System of Support? (MTSS)

**How does universal screening and assessment inform
MTSS supports?**

What materials, resources, and best practices are utilized during HPS elementary literacy instruction?



Why Utilize Universal Literacy Screening?



EARLY LITERACY SCREENING GUIDANCE

Purpose

The Department of Elementary and Secondary Education (DESE) created this guidance document to support schools and districts as they conduct early literacy universal screenings required by Massachusetts regulation [603 CMR 28.03 \(1\)\(f\)](#), effective July 1, 2023.

June 2023

Importance of Early Literacy Universal Screening

A well-developed screening process that examines **ALL** students' early literacy skills is an important part of ... a literacy plan that matches evidence-based instruction and supports to students' needs. Early literacy universal screening is proactive and designed to gather information on the **most predictive literacy skills**, making it possible to identify each student's **risk of experiencing reading difficulties**, including risk of dyslexia.

Why Utilize Universal Literacy Screening?



MASSACHUSETTS
DYSLEXIA GUIDELINES

desè MASSACHUSETTS
Department of Elementary
and Secondary Education

Early screening and prompt interventions for all students

Equitable and immediate access to reading support

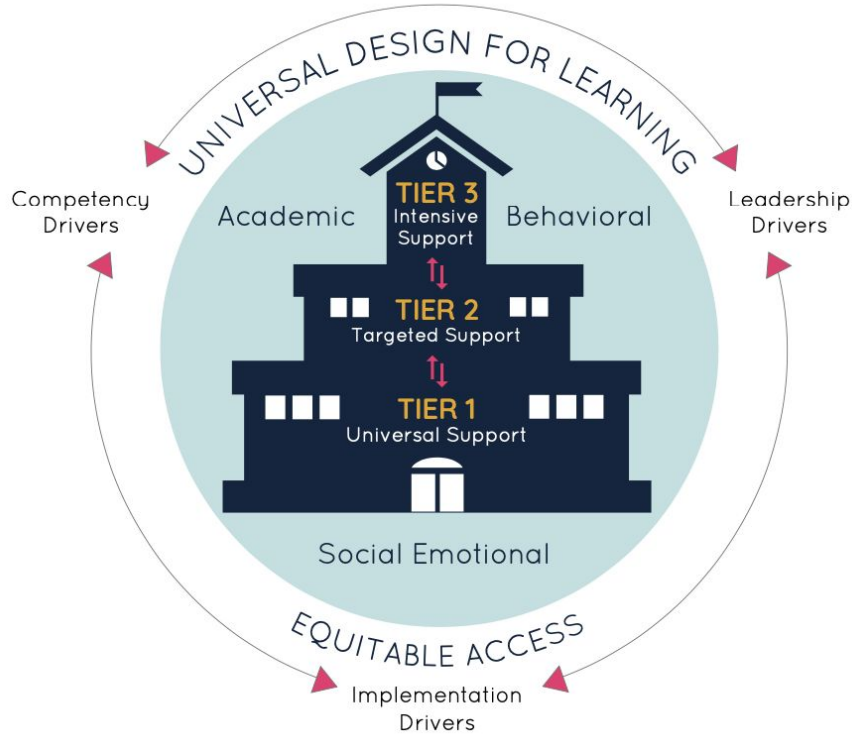
Addressing risk of dyslexia begins early and in general education

Screening for Risk Is Critical for Efficient Intervention

Screening Is Not An Eligibility Determination

<https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf>

K-5 Screening & Progress Monitoring Timeline



<u>Assessment</u>	<u>Timeline</u>
Benchmark I (BOY)	September
Progress Monitoring I	November
Benchmark II (MOY)	January
Progress Monitoring II	March
Benchmark III (EOY)	May

BOY
Screening

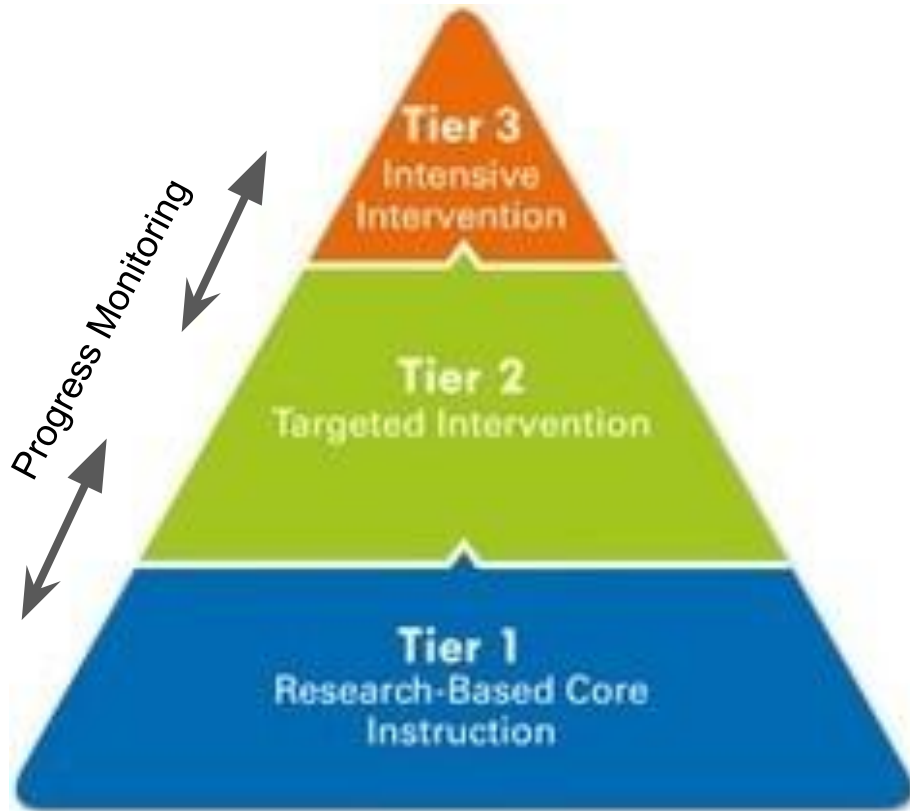
Progress
Monitoring

MOY Screening

Progress
Monitoring

EOY
Screening

How Does Screening Data Inform MTSS Tiers and Instruction?





*Tier III	More intensive and increasingly individualized interventions. Instruction facilitated by reading specialists and interventionists
Tier II	Small group, targeted interventions based on MTSS data. Group composition and skills targeted are informed by data. Tiered instruction will target areas for growth and may also include opportunities for extension & enrichment for students meeting or 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.

MTSS ELA Data Sources

K	<u>Acadience (DIBELS Next):</u> (<i>FSF, LNF, PSF, NWF-CLS, NWF-WWR</i>); <u>RAN</u>
1	<u>Acadience (DIBELS Next):</u> <i>PSF, NWF-CLS, NWF-WWR, LNF, ORF, WCPM, Retell: Quantity/Quality</i> <u>Qualitative Spelling Inventory (OSI); RAN; WRF</u>
2	<u>Acadience (DIBELS):</u> <i>NWF-CLS, NWF-WWR, ORF, WCPM, Retell: Quantity/Quality</i> <u>Beginning/Advanced Decoding Survey; Qualitative Spelling Inventory (OSI); RAN; NWF</u>
3	<u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality, MAZE</i> <u>Beginning/Advanced Decoding Survey; Qualitative Spelling Inventory (OSI); ELA MCAS; iReady Diagnostic,</u>
4	<u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality (select students)</i> <u>Beginning/Advanced Decoding Survey (select students); ELA MCAS; iReady Diagnostic</u>
5	<u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality (select students)</i> <u>Beginning/Advanced Decoding Survey (select students)</u> <u>ELA MCAS; iReady Diagnostic</u>

HPS K-5 Literacy Screening Tools

What are we using?		How are we using it?	
Tool		Grades	Description
	Acadience Reading (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	Gr. 3-5	<i>iReady Reading</i> is an adaptive computer-based test that assesses phonological awareness, phonics, high frequency words, vocabulary and reading comprehension.



Acadience Early Literacy Screening Subtests (K-3)

<u>Subtest</u>	<u>Administered</u>	<u>Description</u>
First Sound Fluency (FSF)	Kindergarten (BOY to MOY)	<u>First Sound Fluency (FSF)</u> 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 <u>beginning and middle of kindergarten</u> .
Phoneme Segmentation Fluency (PSF)	Kindergarten (MOY) through Grade 1	<u>Phoneme Segmentation Fluency (PSF)</u> 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-CLS) (NWF-WWR)	Kindergarten (MOY) to BOY second grade	<u>Nonsense Word Fluency (NWF)</u> 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- <u>Correct Letter Sounds (CLS)</u> and <u>Whole Words Read (WWR)</u> .
Oral Reading Fluency (ORF-Accuracy) (ORF-Retell)	Grade 1 (MOY) through Grade 3	<u>Oral Reading Fluency (ORF)</u> 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: <u>orally reading a passage (accuracy, words correct)</u> and <u>retelling the passage</u> .



Sample Acadience K-3 Reading Individual Report

K-6
Reading

2023-2024 Scores [REDACTED]

Beginning
of Year



Middle
of Year



End
of Year



Well Below Benchmark
(likely to need intensive support)



Below Benchmark
(likely to need strategic support)



At Benchmark
(likely to need core support)



Above Benchmark
(likely to need core support)

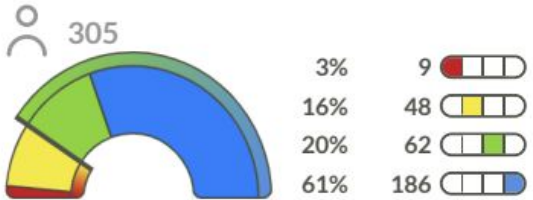


Acadience Early Literacy Screening Subtests Sample Beginning of Year Analysis

(BOY–Grade 1)

Beginning of Year

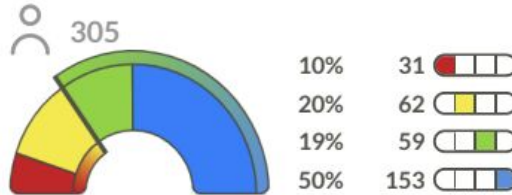
Sep 12 - Oct 6, 2023



GRADE1 **PSF** Phoneme Segmentation Fluency

Beginning of Year

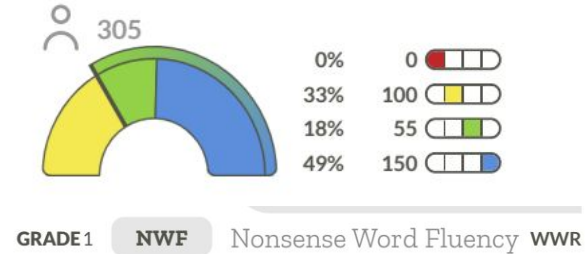
Sep 12 - Oct 6, 2023



GRADE1 **NWF** Nonsense Word Fluency CLS

Beginning of Year

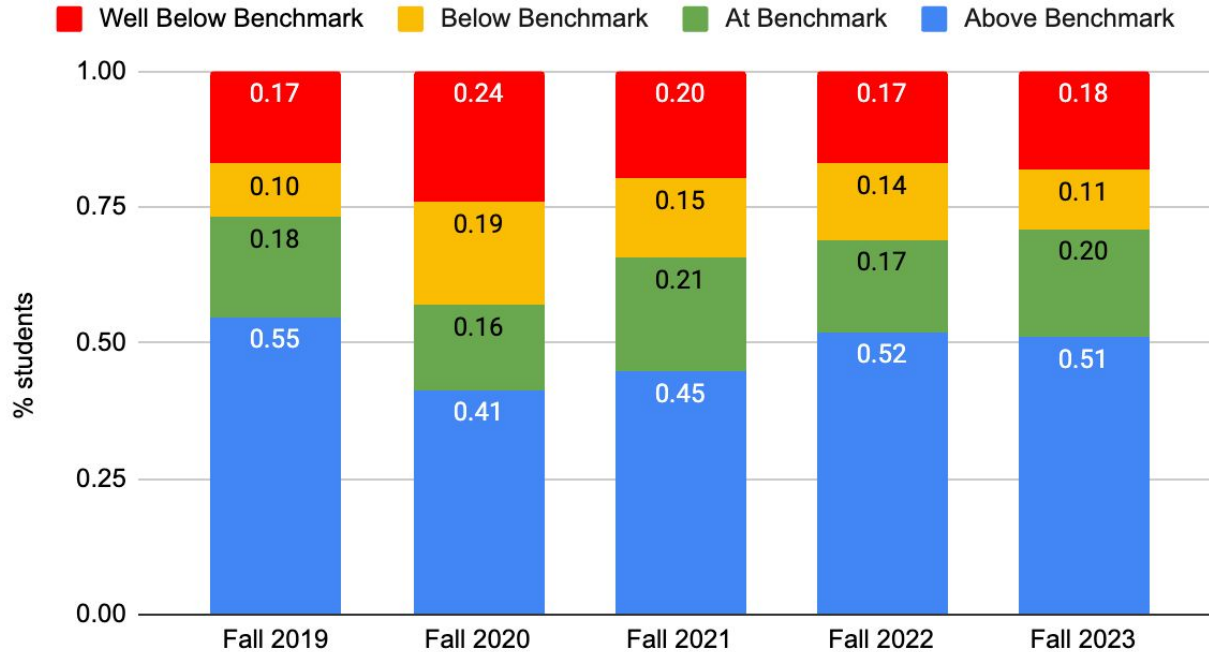
Sep 12 - Oct 6, 2023



GRADE1 **NWF** Nonsense Word Fluency WWR



Acadience 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

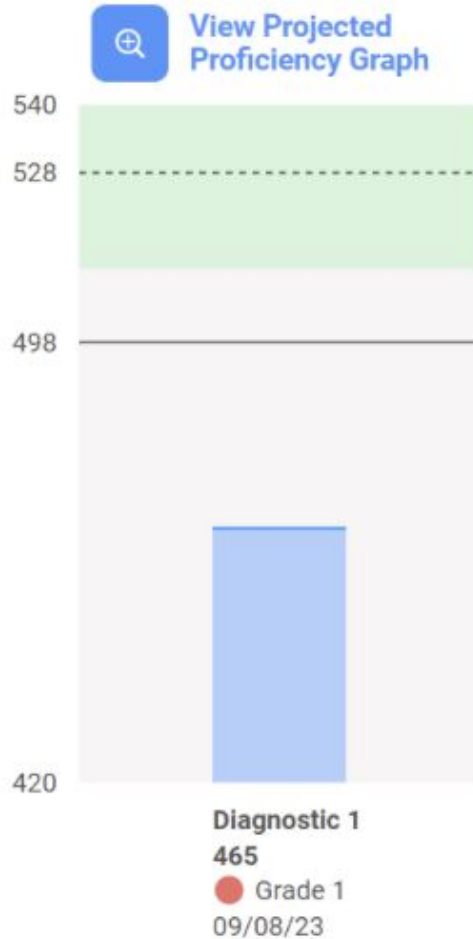





iReady Reading Subtests (Gr. 3-5)


<u>Subtest</u>	<u>Description</u>
Phonological Awareness (PA)	Rhyme Recognition • Syllable Blending and Segmenting • Onset and Rime Blending and Segmenting • Phoneme Identification and Isolation • Phoneme Blending and Segmentation • Phoneme Addition, Deletion, and Substitution
Phonics (PH)	Decoding/Encoding/Sorting Multi-Syllable Words - Multi-Syllable Decoding Strategies - Types of Syllables - Words with Prefixes - Words with Suffixes
High Frequency Words (HFW)	Words from Zeno, Dolch, and Fry Lists • Recognition in Isolation • Identification among Other Words • Spelling
Vocabulary (VOC)	Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Base Words and Affixes • Use a Glossary to Determine/Clarify Word Meaning • Understand Word Families • Analyze Word Relationships
Comprehension: Literature (LIT)	Ask Questions about Stories • Make Inferences • Cite Textual Evidence • Determine Theme/Central • Message of a Story/Poem • Recount or Summarize Story Events • Understand/Describe Characters, Settings, Events • Interpret Figurative Language • Determine Point of View in a Story • Connect Words and Pictures • Analyze Structure and Elements of Stories/Plays/Poems • Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar Topics/Themes) • Interpret Allusions
Comprehension: Informational Text (INFO)	Ask Questions about Key Ideas • Identify Main Idea/Key Details • Cite Textual Evidence • Make Inferences • Retell or Summarize Text • Demonstrate Understanding of Unfamiliar Words • Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts • Demonstrate Understanding of Unfamiliar Words • Identify or Analyze Author's Point of View or Purpose • Evaluate Arguments • Connect Text and Visuals • Use or Interpret Text Features • Compare Author's Point of View in Two Texts • Analyze and Compare Text Structures within One Text or between Two Texts • Find and Integrate Information from Multiple Sources



Sample iReady Gr. 3-5 Individual Report



Overall Reading		● Grade 1 (465)
		Standard Error +/- 10
Domain	Placement 	Can Do & Next Steps
Phonological Awareness* 	● Tested Out	↓
Phonics* 	● Grade 1	↓
High-Frequency Words*	● Tested Out	↓
Vocabulary	● Grade 2	↓
Comprehension: Overall	● Grade 1	↓
Literature	● Grade 1	↓
Informational Text	● Grade 1	↓

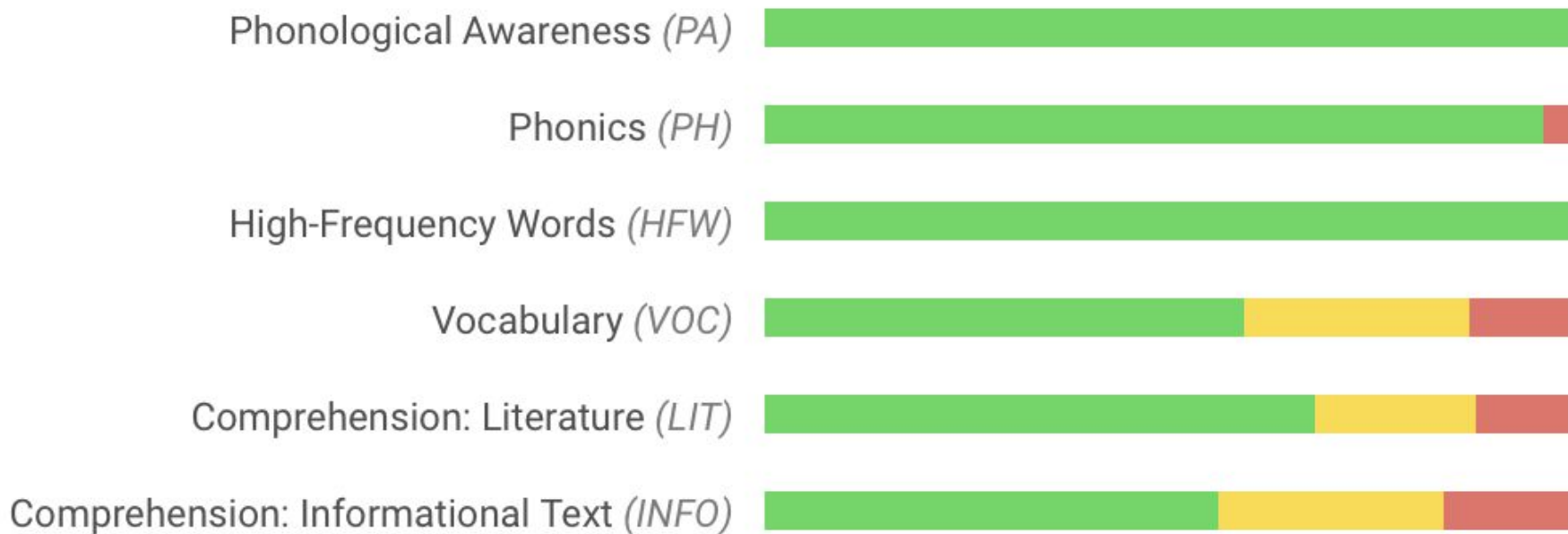
Show Comprehension: Overall  * Foundational Domains



Grade 5 iReady

Reading (All Students)

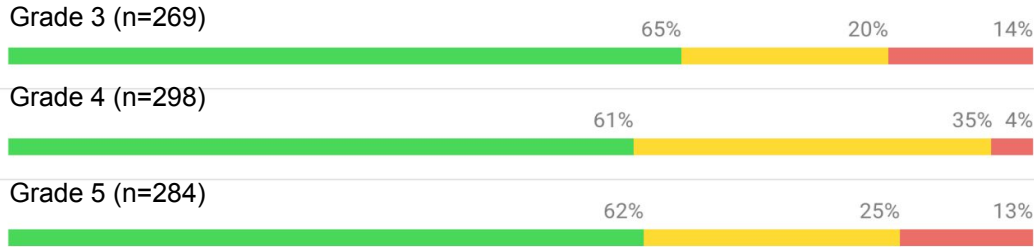
BOY Domain Comparison



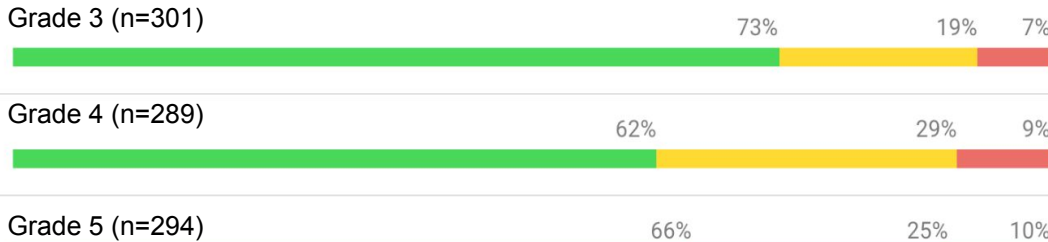


iReady Reading: **ALL Students (Gr. 3-5)** *Placement Distribution*

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%

Recent MTSS Data & MCAS Presentations



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

https://docs.google.com/presentation/d/1Gx3pj5bqw1TVr7crR9ZdfYfbz_07XPX8agDBhUtd-w/edit?usp=sharing



End of Year (EOY) Assessment Data

July 2023

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

https://docs.google.com/presentation/d/1qEVlw3AqLzWqniGYvOeZAbX_zal9N88Eqm0d5YX_7Q/edit?usp=sharing

Hingham Public Schools MCAS 23 Assessment



Presented by
Margaret Adams, Superintendent of Schools
Katie Roberts, Assistant Superintendent of Schools
Mary Andrews, Director of ELA
Dave Jewett, Director of Mathematics
Michelle Romano, Director of Science

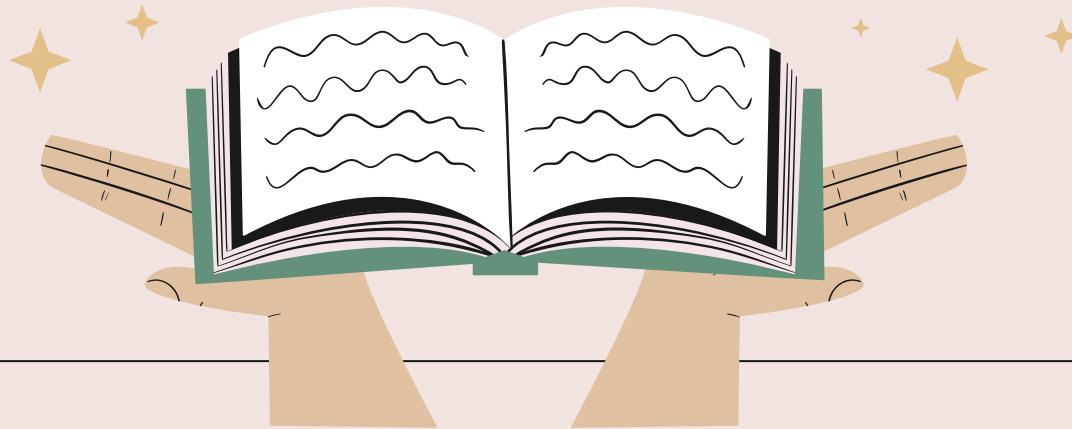
https://docs.google.com/presentation/d/1zT6wxtF8AtNYK5VLG-i6DVMWAN-FDR2mS0eB_ijuxeol/edit?usp=sharing

Essential Questions

What is the HPS Multi-Tiered System of Support? (MTSS)

How does universal screening and assessment inform literacy instruction and MTSS supports?

What materials, resources, and strategies/best practices are utilized to support HPS elementary literacy instruction?



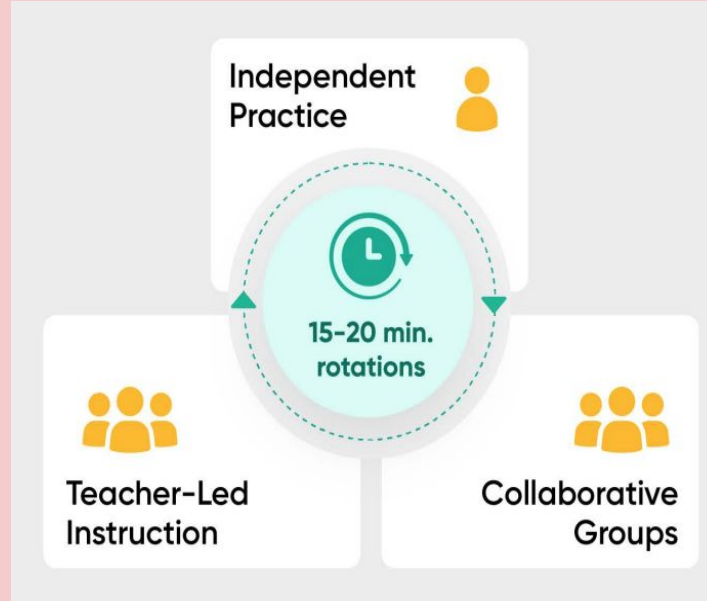
90 minute ELA instructional block

60 minutes of Universally Designed Core Instruction

Whole Group Direct Instruction

Small Group Rotations

30 minutes
Targeted Reading
Instruction



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

What are we using?	How are we using it?	
Curricular Resources	Grades	Description
HMH <i>Into Reading</i>	K-5	HMH <i>Into Reading</i> is an evidenced-based core reading program that includes explicit, systematic instruction for foundational skills. <i>Into Reading</i> introduces students to high-quality, grade appropriate texts and engages them in a range of activities designed to build their reading, writing, listening and speaking skills.
Heggerty	K-2	Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans
Lexia Core 5	K-2	Lexia Core 5 is an evidence-based adaptive blended learning model that offers explicit, systematic, and personalized reading instruction.
iReady myPath	Gr. 3-5	<i>i-Ready Reading</i> is a personalized learning program that adjusts the lesson path to meet every reader at their individual level. Lessons teach foundational areas such as phonological awareness, high-frequency words, and phonics, word learning strategies that maximize vocabulary acquisition, and reading comprehension.



HMH Into Reading[®]

K-5 Reading Program
Adopted Fall 2023

HMH *Into Reading* and the Science of Reading

ESSENTIAL ELEMENTS OF LITERACY



Phonemic
Awareness

Phonics

Fluency

Vocabulary

Comprehension

Knowledge

Writing

LANGUAGE DEVELOPMENT

SOCIAL EMOTIONAL LEARNING

Reading Success Pillars

HMH programs build on the five pillars of literacy—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reflecting the latest research, our programs also integrate background knowledge, writing, language development, and SEL.

HMH *Into Reading* (Gr. K-5)



Into Reading

Houghton Mifflin Harcourt, 2020

English Language Arts and Literacy, Grades K-5

Publication Date: 2021



Text Quality and Organization



Standards Alignment



Classroom Tasks and Instruction



Overall



Accessibility for Students



Classroom Application



Usability for Teachers



Impact on Learning



Meets Expectations - Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.



Partially Meets Expectations - Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.



Does Not Meet Expectations - Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts teachers and students meet the state's expectations for teaching and learning.



No Rating - Evidence is insufficient to generate rating.

Kindergarten

[View Full Report](#) →

GATEWAY 1

Text Quality

58/58



GATEWAY 2

Building Knowledge

30/32



ALIGNMENT

Meets Expectations

1st Grade

[View Full Report](#) →

GATEWAY 1

Text Quality

57/58



GATEWAY 2

Building Knowledge

28/32



ALIGNMENT

Meets Expectations

2nd Grade

[View Full Report](#) →

GATEWAY 1

Text Quality

57/58



GATEWAY 2

Building Knowledge

30/32



ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

33/34



USABILITY

Meets Expectations

GATEWAY 3

Usability

33/34



USABILITY

Meets Expectations

GATEWAY 3

Usability

33/34



USABILITY

Meets Expectations

3rd Grade

[View Full Report](#) →

GATEWAY 1

Text Complexity and Quality

39/42



GATEWAY 2

Building Knowledge

30/32



ALIGNMENT

Meets Expectations

4th Grade

[View Full Report](#) →

GATEWAY 1

Text Complexity and Quality

40/42



GATEWAY 2

Building Knowledge

32/32



ALIGNMENT

Meets Expectations

5th Grade

[View Full Report](#) →

GATEWAY 1

Text Complexity and Quality

40/42



GATEWAY 2

Building Knowledge

32/32



ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

32/34



USABILITY

Meets Expectations

GATEWAY 3

Usability

32/34



USABILITY

Meets Expectations

GATEWAY 3

Usability

32/34



USABILITY

Meets Expectations

HMH *Into Reading* Whole Class Materials

WHOLE CLASS



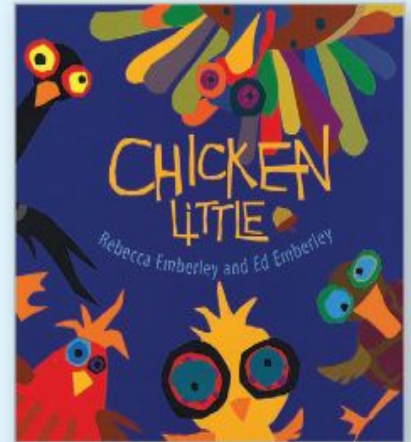
Grade 1 myBook
5 Books



Grade 2 myBook
3 Books



Read Aloud Books

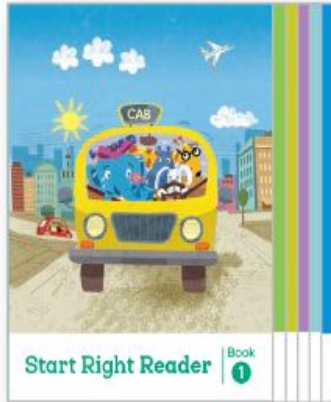


Big Books
(Grade 1)

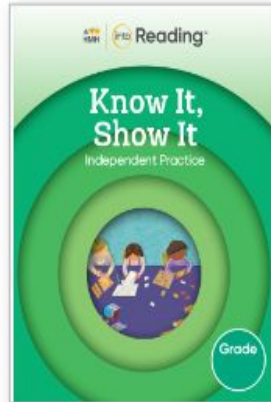
HMH *Into Reading*

Materials for Reinforcement of Foundational Skills

FOUNDATIONAL SKILLS RESOURCES



Start Right Reader
6 Books



Know It, Show It



Sound/Spelling
Cards



Word Cards



Articulation Videos*



Additional Materials to Support HMH *Into Reading*

Make Inferences

When you make **inferences**, you use clues to make a smart guess about something the author doesn't tell you.

CLUES FROM THE TEXT AND PICTURES + CLUES FROM WHAT I ALREADY KNOW = **INFERENCE**

© 2014 Pearson Education, Inc.

Anchor Charts*

chose

scamper

storyteller

Vocabulary Cards

BookStix

My Name is Gabriela

BookStix

Reading

Understanding Reading

- 1. How do you know what the author is trying to say?
- 2. How do you know what the author is trying to say?
- 3. How do you know what the author is trying to say?
- 4. How do you know what the author is trying to say?
- 5. How do you know what the author is trying to say?

BookStix

BookStix

Into Reading

daily show and teach slides: foundational skills

Skills

- 1. Phonics
- 2. Spelling
- 3. Grammar
- 4. Vocabulary
- 5. Reading Comprehension

Daily Show and Teach Slides*

Knowledge Map 3.1

What Stories Teach Us

Kinds of Literature

- old
- folktales
- traditional tales
- modern stories
- new

Lessons to Learn

- Be kind.
- Don't give up.
- Share.

Storytelling

- amuse
- entertain
- imagination

What Stories Teach Us

Display and Engage*

HMH Into Reading

Small Group Resources for Differentiated Instruction

The screenshot shows a digital interface for 'Differentiated Instruction in Small Groups'. At the top, there's a navigation bar with 'Differentiation in Small Groups' and 'Stories on Stage'. A large blue circle on the left contains the number '4' and the text 'MODULE 4 Welcome to the Module'. The main title is 'Differentiated Instruction in Small Groups' with a subtitle: 'Use Into Reading's flexible resources to meet the needs of your students. These options can be used during small groups to reinforce and enrich instruction.'

Four main resource categories are listed:

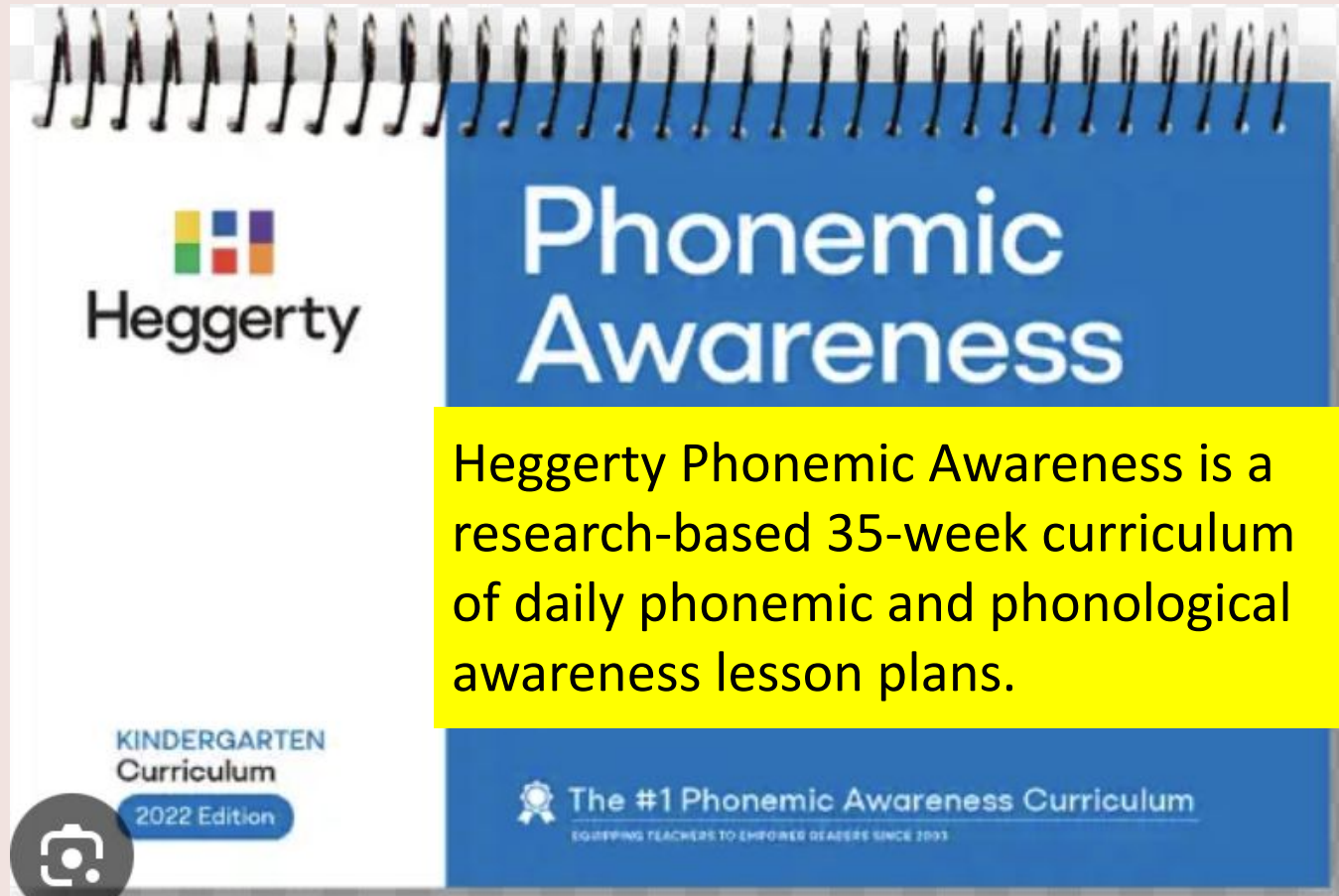
- REINFORCE SKILLS AND STRATEGIES**
 - Tabletop Minilessons: Reading** Pair any text with minilessons to scaffold, review, and reinforce comprehension skills and strategies.
 - Reading Graphic Organizers** Support students as they read texts in small groups or independently.
- MAKE CONTENT CONNECTIONS***
 - Revisit the following resources to focus on science, social studies, and arts topics.
 - **myBook:** *That's Entertainment*
 - **Read Aloud:** *The Lion King's Friend*
 - **Leveled Reader:** *Music Festival Sings at Woodson Elementary*
 - **Readers' Theater:** *A Tale with a Twist*
 - **Videos:** *The Traveling Trio, Cesky Krumlov, Czech Republic*
 - *For a complete list of texts aligned to science, social studies, and arts topics, visit Ed online.
- SUPPORT LANGUAGE DEVELOPMENT**
 - Tabletop Minilessons: English Language Development** Support language acquisition and use in listening, speaking, reading, writing, and collaborative problem-solving.
 - Language Graphic Organizers** Support students as they apply language skills to texts.

In this module, focus on these language functions:

 - Infer
 - Recount Information
 - Cause and Effect
- FORM GUIDED READING GROUPS**
 - Rigby Leveled Library** Choose books based on level, skill, topic, or genre.
 - Take and Teach Lessons** Focus on the key ideas and details and specific comprehension skills and strategies. Reinforce and extend the concepts in each Leveled Reader with fun activities.
 - Guided Reading Benchmark Assessment Kit** Use Benchmark Assessments to determine appropriate guided reading level of each student.

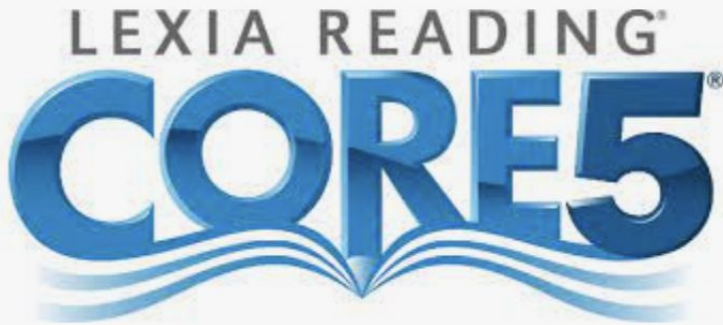
At the bottom, there's a 'Rigby Use them your way!' logo and a row of book covers including 'Nature's Sculptures', 'Living in the Extreme', 'The Mystery Neighbor', 'The Mystery of the Stuffed Animal', 'The Legend of the Bluebonnet', 'The Mysterious Ms. Morrin', 'Plant Discoveries', 'The Mysterious Rule of Syd Ludington', 'It's Time to Shine', 'BRODYING UP', 'ABENAKI', 'The Prince's Carpet', and 'TURTLES'.

Heggerty Phonics (K-2)



Adaptive Learning Tools

K-2



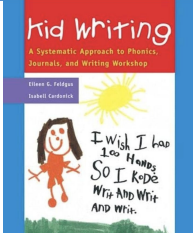

Lexia Core 5 is an evidence-based adaptive blended learning model that offers explicit, systematic, and personalized reading instruction.

Gr. 3-5



i-Ready "My Path" Reading is a personalized learning program that adjusts the lesson path to meet every reader at their individual level. Lessons teach foundational areas such as phonological awareness, high-frequency words, and phonics, word learning strategies that maximize vocabulary acquisition, and reading comprehension.

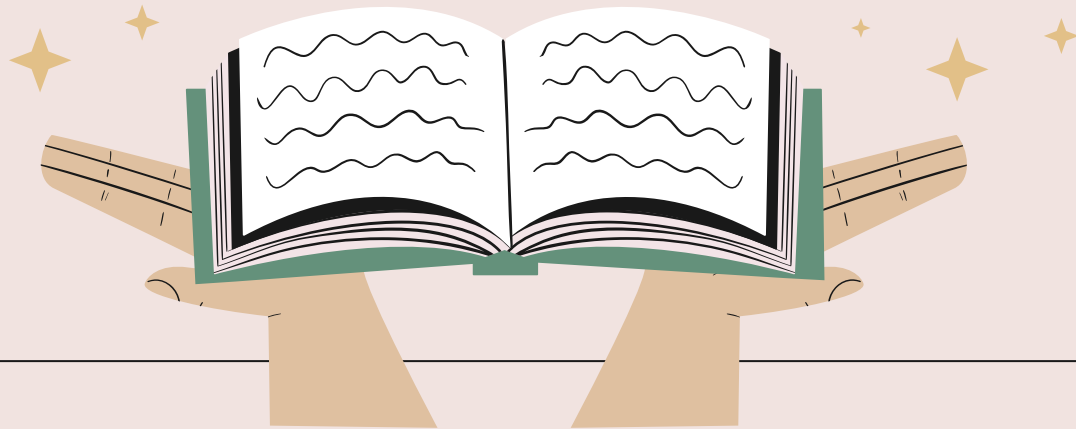
K-5 Writing Program

What are we using?		How are we using it?	
Curricular Resources & Strategies		Grades	Description
Kid Writing		K	Kid Writing is a systematic approach to writing designed to accelerate the reading and writing skills of young learners through structured activities that help teachers individualize instruction and develop students' phonics, spelling, and writing skills. (Sept. - January)
Empowering Writers		Gr. K-5	The Empowering Writers curriculum is a sequential process of modeling, observation, practice and evaluation. This writing program creates the essential link between critical reading and good writing.

Tier I Instruction

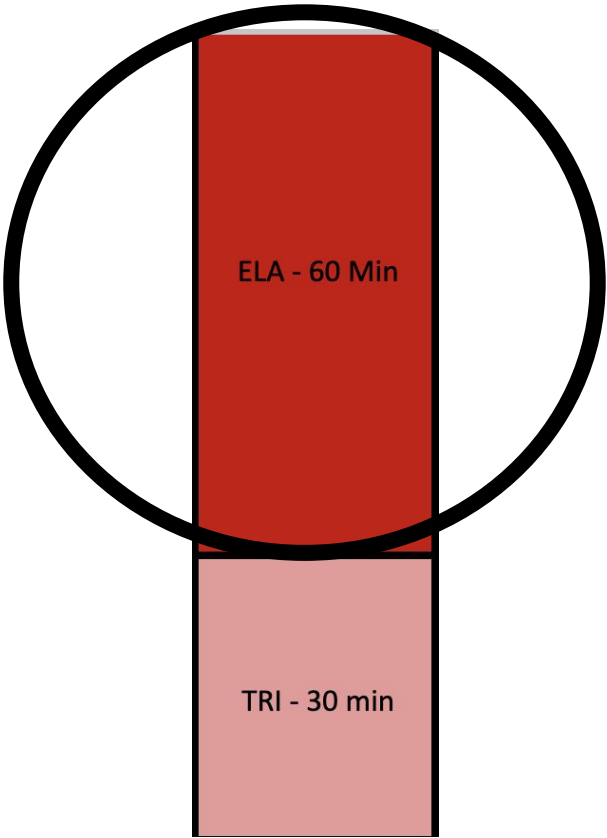
The Literacy Block

Tying it all together...



SAMPLE Elementary Schedule

#.	Kindergarten	1st Grade	Day 2	3rd Grade	4th Grade	5th Grade
8:20 - 8:25						
8:25 - 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30 - 8:35	/ Morning Work	/ Morning Work	/ Morning Work	/ Morning Work	/ Morning Work	/ Morning Work
8:35 - 8:40						
8:40 - 8:45						
8:45 - 8:50		ELA	SEL Lessons / Writing Block	Math	SEL Lessons / Writing Block	Math
8:50 - 8:55	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
8:55 - 9:00		TRI				TMI (2, 4, 6)
9:00 - 9:05						
9:05 - 9:10						
9:10 - 9:15						
9:15 - 9:20	ELA	ELA	Specialists	Math	Math	Math
9:20 - 9:25	30 minutes	45 minutes	40 Minutes	30 Minutes	30 Minutes	30 Minutes
9:25 - 9:30						
9:30 - 9:35						
9:35 - 9:40						
9:40 - 9:45						
9:45 - 9:50	ELA					
9:50 - 9:55	30 minutes			Math	Math	Math
9:55 - 10:00	TRI			30 Minutes	30 Minutes	30 Minutes
10:00 - 10:05						
10:05 - 10:10						
10:10 - 10:15			Snack / Recess			
10:15 - 10:20				ELA		
10:20 - 10:25		Specialists	Math	30 minutes	Math	SEL Lessons / Writing Block
10:25 - 10:30		40 Minutes	10 minutes	TRI	30 Minutes	30 Minutes
10:30 - 10:35	Math					
10:35 - 10:40	50 minutes					
10:40 - 10:45						
10:45 - 10:50						
10:50 - 10:55						
10:55 - 11:00						
11:00 - 11:05	Math			Specialists	Lunch / Recess	Lunch / Recess
11:05 - 11:10	25 minutes		ELA	40 Minutes		
11:10 - 11:15	TMI (1-5)	15 minutes	TRI			
11:15 - 11:20						
11:20 - 11:25						
11:25 - 11:30						
11:30 - 11:35					Social Studies / Science	ELA
11:35 - 11:40					45 Minutes	25 minutes
11:40 - 11:45	Lunch / Recess	Lunch / Recess		SEL Lessons / Writing Block		
11:45 - 11:50			ELA	35 Minutes		
11:50 - 11:55			40 minutes			
11:55 - 12:00						
12:00 - 12:05						
12:05 - 12:10						
12:10 - 12:15						
12:15 - 12:20	SEL Lessons / Writing Block					
12:20 - 12:25	30 Minutes					
12:25 - 12:30		Math				
12:30 - 12:35		45 Minutes				
12:35 - 12:40			Lunch / Recess			
12:40 - 12:45						
12:45 - 12:50	Social Studies / Science					
12:50 - 12:55		Math				
12:55 - 1:00		25 Minutes				
1:00 - 1:05		TMI				
1:05 - 1:10	Snack / Recess					
1:10 - 1:15						
1:15 - 1:20			Snack / Recess			
1:20 - 1:25	Buddy Centers					
1:25 - 1:30	30 Minutes					
1:30 - 1:35						
1:35 - 1:40						
1:40 - 1:45						
1:45 - 1:50						
1:50 - 1:55						
1:55 - 2:00						
2:00 - 2:05	Specialists					
2:05 - 2:10	40 Minutes					
2:10 - 2:15						
2:15 - 2:20						
2:20 - 2:25						
2:25 - 2:30	executive functioning	executive functioning	executive functioning	executive functioning	executive functioning	executive functioning
	total hours time on learning	total hours time on learning	total hours time on learning	total hours time on learning	total hours time on learning	total hours time on learning
	12 - 1/2 days	12 - 1/2 days	12 - 1/2 days	12 - 1/2 days	12 - 1/2 days	12 - 1/2 days
	total hours time	total hours time	total hours time	total hours time	total hours time	total hours time



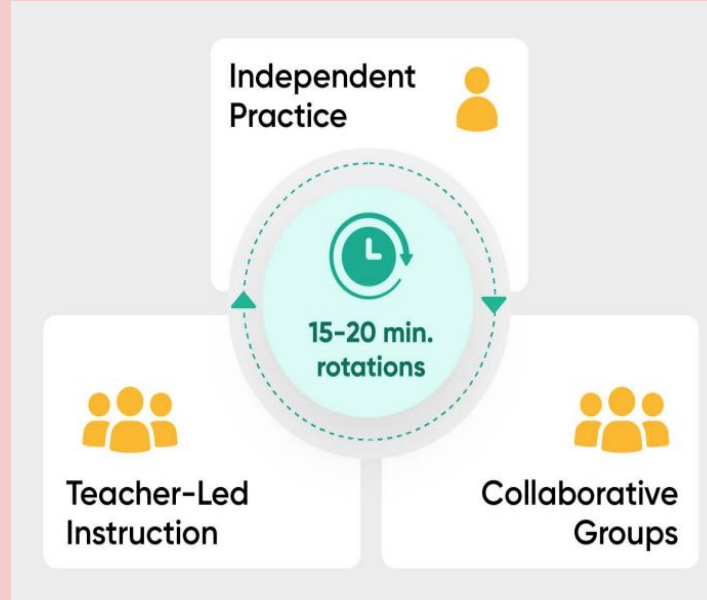
90 minute ELA instructional block

60 minutes of Universally Designed Core Instruction

Whole Group Direct Instruction

Small Group Rotations

30 minutes
Targeted Reading
Instruction



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

Sample Scope & Sequence (Grade 2–Weeks 1 & 2)

Module 2: Look Around and Explore!

Big Idea Words: examine, identify, record

Essential Question	Week	Foundational Skills				Reading			Writing	
		High Frequency Words	Phonological Awareness Heggerty Pacing	Phonics	Start Right Reader	Reading Selections	Vocabulary	Comprehension	Grammar	Writing Workshop
How does exploring help us understand the world around us?	Week 1 slides (week of 10/10/23)	nothing	Heggerty Wk 5	Digraphs ck, ng, ph	Mice Can Help; Up in the Pine; At Home with Kris	Read Aloud - The Important Book (Narrative); My Book - 1. What's the Matter? (Informational), 2. Many Kinds of Matter (Informational)	Power Words: amount, easily, example, forms, material, planet, space, tasty	Author's Purpose	Types of Nouns	FOCUS: Informational Paragraph structure Informational Paragraph about a type of matter. (Mentor text: The Important Book) GO Pillar
	Week 2 (week of 10/16/23)	about, around, away	Heggerty Wk 6	3 consonant blends, contractions with have/would/will	The New Garden; It is Spring	Read Aloud -It's Only Stanley (Fantasy); My Book - 1. The Great Fuzz Frenzy (Fantasy), 2. Water Rolls, Water Rises (Poetry)	Power Words: battleground, feud, frenzy, gasped, plumes, strokes, tumbling, wisps	Content-Area Words		Response to Text: Shared Writing: How does a snowman change as it melts? Brainstorm the changes as a class and record on the smartboard. In a group, sequence the changes and have each student write one on a sentence strip with a sequence word. Put them in order as a group.
							Connect Text & Visuals	Singular and Plural Nouns	It's Only Stanley	FOCUS: Using Sensory Elaborative Details Elaborative paragraph using sensory details about autumn in New England. Create slides and lessons to go with Time for Cranberries
							Elements of Poetry	Sentence Expansion with		L1: Story Critical Characters, Setting, Object L4: Story Critical Elements in Literature worksheet L5: Elaborative Detail- Autumn

Grade 1 Module 3, Week 2

Monday, November 6	Tuesday, November 7	Wednesday, November 8	Thursday, November 9	*Friday, November 10 No school, but for planning purposes we are including it
--------------------	---------------------	-----------------------	----------------------	--

Whole Group

Structured Literacy

<ul style="list-style-type: none"> • Heggerty • Digraph ch • Irregular words: what, who 	<ul style="list-style-type: none"> • Heggerty • Digraph ch • Irregular words: what, who 	<ul style="list-style-type: none"> • Heggerty • Digraph th /TH/ • Irregular words: what, who 	<ul style="list-style-type: none"> • Heggerty • Digraph th /th/ • Irregular words: what, who • Fluency: expression 	<ul style="list-style-type: none"> • Heggerty • Digraph ch and th • Irregular words: what, who • Fluency: expression
--	--	---	--	--

Small Group Instruction

Reading

<p>Read Aloud <i>Whose Eye Am I?</i> w/BookStix Informational Text pp. T448–T449</p> <ul style="list-style-type: none"> • Connect and Teach: Text Organization • Apply to Text: <i>Whose Eyes Am I?</i> 	<p><i>Blue Bird and Coyote</i> Folktale Shared Reading, pp. T458–T459</p> <ul style="list-style-type: none"> • Connect and Teach: Story Structure • Apply to Text: <i>Blue Bird and Coyote</i> 	<p><i>Blue Bird and Coyote</i> Folktale Shared Reading, pp. T468–T469</p> <ul style="list-style-type: none"> • Connect and Teach: Story Structure • Apply to Text: <i>Blue Bird and Coyote</i> 	<p><i>Have You Heard the Nesting Bird?</i> Shared Reading, pp. T476–T477</p> <ul style="list-style-type: none"> • Connect and Teach: Text Organization • Apply to Text: <i>Have You Heard the Nesting Bird?</i> 	<p><i>Have You Heard the Nesting Bird?</i> Narrative Nonfiction Shared Reading, pp. T484–T485</p> <ul style="list-style-type: none"> • Connect and Teach: Text Organization • Apply to Text: <i>Have You Heard the Nesting Bird?</i> • Engage and Respond: Writing (use first, next. Then, last to show the order of events in the story)
--	---	---	--	---

Center Resources and Routines



Rotations

Word Work

- Handwriting Practice
- Spelling Choice Board
- Vocabulary Choice Board
- Practice Bundle Pages
- Know it, Show it Pages

Fluency

- Partner Reading
- Reader's Theater
- Start Right Readers
- Blend It Books
- Decodable Readers

Technology

- iReady MyPath
- Epic!
- SORA
- Interactive Vocabulary Practice
- Lexia

Teacher Table

- Reading Strategy (Close Read, Signpost, etc.)
- Vocabulary Strategy
- Previewing
- Response to Text
- Spelling/Phonics
- Fluency Practice
- Heggerty (Phonemic Awareness)

Writing

- Text Questions
 - Journaling (Opinion Journals, Response to Text, Summarizing)
-

Differentiated Instruction: Approaching Grade Level Readers



Teacher Table

- Letter Formation
- Review phonics concepts
- Review Heart Words
- Structured Lit. Decodable OR Blend it books:

[Weekly Teacher Table Lessons](#)



Word Work

Monday: [ch - Read and Draw](#)
Tuesday: [Look alike words](#)
Wednesday: [th/TH Read and Draw](#)
Thursday: word sort & [/TH/ Roll and Read](#)
Friday: [ch/th/TH game board](#)

Additional Work:

- [ch,sh,th,wh sort](#)
- Heart Words
- Letter Formation



Reading

- Structured Literacy Decodable Passages
- Start Right Readers OR Blend it books
- Listening station (Into Reading myBook or Rigby Readers)
- Book bins



Technology

- Lexia
- [Review game Into Reading \(short a, i, o\)](#)

Differentiated Instruction: Grade Level Readers



Teacher Table

- Review phonics skills
- Review Heart Words
- SL Decodable Passages:
- [Chop the Logs](#)
- [A Fish for Chaz](#)
- [A Thick Fog](#)
- Start Right Readers: *Rush, Chick!* (Book 2)

[Weekly Teacher Table Lessons](#)



Word Work

Monday: [ch - Read and Draw](#)

Tuesday: [Look alike words](#)

Wednesday: [th/TH Read and Draw](#)

Thursday: word sort & [/TH/ Roll and Read](#)

Friday: [ch/th/TH game board](#)

Additional Work:

- Word [sort](#)
- Heart Words
- Letter Formation



Reading

- Book bins
- Start Right Readers:
 - *Rush, Chick!*
 - *Chick Jam, Chick Dip*
 - *Chicks Hatch*
 - *Dogs*
 - *Foxes*
 - *Up Hills*
 - *Ducks Hatch*
 - *Sleds Slip*
 - *Chop, Chop!*
 - *Mix, Mix!*



Technology

- Lexia
- [Interactive games \(-ck\)](#)

Differentiated Instruction: Above Grade Level Readers:



Teacher Table

-Review phonics skills

Rigby Readers:

A Lucky Day for Little Dinosaur (Level F)

Comprehension

Skill:

Story Structure

Graphic Organizer:

[Story Structure](#)



Word Work

Monday: [ch - Read and Draw](#)

Tuesday: [Look alike words](#)

Wednesday: [th/TH Read and Draw](#)

Thursday: word sort & [/TH/ Roll and Read](#)

Friday: [ch/th/TH game board](#)

Additional Work:

-Word hunt in high interest texts

- [Word Sort and Create Sentences](#)



Reading

- myBook story
- Partner Reading
- Response to Reading

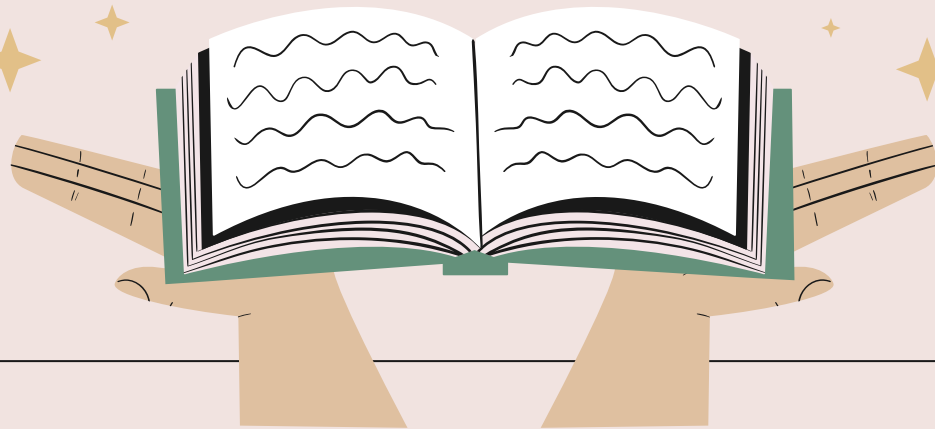


Technology

- Lexia
- [Interactive games \(-ck\)](#)



Targeted Reading Instruction



SAMPLE Elementary Schedule

#.	Kindergarten	1st Grade	Day 2	3rd Grade	4th Grade	5th Grade
8:20 - 8:25			Day 2			
8:25 - 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30 - 8:35	/ Morning Work	/ Morning Work	/ Morning Work	/ Morning Work	/ Morning Work	/ Morning Work
8:35 - 8:40	ELA	ELA	SEL Lessons / Writing Block	Math	SEL Lessons / Writing Block	Math
8:40 - 8:45	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
8:45 - 8:50	ELA	ELA	ELA	Math	ELA	Math
8:50 - 8:55	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
8:55 - 9:00	ELA	ELA	ELA	Math	ELA	Math
9:00 - 9:05	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
9:05 - 9:10	ELA	ELA	ELA	Math	ELA	Math
9:10 - 9:15	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
9:15 - 9:20	ELA	ELA	ELA	Math	ELA	Math
9:20 - 9:25	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
9:25 - 9:30	ELA	ELA	ELA	Math	ELA	Math
9:30 - 9:35	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
9:35 - 9:40	ELA	ELA	ELA	Math	ELA	Math
9:40 - 9:45	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
9:45 - 9:50	ELA	ELA	ELA	Math	ELA	Math
9:50 - 9:55	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
9:55 - 10:00	ELA	ELA	ELA	Math	ELA	Math
10:00 - 10:05	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
10:05 - 10:10	ELA	ELA	ELA	Math	ELA	Math
10:10 - 10:15	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
10:15 - 10:20	ELA	ELA	ELA	Math	ELA	Math
10:20 - 10:25	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
10:25 - 10:30	ELA	ELA	ELA	Math	ELA	Math
10:30 - 10:35	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
10:35 - 10:40	ELA	ELA	ELA	Math	ELA	Math
10:40 - 10:45	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
10:45 - 10:50	ELA	ELA	ELA	Math	ELA	Math
10:50 - 10:55	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
10:55 - 11:00	ELA	ELA	ELA	Math	ELA	Math
11:00 - 11:05	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
11:05 - 11:10	ELA	ELA	ELA	Math	ELA	Math
11:10 - 11:15	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
11:15 - 11:20	ELA	ELA	ELA	Math	ELA	Math
11:20 - 11:25	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
11:25 - 11:30	ELA	ELA	ELA	Math	ELA	Math
11:30 - 11:35	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
11:35 - 11:40	ELA	ELA	ELA	Math	ELA	Math
11:40 - 11:45	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
11:45 - 11:50	ELA	ELA	ELA	Math	ELA	Math
11:50 - 11:55	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
11:55 - 12:00	ELA	ELA	ELA	Math	ELA	Math
12:00 - 12:05	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
12:05 - 12:10	ELA	ELA	ELA	Math	ELA	Math
12:10 - 12:15	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
12:15 - 12:20	ELA	ELA	ELA	Math	ELA	Math
12:20 - 12:25	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
12:25 - 12:30	ELA	ELA	ELA	Math	ELA	Math
12:30 - 12:35	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
12:35 - 12:40	ELA	ELA	ELA	Math	ELA	Math
12:40 - 12:45	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
12:45 - 12:50	ELA	ELA	ELA	Math	ELA	Math
12:50 - 12:55	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
12:55 - 1:00	ELA	ELA	ELA	Math	ELA	Math
1:00 - 1:05	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
1:05 - 1:10	ELA	ELA	ELA	Math	ELA	Math
1:10 - 1:15	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
1:15 - 1:20	ELA	ELA	ELA	Math	ELA	Math
1:20 - 1:25	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
1:25 - 1:30	ELA	ELA	ELA	Math	ELA	Math
1:30 - 1:35	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
1:35 - 1:40	ELA	ELA	ELA	Math	ELA	Math
1:40 - 1:45	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
1:45 - 1:50	ELA	ELA	ELA	Math	ELA	Math
1:50 - 1:55	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
1:55 - 2:00	ELA	ELA	ELA	Math	ELA	Math
2:00 - 2:05	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
2:05 - 2:10	ELA	ELA	ELA	Math	ELA	Math
2:10 - 2:15	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
2:15 - 2:20	ELA	ELA	ELA	Math	ELA	Math
2:20 - 2:25	30 minutes	30 minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
2:25 - 2:30	Executive Functioning	Executive Functioning	Executive Functioning	Executive Functioning	Executive Functioning	Executive Functioning
	total hours time on learning	total hours time on learning	total hours time on learning	total hours time on learning	total hours time on learning	total hours time on learning
	12 - 1/2 days	12 - 1/2 days	12 - 1/2 days	12 - 1/2 days	12 - 1/2 days	12 - 1/2 days
	total hours time	total hours time	total hours time	total hours time	total hours time	total hours time

ELA - 60 Min

TRI - 30 min

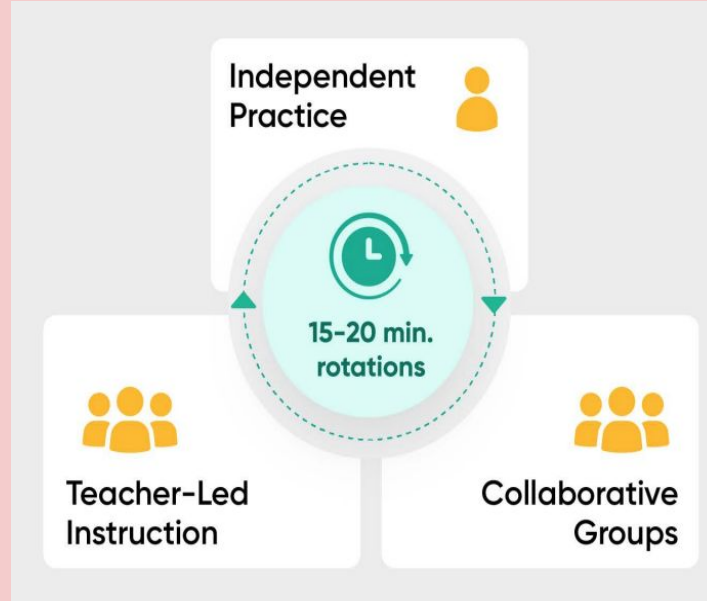
90 minute ELA instructional block

60 minutes of Universally Designed Core Instruction

Whole Group Direct Instruction

Small Group Rotations

30 minutes
Targeted Reading
Instruction



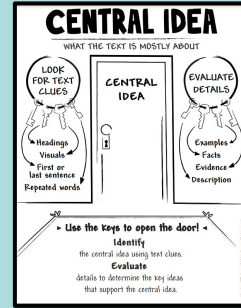
*Students with domain specific IEP goals will receive services as determined by IEP.

Materials & Strategies for Interventions

What are we using?	How are we using it?	
Curricular Resources & Strategies	Grades	Description
Multisensory Literacy Instructional Strategies	K-5	Multisensory Literacy Instructional Strategies Informed by the principles of Orton-Gillingham and Wilson methodologies; upper grade focus areas include: morphology, syllabication, and targeted vocabulary instruction.
Decodable Resources	K-2	<i>Just Right Readers</i> are authentic and engaging decodable texts featuring diverse characters and relatable stories. <i>Start Right Readers</i> and <i>Blend-It Books</i> are the decodable resources of the district's core reading program.
Foundations (Wilson)	K-5	Foundations® utilizes a research-based structured literacy approach grounded in the science of reading.
Just Words (Wilson)	Gr. 4-5	This highly explicit, multisensory decoding and spelling program is for students in grades 4-5 who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.
Passages to Comprehension 5	Gr. 2-5	Passages to Comprehension is a systematic program made up of short passages that cover a variety of text types that gradually increase in text complexity.

Typical Intervention Block

- 1) Phonological Warm-up
- 2) New Concept
- 3) Decoding/Encoding Practice
- 4) Fluency
- 5) Vocabulary
- 6) Comprehension Strategy
- 7) Response to Text



Anchor Charts

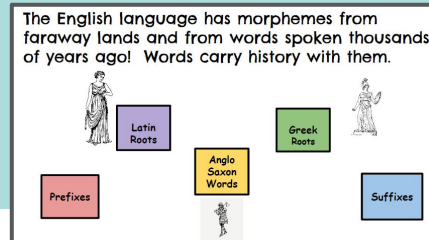


Morphology Games

New Concept:	This morpheme is a:	Keyword(s):
un-	<input checked="" type="checkbox"/> Prefix <input type="checkbox"/> Latin Base <input type="checkbox"/> Suffix <input type="checkbox"/> Greek Base	unzip
Word Examples:	unhappy untie	
It means:	A picture that helps me remember the meaning:	
not or opposite	unhappy (drawing of a sad person)	unzip (drawing of a zipper)

A detailed chart titled "Morpheme Sequence Chart" with columns for Prefix, Suffix, Meaning, Latin, Greek, and Examples. It lists various morphemes and their corresponding words.

Student Self Monitoring Chart



Data-Based Adjustments

- *Strategic selection of evidence-based **materials**
- *Adjust **level or frequency of MyPath/Lexia** instruction
- *Increase **frequency and/or duration of instruction**
- *Adjust **student/teacher ratio**
- *Adjust **grouping** composition
- *Adjust **instructional priorities**
- ***Monitor progress** more frequently



Student #1

On the beginning of year universal screening, a Grade 2 student tested “on grade level” for three Acadience subtests, but tested “below grade level” for NWF-CLS and ORF-WRC.

September Benchmark Scores				
NWF CLS	NWF WWR	ORF-WRC	Accuracy	RAN
44	15	33	92	84

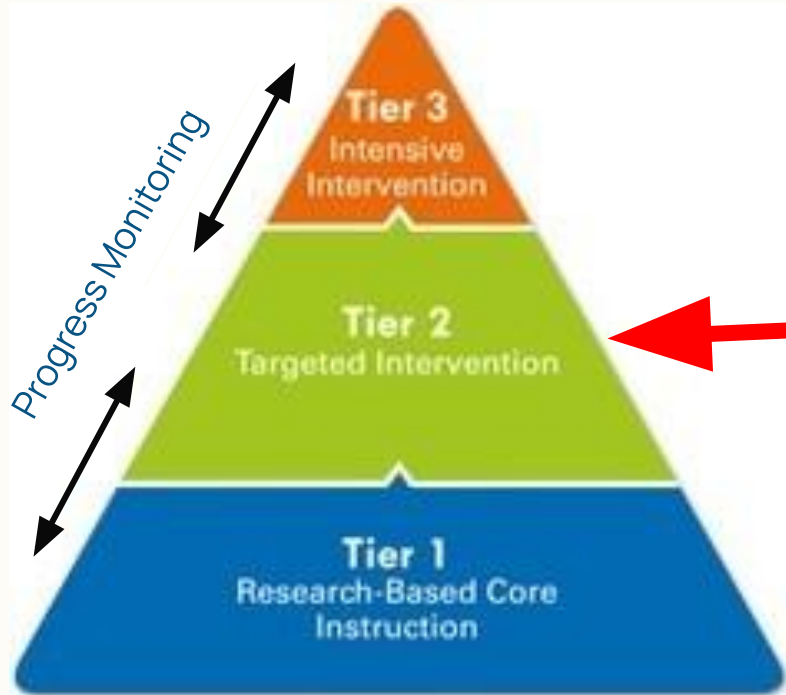


Student #1

In addition to receiving 60 minutes of Tier I reading instruction, Student 1 will receive 30 minutes of targeted Tier 2 instruction in the areas for growth identified in the assessment. The student will work with staff, such as a reading specialist, educator, or interventionist, in a small group with other students with similar skill gaps.



Student # 1



Student #1

After 6-8 weeks, the student was progress monitored. The student made positive response to the intervention, with significant progress for NWF-CLS and some progress for ORF-WRC. The student continues to test below grade level for ORF-WRC, so will remain in a Tier 2 intervention group to continue to work on oral reading fluency.



September Benchmark Scores				
NWF CLS	NWF WWR	ORF-WRC	Accuracy	RAN
44	15	33	92	84

Tested below benchmark

Tier 2 Differentiated Instruction

Tier 1/Core Instruction

Monitor Progress
Every 4-6 Weeks
DIBELS Acadience

November Progress Monitoring			
NWF - CLS (68)	NWF - WWR (20)	ORF-WRC (62)	Accuracy (96)
71	21	47	95










Student will receive progress monitoring and benchmark testing

Student remains in Tier 2 group with a focus on oral reading fluency

Student demonstrated a positive response to intervention

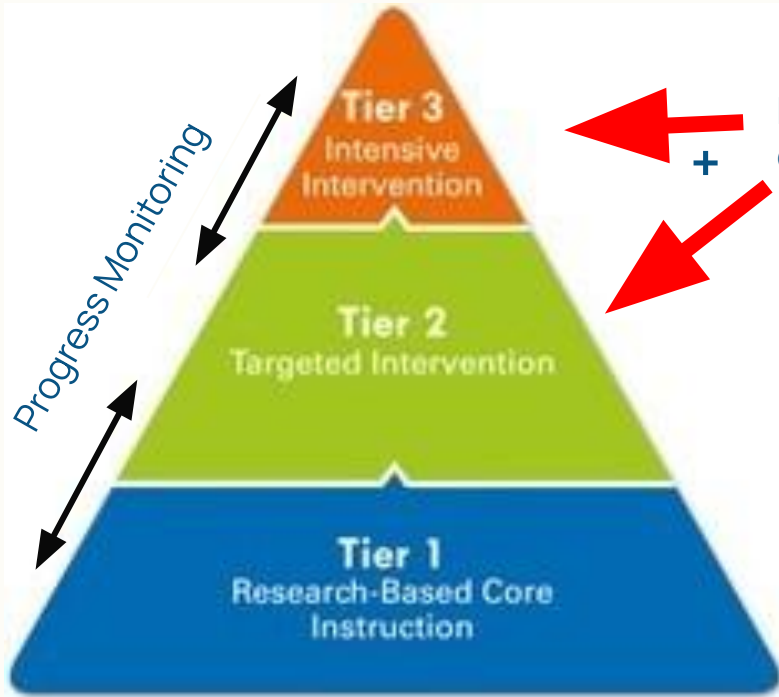
Student #2

On the beginning of year assessment, a Grade 3 student tested “on grade level” for three iReady subtests, but tested “well below grade level” for vocabulary and comprehension. The student was assigned to a Tier III intervention group with more intensive supports.

Phonological Awareness* 	 Tested Out
Phonics* 	 Early 3
High-Frequency Words*	 Tested Out
Vocabulary	 Grade 1
Comprehension: Overall	 Grade K
Literature	 Grade 1
Informational Text	 Grade 1



Student #2



Beginning
of
Year

+



Student #2



The student demonstrated positive response to the intensive intervention as noted by progress monitoring. After the middle of year assessment, progress was sufficient for the student to take part in Tier II intervention group only.

Tested Out

Max Score

Tested Out

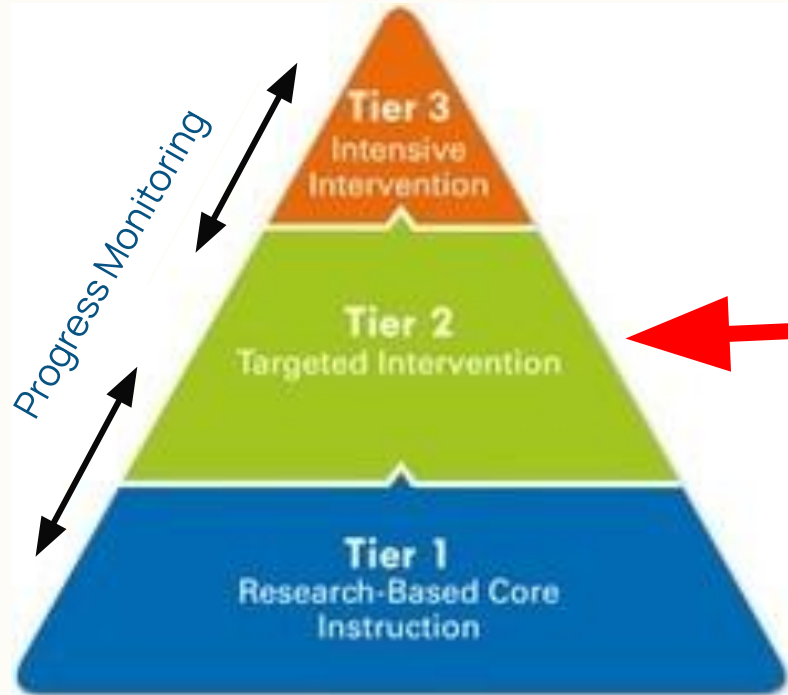
Grade 2

Grade 2

Early 3



Student #2



Student #2

By the end of year the student tested on grade level for all domains.



Phonological Awareness*	🟢 Tested Out	🟢 Tested Out	🟢 Tested Out
Phonics* ↑	🟢 Early 3	🟢 Max Score	🟢 Tested Out
High-Frequency Words*	🟢 Tested Out	🟢 Tested Out	🟢 Tested Out
Vocabulary ↑	🔴 Grade 1	🟡 Grade 2	🟢 Early 3
Comprehension: Literature ↑	🔴 Grade K	🟡 Grade 2	🟢 Early 3
Comprehension: Informational Text ↑	🔴 Grade 1	🟢 Early 3	🟢 Early 3

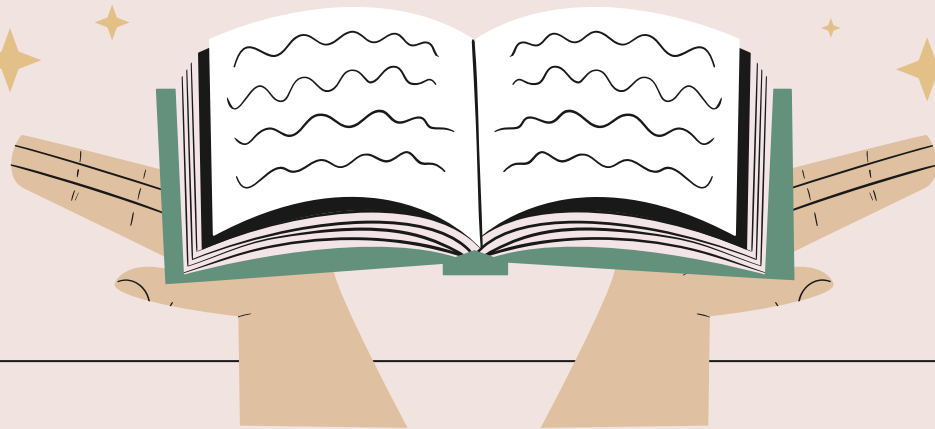
Show Comprehension: Overall

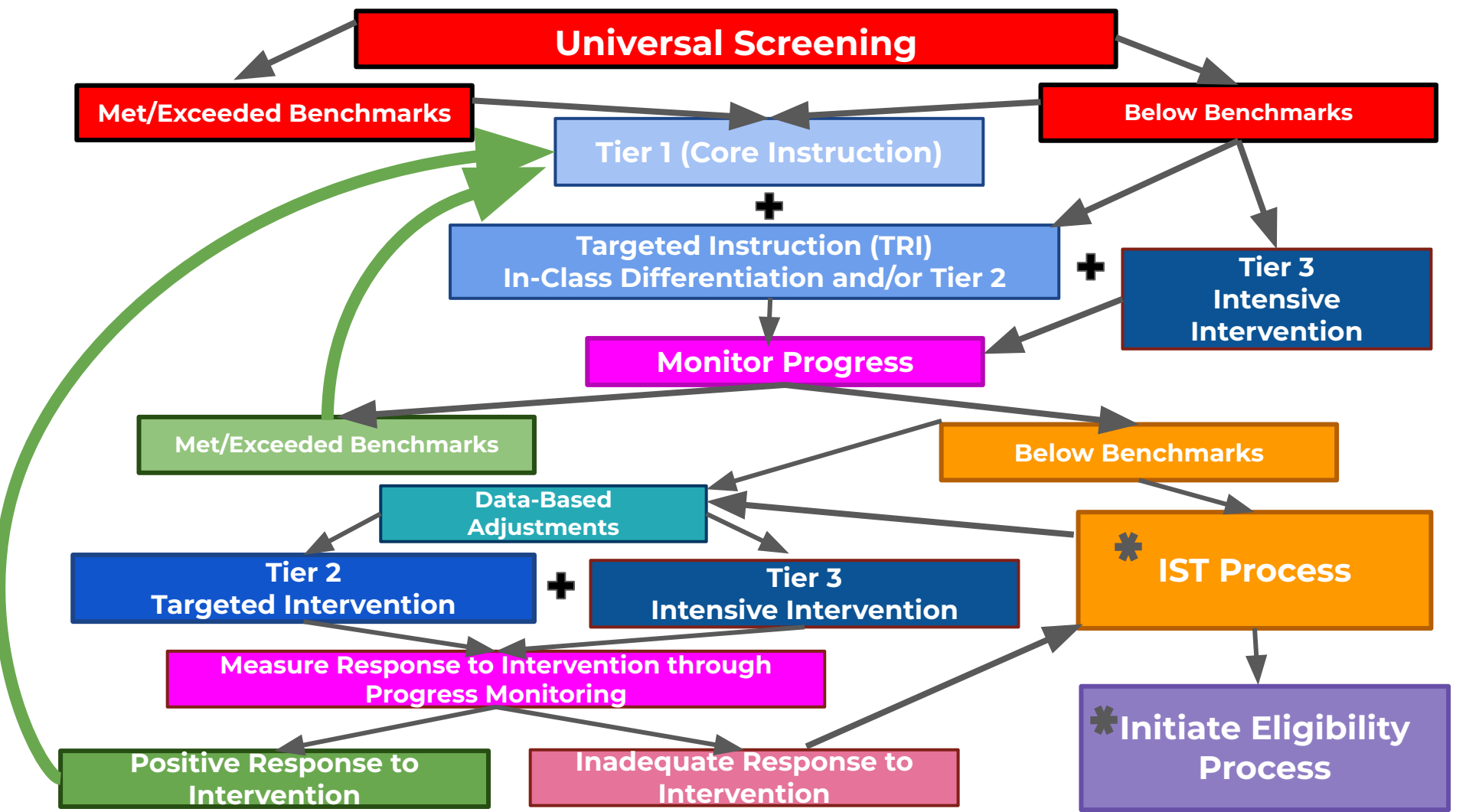
↑ Placement Improved fr

* Foundational Domain

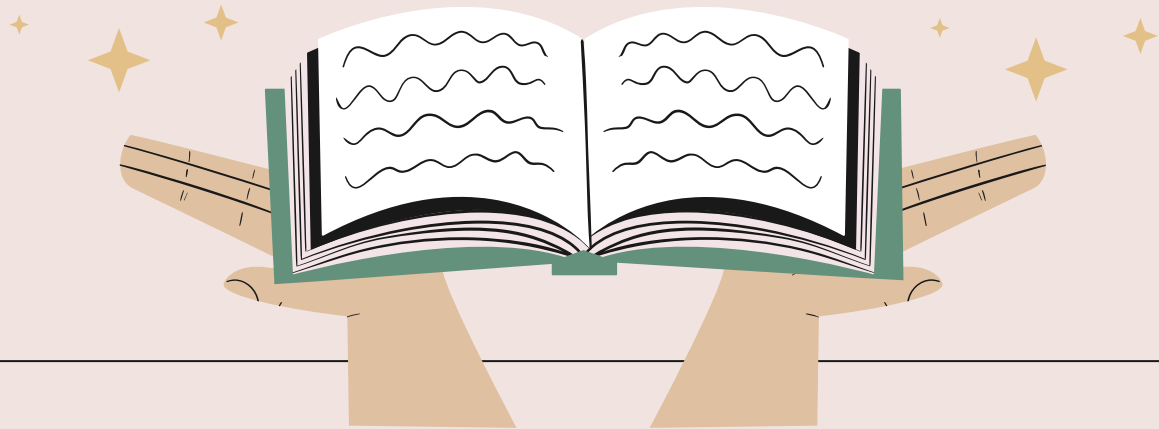


What if there is inadequate respond to MTSS intervention?





How do we continue to strengthen MTSS interventions?



Evidence-Based Strategies & Best Practices

Recent K-5 Literacy Professional Development

Keys to Literacy	2-5	Tier 2 Support Tier 3 Support	Keys to Literacy professional development trains educators in a series of explicit routines for building vocabulary knowledge and text comprehension. Training is aligned to research-based literacy instruction, and teaching strategies can be applied to any text and utilized alongside any program of instruction.
IMSE Impact OG Comprehensive	K-3	Tier 2 Support Tier 3 Support	Staff who participate in this accredited course are trained in an OG philosophy and approach of multi-sensory, sequential, and direct instruction that focuses primarily on phonological awareness and phonics. Participants also learn how to teach fluency, vocabulary, and comprehension to students needing various tiers of support.
IMSE Impact OG Morphology Plus	Gr. 3-5	Tier 2 Support Tier 3 Support	Staff who participate in this accredited Structured Literacy course gain an understanding of the structure and foundation of the English language, as well as the knowledge of where to begin instruction with students needing various tiers of support.
MA Dyslexia Conference	K-8	Tier 1-3	Fluency and Dyslexia - Dr. David J. Chard (10/23/23)



Job Posting **School Year 2023-2024**

Job Title	Principal, South Elementary School
Reports To:	Superintendent of Schools
Supervises:	All personnel work in assigned schools and collaborate with peer leaders for shared personnel.
Overview	<p>Hingham Public Schools seeks a highly motivated, qualified individual with experience in elementary curriculum, instruction, and leadership to serve as Principal of the South Elementary School effective July 1, 2024. Candidates must be certified or certifiable in Massachusetts as a Principal/Assistant Principal and familiar with the state's curriculum frameworks and assessment programs.</p> <p>A master's degree or higher and at least five years' experience in teaching and/or administration or supervision are required. The successful candidate must demonstrate energetic leadership, communicate effectively, and work collaboratively with various stakeholders.</p>
Position Qualifications	<ul style="list-style-type: none">● Certified as a principal in Massachusetts at the elementary level.● A master's degree or higher in educational administration and/or relevant coursework.● A minimum of five years of teaching and/or administrative experience at the elementary level.● Ability to communicate effectively with students, staff, and parents.● Ability to set performance standards and coordinate and evaluate the activities of all building personnel.● Demonstrated success in formulating and carrying out policies, programs, and practices in prescribed areas.● The Superintendent may find alternatives to the above qualifications acceptable.

Position
Responsibilities

To provide the leadership necessary to enhance the educational development of each student.

Instructional Leadership

- Supervises classroom instructional practices;
- Plans, organizes, and directs implementation of all school activities;
- Establishes and maintains an effective learning climate in the school;
- Works with the Assistant Superintendent of Schools to ensure the effective and consistent implementation of the school system curriculum and mandated assessments;
- Establishes programs, classes, and schedules to meet student needs;
- Implements and supervises the school's Special Education Program, in cooperation with the Executive Director of Student Services, coordinates Special Education services, and oversees the implementation of 504 and curriculum accommodation plans;
- Receives and coordinates all referrals for special education or ELL services;
- Evaluate teachers in the school according to the state's Educator Evaluation Standards and protocols and the terms of the Agreement Between the Hingham School Committee and the Hingham Educators' Association;
- Promotes effective instructional practices for students, including instruction for students with disabilities and consultative services for teachers;
- Leads the implementation of a Multi-Tiered System of Supports in literacy, mathematics, and social-emotional learning, including strengthening tiered instruction and implementing data-informed practices.
- Leads efforts in the school to build equitable and inclusive learning environments for all students.

Management and Operations

- Maintains complete school records relating to enrollment, attendance, grading, health, etc.;
- Establishes guidelines and fosters positive incentives for student behavior;

- Initiates, designs, and implements programs to meet specific needs of the school;
- Coordinates or supervises such building support services as maintenance, security, food services, recreational programs, financial and accounting functions, library and counseling activities, and the like;
- Prepares and submits the school's budgetary requests and monitors expenditures of funds;

Family and Community Engagement

- Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs; to interpret and implement School Committee policies and administrative directives; and to discuss and resolve individual student problems;
- Co-chairs School Council as required by the Education Reform Act of 1993;

Professional Culture

- Participates in district leadership team meetings and other meetings as required or appropriate;
- Works collaboratively with other elementary principals, district directors, and members of the Central Office administrative staff on district-wide planning and resolution of district-wide concerns;
- Keeps the Superintendent informed of the school's activities and issues that may arise in the building;
- Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field;
- Performs other duties as assigned by the Superintendent of Schools.

Terms Of Employment:

Determined by the Hingham School Committee and documented in an individual contract.

Evaluation:

The performance of this job will be evaluated annually by the Superintendent in accordance with the Massachusetts Educator Evaluation Standards and protocols for Principals.

Application Process Interested candidates, please apply by submitting a letter of intent, current resume, transcripts, and three letters of reference via Schoolspring.

Employment and Benefits Information: Please see [link](#) for information on employment and benefits in the Hingham Public Schools.

Hingham Public Schools does not discriminate in its educational and/or operational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

Posting Date:



HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

madams@hinghamschools.org

www.hinghamschools.com

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Timeline for the South Elementary Principal Hiring

Date: December 11, 2023

The following is a tentative, approximate schedule for the recruitment and appointment of the South Elementary Principal to replace outgoing principal, Mary Eastwood.

Action	Dates
Preparation of Recruiting Materials and Profile Development	1/6/23-1/10/23
Advertising	1/13/24-2/9/24
Committee Formation, Orientation, and Training	2/5/24-2/9/24
Interviews	2/12/24-2/16/24
Identification of Finalists	2/16/24
Reference Checks	2/26/24-3/1/24
Schedule Finalists' Interviews	2/26/24-3/1/24
Finalists' Interviews with the Leadership Team	2/26/24-3/1/24
Final Appointment	3/4/24-3/8/24
Induction	Beginning in April 2024 through July 2024

The screening interview will consist of the following members to represent the community:

- Two parents

- Two staff as selected by the Hingham Education Association
- Two principals, one at the elementary level and one at the secondary level
- One special education central office administrator
- One curriculum director
- Two Hingham High School students



School Council Report

School Improvement Plan Update

Mission Statement



At Foster School our students will:

- **Enjoy the process of learning, constantly striving to meet their potential and become lifelong learners.**
- **Be responsible and will demonstrate respect for self, others, and property.**
- **Practice critical thinking skills to solve problems.**
- **Have a strong sense of community both in and outside of school.**

School Council Members



Matthew Scheufele - Principal

Tara Healey - Parent Representative

Christie McDonald - Parent Representative

Caitlin Riley- Parent Representative

Erin McGrath - Teacher Representative

Alison Thompson - Teacher Representative

Sarah Vogel - Teacher Representative

Murnie Leary - Community Representative

Nes Correnti - School Committee Liaison

2022-2024 GOALS

GOAL#1: Improved Communication & Collaboration

GOAL#2: Hingham Tiered Systems of Support

Goal#3: Improve Positive Behavior Support Interventions

GOAL #4 Improve ISIT, 504, Special Education Processes

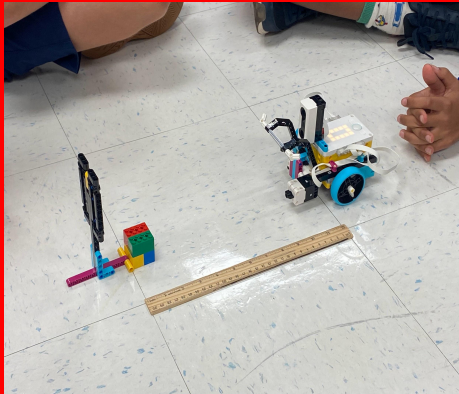
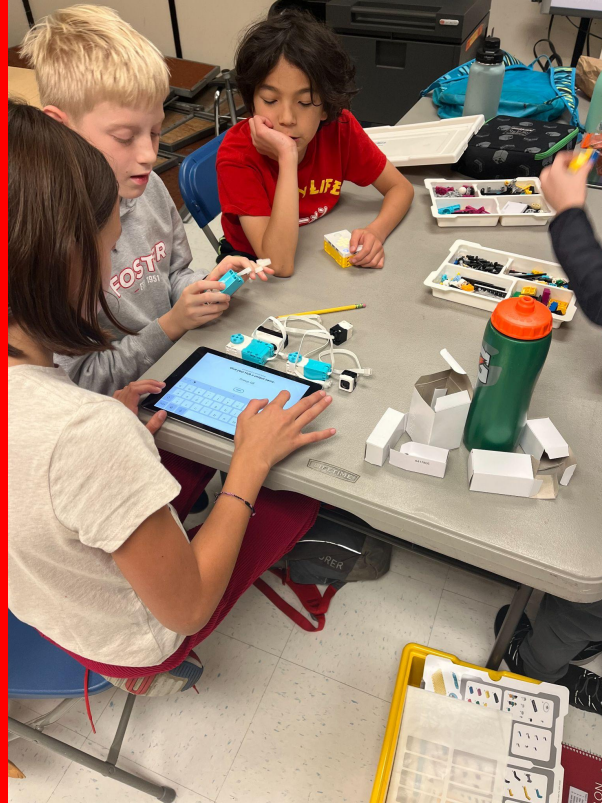
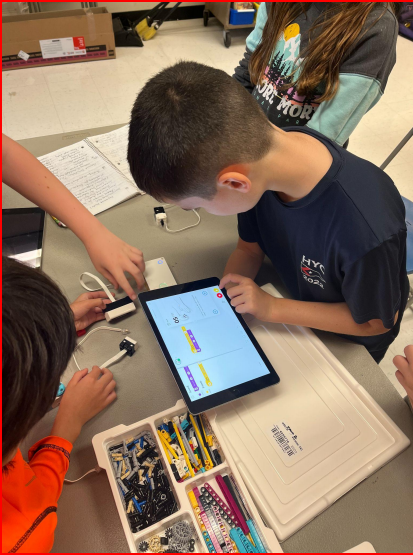
Offsite Field Day



GOAL#1: Improved Communication & Collaboration

- Coffees with the Principal
 - Attendance was high at the start
 - Beneficial conversations were held
- Recess Plan
 - Multiple meetings with parents
 - Staff schedules reworked to support student safety
 - School Resource Officer and Director of Facilities were instrumental in helping with the plan
 - Drilling and the unexpected closing of the playground this fall
- Traffic Pattern
 - Collaboration with Project Managers
 - Collaboration with School Resource Officer
 - Collaboration with Water Project
 - Communication to the community
- Field Day
 - Multiple parent meetings to coordinate
 - Staff feedback from the year prior
 - Bussed to the recreation department

Clubs Started



PreK Spanish Immersion Classroom



Collaboration

Jackie Sansone, Director of Kids In Action
Erica Pollard, Director of World Languages
Dr. Margaret Adams, Superintendent

Staff

Michelle Magner, Team Leader
Natalia Catone, Teacher
Jennifer Garretson, Assistant Teacher

GOAL#2: Hingham Tiered Systems of Support

- The Schedule
 - Targeted Reading Instruction/Targeted Math Instruction
 - Data
- Staff Meeting Time & Professional Development
 - Multiple staff meetings used to support Multi-Tiered System of Supports
 - Coaches used professional development days to support teachers
 - iReady data meetings
- Implementation of Professional Learning Communities
 - Partial implementation last year
 - Full implementation started this year
 - My professional goal
- Lesson Studies
 - Two grades have shown an interest in this

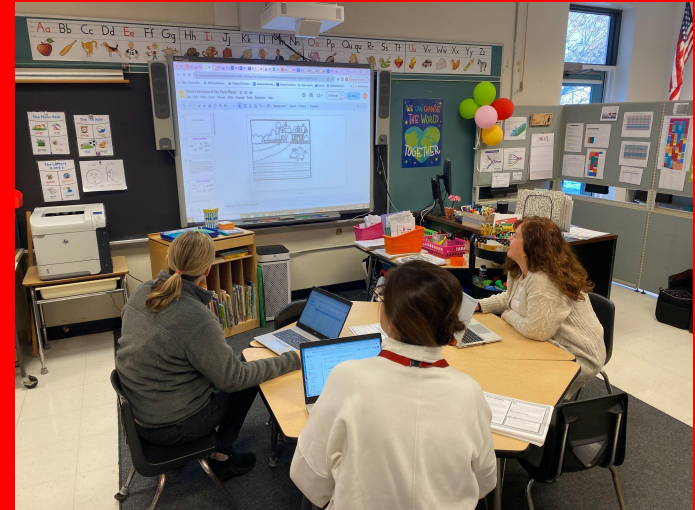
Teacher Quotes from Survey

“The PLCs have been an excellent, and highly needed, addition. Continued focus on providing PLC time can help make it more effective.”

“Successes: Students who need support are receiving the necessary support from our intervention staff. Push-in support during our learning rotations has been effective for supporting students and enhancing communication between classroom teacher/interventionist. The schedule has also allowed for specific time to be allocated to TRI and TMI outside of the core instructional time.”

“I love how TMI and TRI are built into 5th grade's math and ELA block without the need for separation. This provides smooth transitions for both subjects. I absolutely love the small group opportunities I get when Beth and Jen V. push in daily. I really hope to keep the TMI/TRI blocks back-to-back with our math and ELA times.”

“Intervention is the most successful it has ever been. Do not change staffing or model.”



Interventions



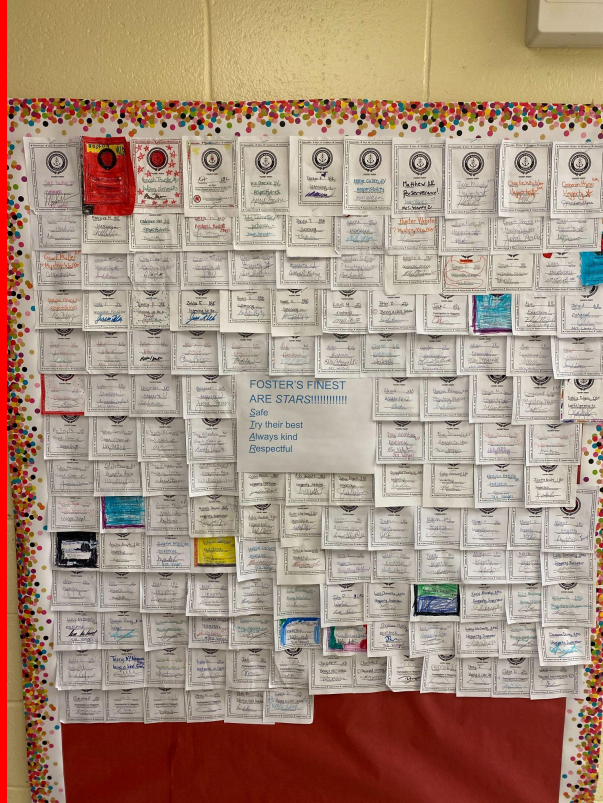
Student Data

- Students on 504 Plans/IEPs have reversed a two year decline in ELA MCAS
- Students on 504 Plans /IEPs have reached their highest scores since 2018 (huge jump this year) in mathematics
- 2022-2023 Grade 5 students increased writing points by 10%

Goal#3: Positive Behavior Intervention Support

- Behavioral Matrix work has begun (2023)
- Lesson creation for morning meetings (2024)
- Monthly Assemblies (2024)
 - Mrs. Newell and Mr. Scheufele
 - Themed around target matrix areas
- Morning Announcement Scripts (2024)
 - Student Council engagement

Foster's Finest



GOAL #4 Improve IST, 504, Special Education Processes

- 2022-2023 Administrator attendance at the majority of Instructional Support Team and Special Education Meetings
 - Instructional Support Team meetings held regularly to target plans for student success
 - Current data being used
 - Accommodations that every child should have access to are being implemented
 - Interventions are being implemented and measured by interventionists
- Ensure current data is being used in the IEP meetings
- Intervention Block Impact
 - Special Education students are receiving Tier I instruction in the classroom
 - Reduces the gaps
 - Majority of service delivery is in the intervention block
- MCAS results





HINGHAM PUBLIC SCHOOLS

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Katie St Clair

Custodial, Maintenance and Special
Projects Manager

To: Margaret Adams, Superintendent of Schools
Aisha Oppong, Director of Finance and Operations

From: Katie Hartman, Custodial, Maintenance and Special Projects Manager

Cc: School Committee Members

Date: December 11, 2022

Subject: Facilities Quarterly Report

Welcome to the quarterly facilities report for FY 2024, providing an overview of the current status and developments in our school's infrastructure and facilities. This report marks our commitment to ensuring ongoing maintenance, improvements, and strategic planning to create a conducive environment for learning and growth.

In this edition, we encapsulate the collective efforts of our facilities management team in assessing, maintaining, and enhancing the school's premises. Through routine inspections, maintenance checks, and any renovations needed, we aim to continually meet and exceed the standards set for a safe, functional, and vibrant educational environment.

The quarterly facilities report delves into various facets of our school's infrastructure, including classrooms, laboratories, recreational areas, administrative spaces, and any recent upgrades or projects undertaken. It aims to not only highlight the progress made but also identify areas where further attention or investment may be required.

We value the input and support of all stakeholders whose collaboration and dedication are instrumental in ensuring the success of our facilities management initiatives. Your continued involvement and feedback are invaluable as we strive for excellence in maintaining our school's premises.

We hope this report serves as a comprehensive overview of the efforts undertaken and aids in decision-making processes, fostering a shared commitment to the continuous improvement of our school's facilities.

Thank you for your unwavering support.

Sincerely,

Katie St Clair
Custodial, Maintenance and Special Projects Manager
Hingham Public Schools

The following maintenance and general preventative maintenance was performed on all buildings:

- Winterization of irrigation systems at East, South, High School and Middle School performed by outside contractors
- Heating Boilers inspected by Hartford Steam Boiler were completed.
- Annual Preventive Maintenance performed on our emergency generators sets by Power Products. This includes High School, Middle School, East, South and Transportation. Gymnasium floors were refinished over Thanksgiving break.
- Kitchen Hoods were inspected.
- Annual maintenance of in-ground waste water tanks and grease traps have been completed.
- All Schools have been accepted to the Expanded Assistance Program for Lead in School and Child Care Drinking Water which is overseen by MassDEP. This program, using funds from the US Environmental Protection Agency (USEPA), offers free lead testing and technical assistance to eligible schools and childcare facilities.
- We have applied with the Massachusetts Clean Energy Center (MassCEC) who is offering a program for a decarbonization study for existing buildings, including K to 12 schools over 20,000sqft.
- OSHA 30 and OSHA 10 training offered to staff 7 employees have started the training program.
- Weir River Water performed backflow testing of all devices. Three were found defective and were rebuilt by an outside contractor.
- Several employees have renewed their Hoisting License. These licenses were offered to the staff in 2016 and 2017. We plan to offer another training class to anyone who would like to obtain their license in the spring.

The following maintenance and general preventative maintenance still needs to be completed:

- Lighting Assessment with ENE

The following outlines by school, the projects completed and items open to be completed:

East Elementary School

- Water Meter changed out by Weir River Water Systems.
- Classroom sounds systems installed in 12 classrooms. The purchase of these systems were funded through HEA.
- Repair the exterior rock wall.
- Parking lot was repainted.
- Rock wall at East was repaired.

Open to be Completed at East

- Variable Frequency Drive in ERU2 to be replaced.
- Locks to be installed in Gender Neutral Bathrooms

Foster Elementary School

- Building has been connected to the new water main that has been installed on the street.
- Stumps were removed from the play area in front of the building.
- Several domestic water and steam lines have been replaced.
- Sump pump at Foster was replaced.

- Classroom sounds systems installed in 12 classrooms. The purchase of these systems were funded through HEA.

Plymouth River Elementary School

- Plymouth River parking lot striping was completed by internal staff.
- Wheelchair lift Annual testing completed.
- Exterior columns have been inspected and evaluated by outside Civil Engineers. This was funded by the Building Project.
- A replacement water heater was installed in Room 29.
- Asbestos abatement has been completed in the conference room. Lighting fixtures to be replaced in the conference room later this week.
- Application for Green Communities Grant has been submitted. In this grant we have requested funding for the replacement of the cafeteria lighting as well as the Library classroom.
- Awning has been professionally painted with Building Committee funding.
- All Fire Extinguishers have been inspected.
- An additional camera has been installed with the help of capital funding.

Open to be Completed at Plymouth River

- Front door to be sealed to prevent any cold air or insects from coming into the building.
- Installation of two permanent walls

South Elementary School

- Replaced broken Hydration Station.
- Seeding of the upper playground field and front of school.
- Gutter replaced at the front of the building.
- Rebuilt three benches by internal staff.
- Bench constructed, installed and fully accessible at the front of the building. This project was completed by Eagle Scout, Nicholas Gorcyza.

Open to be completed at South

- Parts are in order to fix Monkey Bars and Percussion sticks on the playground.
- Replacement carpet in Guidance and Library will be completed during the holiday break.
- Locks to be installed in Gender Neutral Bathrooms

Hingham Middle School

- Middle School Bioclere Wastewater Plant monthly testing performed and report issued to MaDEP and Hingham BOH.
- The Post Indicator Valve (PIV) at Middle School has been struck several times due to its proximity to the curb. Large boulders were installed to prevent further damage.
- Preventive maintenance performed on the bobcat in preparation for winter operations.
- Interior lighting controls have been completed.
- Software upgrades to the Building Management system (BMS).
- Condensate pumps replaced in 4 IDF closets. This was completed by our trained Lead Custodian.
- The Circulator Pump for the domestic hot water system has been replaced.
- Open evening custodial position.

Open to be Completed at the Middle School

- Annual Building Inspections to be completed with the Building Inspector.

Hingham High School


- Chilled water loop has been winterized.
- The Tennis Court project is in its final stage and fencing has been installed.
- The High School 9-5:30P position was filled by Kellie Riley, the Middle School's former Night Supervisor.
- Stage rigging and Hoist was inspected.
- Water meter was replaced by Weir River Water Systems.
- Wheelchair lifts were inspected by DPS.
- Two Exhaust Fans have been replaced.
- Upgrades to Boiler Controls and Building Management System (BMS).
- Manhole Maintenance was completed.
- Two artificial turf repairs were completed.
- Elevator Inspection completed by the Department of Public safety.
- Numerous interior classroom locks have been replaced or repaired.
- Elevator controller upgrades have been completed.
- New table saw has been purchased and installed. Project completed with capital funding.
- The Boys upper locker room rooftop unit had a coil burst. The repair was made the same day and no additional damage was found.

Open to be Completed at the High School

- Annual Building Inspections to be completed with the Building Inspector.
- Replacement of the Health Room exterior door.
- Continued BMS and control upgrades.
- Catwalk, Emergency Fire Escapes and bleachers to be inspected.

Depot

- Block heater scheduled to be replaced on the emergency generator at the Transportation building.
- Leaf collector for the new dump truck was built and installed by Maintenance Staff.



PROCEDURES AND PROTOCOLS REVIEW

Hingham Public Schools

Prepared by:

Pamela Gould, Ed.D.

Procedures and Protocols Review

Introduction

This review has been completed at the request of the Hingham Public Schools and the Hingham School Committee in response to an incident with a substitute teacher at the end of October, 2023. The district originally contracted Dr. Pamela Gould to assess current policies and protocols and to make recommendations for future practice. Dr. Gould has spent over thirty years in public education. She was a teacher and high school principal before spending many years as an Assistant Superintendent for Human Resources for the Plymouth, MA Public Schools. She retired as the Superintendent of the Sandwich Public Schools after six years and now spends her time consulting with districts throughout New England. Her experience in Human Resources has allowed her to engage in district-level leadership staff issues that include communication, internal and external.

Incident

On October 27, 2023 the Hingham police arrived at Hingham Middle School with an arrest warrant for a substitute teacher, related to a probation violation of a trespass order in a neighboring town. The substitute was led out of the building and arrested in the parking lot. Following the arrest, the community and press brought significant attention to the incident and questioned how/why she was working in the district, whether protocols were followed, why communication was slow to reach the parents, etc.

Process

Dr. Gould was asked to do an analysis of hiring procedures, protocols and communication methods to determine whether there were any concerns with the substitute hiring. Interviews were conducted with the Superintendent, the Human Resources department, each of the building principals and the Hingham Chief of Police.

The interviews with the Superintendent and the Human Resources department centered on the incident itself and then a review of the hiring of the substitute. Along with this was a deeper discussion about the hiring process in general and protocols for required background checks once staff become employed.

The building principals were each asked if the substitute in question had worked in their building since her hiring in February 2023. They were also asked if there were any issues with her as a substitute. The substitute had worked in each of the buildings over this time. One principal indicated he had blocked the sub from his building. The reason for this was that on one occasion the teacher felt that she hadn't followed the lesson plan left for that day. The principal made the decision that she just wasn't a fit in the building for that reason. No other concerns were brought up about her performance as a substitute prior to her arrest.

An interview was with the Chief of Police, David Jones. The questions for the Chief focused on the process of the arrest and how it impacted the schools. The Chief explained that once the warrant had been issued for the substitute teacher, the police were required to take action as soon as possible. He explained that the substitute had been on pretrial probation for actions taken in a neighboring community, and that the incident had nothing to do with the Hingham Public Schools or its students. Once the warrant was issued the police went to the Hingham Middle School where the substitute was working that day. They talked with the principal who went to the classroom and asked the teacher to come to the office. The police then escorted her out to the squad car where she was read her rights and placed under arrest. The Chief explained that every effort was made to minimize the impact on the schools and students. The Chief is very proud of the relationship between the police and the schools. He explained that there is a signed Memorandum of Understanding between the two that dictates how the relationship works. The issue with this incident he acknowledged was the timing. Once the Chief was made aware of the warrant, he contacted the Superintendent immediately, which was after the arrest had occurred. With an incident of this nature more consideration should be given to the schools to ensure that there is a better plan to mitigate the impact that this kind of a situation has on children and families.

The final interview was conducted with the School Committee Chair, Nes Correnti. This interview focused on timelines of internal conversation and reasoning for external communication. As noted in the interview with the Chief of Police, he notified the Superintendent immediately after the arrest occurred. The Superintendent texted Ms. Correnti eight (8) minutes after the arrest. In the discussion about the substitute, Ms. Correnti asked the Superintendent whether a CORI had been done. The Superintendent informed her that there was one done at the time of her hire in February, 2023. They then discussed whether this incident warranted a communication to the public. At that moment they agreed that, because this didn't directly involve any students in the district, or the schools itself, that it was not necessary. This conversation changed after a number of days, when the incident was being discussed locally. They decided that the Superintendent would send a communication home on Friday, November 3, 2023 and the School Committee would send one on Saturday, November 4, 2023.

Facts

- Substitute was hired in February 2023
 - A CORI was done at hire, with no findings
 - A suitability letter was obtained from another district for fingerprints, in accordance with Chapter 459 of the Acts of 2012, "An Act relative to Background Checks." A suitability letter from a sister district indicates no findings in original fingerprint report
- Substitute worked in different buildings since date of hire, with no issues that raised any significant concerns
- Substitute was accused of crimes that stemmed from issues outside of Hingham and had nothing to do with the Hingham Public Schools or its students

Communication

There was concern in the community that the families were not notified in a timely manner regarding this incident. As noted previously, an email was sent home to families from the Superintendent on Friday November 3, 2023 providing information about the incident. On Saturday November 4, 2023 the School Committee also sent home an email providing context as well as assuring the school community that there would be immediate action to assess hiring practices, collaborate with the Hingham Police to analyze current protocols and the implement a communication strategy to notify parents when any police activity takes place on school property. A forum was held by the Superintendent on November 8, 2023 following the communication home and the parent's voiced their concern that they were not notified immediately that the police were on school grounds arresting a substitute teacher, and assuring them that their children were safe.

Human Resources Hiring Processes/Protocols

The district created an official Human Resource department in 2020. The first person held the position from 2020 until her departure in May 2023. The current Human Resources Coordinator began her position in May 2023. The Superintendent is in her second year in the Hingham Public Schools. Both have spent significant time since arriving in the HPS evaluating hiring processes to ensure best practices moving forward. Some of this work includes:

- Assessment of procedures of hiring all staff, including substitute teachers
- Creation of a substitute handbook – provided to all new hires
- Implementation of a training program for all new substitutes
- Work is currently underway to conduct a faculty handbook for all employees
- An audit is currently underway to assess the cycle of CORI reviews
 - At the time of this report an audit of substitutes, food service staff, transportation staff and maintenance workers have been conducted
 - All school staff are currently in process as well
- A *Best Practices for Hiring* document is being drafted

Findings and Recommendations

After conducting the analysis of the school district protocols, policies and processes, Dr. Gould has concluded that the district has followed the law and all their processes and protocols in the hiring of the substitute teacher in question. There are improvements that can be made to strengthen hiring and protocols/procedures for all staff moving forward. The following are recommendations to ensure that happens:

- While a procedure exists, the district should establish a regular schedule for CORI checks every three years for all current staff
- Continue to train all substitutes that get hired in the district
- Finalize and distribute a Faculty Handbook to all staff
- Finalize and train the leadership team and hiring managers about hiring practices

- Update Substitute Handbook as needed and ensure that all substitutes have signed off that they have received it
- Implement a face-to-face meeting with the human resource department for all new substitute hires prior to the date of hire to ensure the applicant knows all the rules/procedures/protocols of the district
- Implement a schedule for auditing personnel folders
- Continue to review hiring procedures
 - Consult with school attorney to ensure all applicable laws are continuously being followed

Beyond the technical aspects as identified above, it is also recommended that continuous discussions with the local police occur. This may mean more regularly scheduled meetings between the district and police leadership. Aligning communication regarding police activity on school grounds is imperative. It is advised that the schools and the police assess the Memorandum of Understanding that exists between the two entities. Better and/or more timely communication may have avoided the public scrutiny from an incident that had nothing to do with the Hingham Public Schools.

Continuing to analyze the district's communication plan will be important, especially with matters involving police activity on school grounds. It is recommended that there is continued and enhanced facilitation with the police, which will allow increased transparency for the community.

Hingham Public Schools

Preschool and Pre-Kindergarten Planning



**By Margaret Adams, Superintendent of Schools
Barbara Cataldo, Interim Executive Director of Student Services**

December 11, 2023



Planning Process

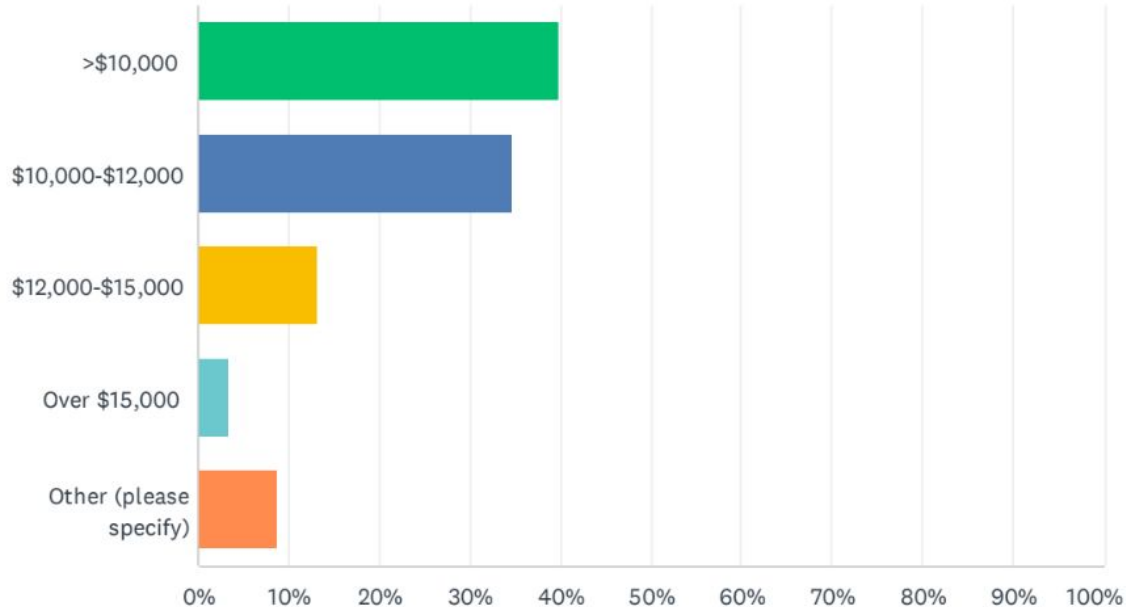
- Many meetings of core planning team that conducted the following research:
 - Review of current early childhood programs in the area including offerings, enrollment, and tuition.
 - Review of trends in enrollment for students with disabilities in
 - Analysis of current budget resources including personnel
 - Visit to programs in Duxbury, and Wayland to identify best practices in early childhood programming
 - Conduct a survey of families and analysis of results
 - Create several scenarios for programming and models between the Foster and East Elementary School



Survey Results

What tuition cost is reasonable for your family for a 5-day, full-day program (5.5 hours/day)?

Answered: 181 Skipped: 3

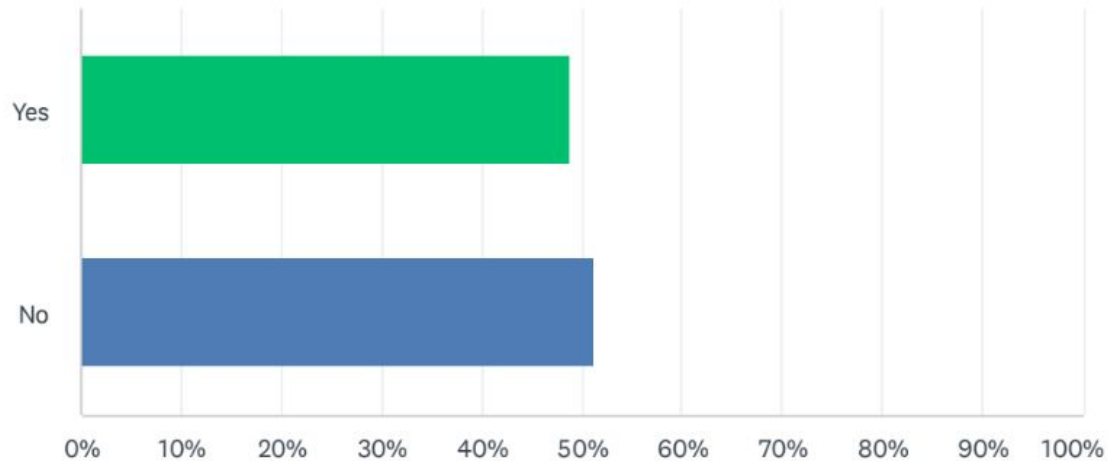




Survey Results

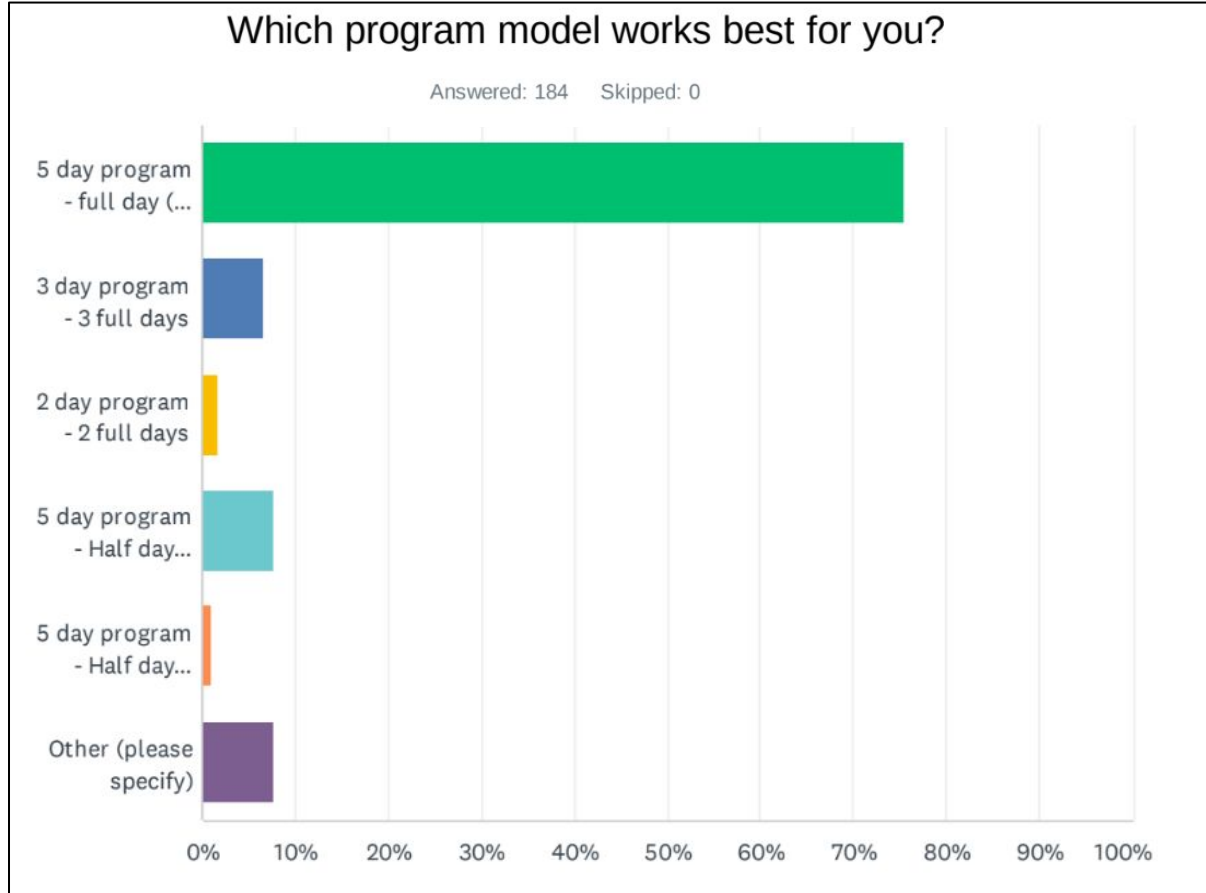
Would you be/would have been interested in extended after-school hours until 6 PM?

Answered: 182 Skipped: 2





Survey Results

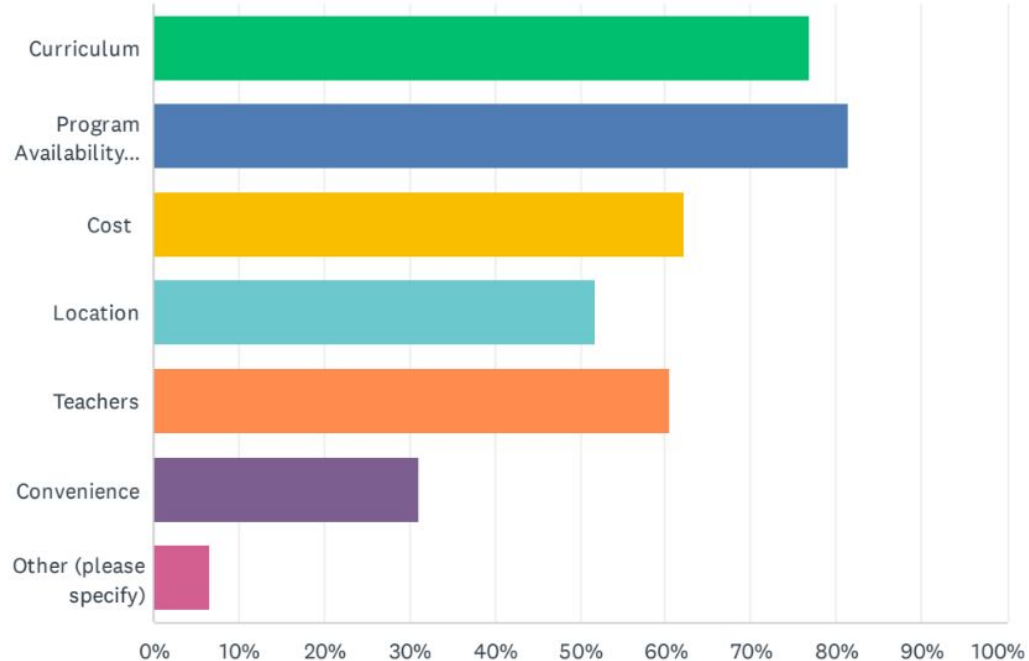




Survey Results

What is most important to you in consideration of early childhood programs? (Click all that apply)

Answered: 183 Skipped: 1





New Elementary School Programming

Program	Integrated Preschool and Pre-Kindergarten	Kids in Action
Programmatic Day	8:30 AM-2:00 PM 5 full days for 5.5 hours	
Classrooms	2 Multi-Age Classrooms (Ages 3 and 4)	<ul style="list-style-type: none">● 1 Preschool (Age 3)● 1 Pre Kindergarten Spanish Immersion (Age 4)● 1 PreKindergarten (Age 4)
Class Composition and Staffing	<ul style="list-style-type: none">● 15 students with teacher and paraprofessional support● Up to 7 special education students and 8 peers	<ul style="list-style-type: none">● Preschool-15 students with one teacher and one paraprofessional● PreKindergarten-Two teachers and one paraprofessional
Tuition	\$11,250	<ul style="list-style-type: none">● \$11,250● Extended Day till 6 PM-\$5,400



Multi-Age Program



Sample Schedule

- 8:30-9:00 Arrival and Center Activities
- 9:00-9:30 AM Morning Meeting
- 9:30-9:45 AM SNACK
- 9:45-10:45 AM Literacy
- 10:45-11:15 AM Outside Playground
- 11:15-11:45 Lunch
- 11:45-12:45 PM Math Centers
- 12:15-12:45 PM Outdoor Play
- 12:45-1:30 PM End of Day Centers
- 1:30-2:00 PM Closing Circle and Dismissal



Multi-Age Program

- The multi-age classrooms are designed for students of preschool and pre-kindergarten age to create self-directed, independent thinkers and doers in a supportive and enriching environment.
- Adapting the learning atmosphere to each child's developmental level helps them work at their own pace and challenges them with activities they can succeed at.
- Every day the children build social, cognitive, and problem-solving skills through role-playing activities, books, centers, conversations, interactions with peers and teachers, and structured play. These crucial skills help bridge and secure a smooth transition into kindergarten.



Curriculum

- Literacy includes the key components of book orientation, asking and answering questions, sequencing, and relating personal experience to stories. Built into the preschool program are interactive writing and cross-curricular activities.
- In mathematics, preschool activities build their understanding of number concepts, and also build foundations for understanding characteristics and properties of 2-and 3-dimensional geometric shapes.
- In Science, preschool and Pre-K students focus on experiencing and making observations of the world around them.
- In Social Studies, children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them.



East School Programming

Program	Integrated Preschool and Pre-Kindergarten	Kids in Action
Programmatic Day	<ul style="list-style-type: none">● Full-day (8:50-2:20 PM)● Morning Session (8:50-11:20 AM)● Afternoon Session (11:50-2:20 PM)	<ul style="list-style-type: none">● 8:30 AM-2:00 PM● 5 full days for 5.5 hours
Classrooms	<p>Preschool-Three Year Olds</p> <ul style="list-style-type: none">● 2 sections of Monday/Wednesday/Friday AM● 2 sections of Tuesday/Thursday AM <p>PreKindergarten-Four Year Olds</p> <ul style="list-style-type: none">● Full-day (8:50-2:20 PM)● 2 section of Monday-Friday (11:50-2:20 PM)	<ul style="list-style-type: none">● 1 PreKindergarten (Age 4)
Class Composition and Staffing	<ul style="list-style-type: none">● 15 students with teacher and paraprofessional support● Up to 7 special education students and 8 peers	<ul style="list-style-type: none">● PreKindergarten-Two teachers and one paraprofessional
Tuition	<ul style="list-style-type: none">● Full Day-\$11,250● Two-Day Half-Day-\$2,500● Three-Day Half Day-\$3,500● Five-Day Half-Day-\$6,300	<ul style="list-style-type: none">● \$11,250● Extended Day till 6 PM-\$5,400



Integrated PreSchool-PreKindergarten Program

New Elementary School	East Elementary School
2 Multi-Age Classrooms (Ages 3 and 4)	Retains sub separate programming
	Three Year Olds
	<ul style="list-style-type: none">• Two sections of Monday/Wednesday/Friday AM (8:50-11:20 AM)• Two section of Tuesday/Thursday AM (8:50-11:20 AM)
	Four Year Olds
	<ul style="list-style-type: none">• Full-day (8:50-2:20 PM)• 2 section of Monday-Friday (11:50-2:20 PM)



Kids in Action Early Childhood Program

New Elementary School	East Elementary
<ul style="list-style-type: none">● 1 Preschool (Age 3)● 1 Pre Kindergarten Spanish Immersion (Age 4)● 1 PreKindergarten (Age 4)	<ul style="list-style-type: none">● 1 PreKindergarten (Age 4)
Tuition: \$11,250 and Extended Care till 6 PM \$5,400	



Registration Timeline

December 12th	Begin Advertising and Open the Application
January 10th	Open House at East at 1:00 PM Open House at East at 6:00 PM
January 11th	Open House at Foster at 1:00 PM Open House at Foster at 6:00 PM
February 5th	Lottery
February 6th	Notices of Acceptance
February 15th	Deposit and Registration is Due
After February 15th	Continue Recruitment for Open Spots and Register Students on a Rolling Basis



Staffing

Current Staffing

Foster Elementary School	East Elementary School
<ul style="list-style-type: none">• 2 KIA PreKindergarten Spanish Immersion and 1 Paraprofessional	<ul style="list-style-type: none">• 4 Preschool/Pre Kindergarten Teachers• 1 Sub Separate Preschool/Pre Kindergarten• Paraprofessional Supports• 2 KIA PreK Staff and 1 Paraprofessional



Staffing

Proposed Staffing

New Elementary School	East Elementary School
<ul style="list-style-type: none">● 2 Integrated Preschool/PreKindergarten Teacher and paraprofessional support● 2 KIA PreKindergarten Spanish Immersion and 1 Paraprofessional● 2 KIA PreKindergarten and 1 Paraprofessional	<ul style="list-style-type: none">● 3 Preschool/Pre Kindergarten Teachers● 1 Sub Separate Preschool/Pre Kindergarten● Paraprofessional Supports● 2 KIA PreK Staff and 1 Paraprofessional
<p>1 Director of Preschool/PreKindergarten (funded through Tuition) Any additional staffing and program dependent on enrollment of students.</p>	



Kids in Action Early Childhood Program

New Elementary School	East Elementary School
<ul style="list-style-type: none">● 1 Preschool (Age 3)● 1 Pre Kindergarten Spanish Immersion (Age 4)● 1 PreKindergarten (Age 4)	<ul style="list-style-type: none">● 1 PreKindergarten (Age 4)
Tuition: \$11,250 and Extended Care till 6 PM \$5,400	



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Margaret Adams, Ed.D.
Superintendent of Schools

To: School Committee

From: Margaret Adams, Superintendent of Schools
Dr. Barbara Cataldo, Interim Executive Director for Student Services

Subject: Preschool and PreKindergarten Planning Update

Date: December 11, 2023

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

To support needed planning, the district convened a working group that began meeting in late August and continued through December 2023 to make recommendations on developing preschool and pre-kindergarten programming for the 2024-2025 school year.

Planning Process

A team of school and district leaders met throughout the fall to conduct research for planning for preschool and pre-kindergarten programs for the 2024-2025 school year. The team reviewed current early childhood programs in the area, including types of program models, enrollment, and tuition. The team reviewed historical data available for the enrollment of students with disabilities in the program. The Director of Business and Support Services provided an analysis of the current available budget for the program, including personnel costs. The team analyzed results from a survey of families in the current program, kindergarten, and first grade. Several scenarios were developed to determine an appropriate next step for the Integrated Early Childhood and Kids in Action programs. Members of the groups also visited programs in Duxbury and Wayland.

New Elementary School Programming

The new elementary school building, expected to open in September 2024, will have five preschool/pre-kindergarten classrooms. Critical in consideration for the programming was the need to have full-day programs due to continued construction on-site next year. Arrival and

dismissal for any half-day programming during the school day would not be advisable. The proposed program would be as follows for the Foster School:

Program	Integrated Program	Kids in Action
Programmatic Day	8:30 AM-2:00 PM 5 full days for 5.5 hours	
Classrooms	2 Multi-Age Classrooms (Ages 3 and 4)	<ul style="list-style-type: none"> • 1 Preschool (Age 3) • 1 Pre Kindergarten Spanish Immersion (Age 4) • 1 PreKindergarten (Age 4)
Class Composition and Staffing	<ul style="list-style-type: none"> • 15 students with teacher and paraprofessional support • Up to 7 special education students and 8 peers 	<ul style="list-style-type: none"> • Preschool-15 students with one teacher and one paraprofessional • PreKindergarten-Two teachers and one paraprofessional
Tuition	\$11,250	<ul style="list-style-type: none"> • \$11,250 • Extended Day till 6 PM-\$5,400

In summary, the Integrated Program increases to two full day multi-age classrooms. The model of multi-age, three- and four-year-old children in the same classroom was chosen because it provided the most flexibility for general education peers and students with disabilities. In addition, the Kids in Action Program adds an addition to PreKindergarten and expands to offer a three-year-old program for three full-day classrooms.

East Elementary School

In consideration of current programming at East, the Integrated Program, as it is currently organized, provides a variety of offerings to support the varied needs of our early childhood students with disabilities. The Integrated Program and Kids in Action program outlined below are the same as of the 2022-2023 school year:

Program	Integrated Program	Kids in Action
Programmatic Day	<ul style="list-style-type: none"> • Full-day (8:50-2:20 PM) • Morning Session (8:50-11:20 AM) • Afternoon Session (11:50-2:20 PM) 	<ul style="list-style-type: none"> • 8:30 AM-2:00 PM • 5 full days for 5.5 hours
Classrooms	<p>Preschool-Three Year Olds</p> <ul style="list-style-type: none"> • 2 sections of Monday/Wednesday/Friday AM • 2 sections of Tuesday/Thursday AM <p>PreKindergarten-Four Year Olds</p> <ul style="list-style-type: none"> • Full-day (8:50-2:20 PM) • 2 section of Monday-Friday (11:50-2:20) 	<ul style="list-style-type: none"> • 1 PreKindergarten (Age 4)

	PM)	
Class Composition and Staffing	<ul style="list-style-type: none"> 15 students with teacher and paraprofessional support Up to 7 special education students and 8 peers 	<ul style="list-style-type: none"> PreKindergarten- Two teachers and one paraprofessional
Tuition	<ul style="list-style-type: none"> Full Day-\$11,250 Two-Day Half-Day-\$2,500 Three-Day Half Day-\$3,500 Five-Day Half-Day-\$6,300 	<ul style="list-style-type: none"> \$11,250 Extended Day till 6 PM-\$5,400

Slight changes in start and end times are proposed to allow all teachers of the Integrated Program common planning at the end of the day.

Registration Timeline

The following is a proposed timeline for the registration process:

- On December 12th or as soon as possible, begin the advertising of both programs and open the application process for families to add their names to the lottery.
- We will hold a series of open houses to help families understand the program, including on January 10th at East and January 11th at Foster.
- On February 5th, a lottery will be held, if necessary, for Kids in Action and Integrated Program.
- On February 6th or shortly after, families will receive acceptance notices.
- By February 15th, families must provide a deposit and complete the registration process.
- Any additional available seats will be filled on a rolling basis.

Budget Considerations

This proposal aimed to ensure that additional personnel costs were budget-neutral. Any additional programs and classrooms that are added will depend on students' registration for the programs.

The proposal includes a Director for the programs at East and the new elementary school that would also serve as TEAM Chairperson and be funded through both the Integrated Program and Kids in Action tuitions.

In addition, the other staffing change would be the transfer of one preschool/pre Kindergarten teacher from East to the new elementary school and the hiring of one additional teacher. However, the expansion of the program and hiring of additional staff is dependent on the enrollment.

New Elementary School	East Elementary
<ul style="list-style-type: none"> 2 Integrated Preschool/PreKindergarten Teacher and paraprofessional support 2 KIA PreKindergarten Spanish Immersion and 1 Paraprofessional 2 KIA PreKindergarten and 1 Paraprofessional 	<ul style="list-style-type: none"> 3 Preschool/Pre Kindergarten Teachers 1 Sub Separate Preschool/Pre Kindergarten Paraprofessional Supports 2 KIA PreK Staff and 1

	Paraprofessional
1 Director of Preschool/PreKindergarten (funded through Tuition)	

At this time, the School Committee is asked to approve the tuition rates for both the Integrated Program and Kids in Action. In addition, the School Committee is asked to approve the expansion of the Kids in Action and Integrated Program for the new elementary school. Your approval allows the district to begin the registration process for the 2024-2025 school year immediately to ensure we are competitive with the enrollment periods in neighboring districts as well as our in-town private programs.

Local Preschool Tuition Rates & Enrollment Numbers							
2023-2024							
Pre-School Programs	Days	Hours	Tuition	PreSchool #	Pre-K #	Are you Full	Waitinglist
Derby Academy	5	4	\$29,000.	0	22	Yes	No
Hingham Nursery	5	5	\$12,320.	24	23	Preschool Full Pre-K Not Full	No
HPS Integrated Pre-School	4.5	5	\$6,411.			Full Day Pre-K Yes	
St. Paul's - Hingham	5	6	\$11,550.	16	20	Yes	No
Wilder	5	3	\$8,090.	49	41	Yes	No
HPS Kids In Action	5	5.5	\$9,710.	KIA Foster 19	KIA East 20	Foster No East Yes	No
HPS Kids In Action Plus AfterSchool	5	9.5	\$14,530.	14	9	No	No
DPS Magic Dragon	5	5	\$12,560.	18	19	No	No
DPS Magic Dragon Plus AfterSchool	5	10	\$19,310.				
Pre-School Playmates	5	4.5	\$10,530.	23	17	Yes	No
Pre-School Playmates Plus AfterSchool	5	10.5	\$19,850.	11	8	No	No
Hingham Nursery: Mon. - Thurs. 5 hours, Friday 3 hours							Updated 9/14/23

File: CBI - EVALUATION OF THE SUPERINTENDENT

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among their responsibilities.
3. Provide excellence in administrative leadership of the HPS District.
4. Develop a respectful and productive working relationship between the Committee and Superintendent.

The Committee and Superintendent will periodically develop a set of performance objectives based on the needs of the HPS District and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards. Additional objectives will be established according to the evaluation cycle agreed upon with the Superintendent.

All Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law and Department of Elementary and Secondary Education (DESE) regulations.

LEGAL REF: M.G.L. [30A:18-25](#)

603CMR[35:00](#)

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Current School Committee members who participated in the superintendent goal setting process of that evaluation cycle will be responsible for the annual performance evaluation. Incoming and outgoing School Committee Members will be asked to provide feedback. All Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law and Department of Elementary and Secondary Education (DESE) regulations.

LEGAL REF: M.G.L. [30A:18-25](#)

[603CMR35:00](#)

DRAFT File: JFAB - ENROLLMENT OF CHILDREN OF PERSONNEL

Enrollment of Children of Staff Members in Hingham Public Schools' Preschool Program

A student whose parent/legal guardian is an employee of the Hingham Public Schools (teacher, administrator, clerical, educational support, food service, bus/van driver, or buildings and grounds) who works a minimum of 20 hours per week and who would also be eligible for such benefits as health insurance is eligible for admission as a non-resident student. Staff must remain employed by the Hingham Public Schools to be eligible under this policy. If the employee departs before the end of the school year, the student may no longer continue to attend Hingham Public Schools. Enrollment applies only to those programs and services that are provided within the Hingham Public Schools.

Staff of the Hingham Public Schools who reside outside of the Town of Hingham will be authorized, on a space available basis, to enroll their children, in the Hingham Public Schools preschool programs, subject to the following considerations:

It is the policy of the School District to allow the children of faculty/staff members to enroll their children in the Hingham Public Schools Preschool and Pre-Kindergarten programs under the following conditions:

1. Resident students will be given priority placement in the Preschool and Pre-Kindergarten programs.
2. It is determined that, after Hingham Residents have the opportunity to register for these programs, there is space available.
3. Staff must request in writing to the Superintendent or designee on or before May 1 that they wish to enroll their children in the Hingham Public Schools preschool in the upcoming school year.
3. The Hingham Public Schools staff member will pay the same tuition as a Hingham Resident.
4. Admission to the program will also be dependent on the student's educational needs that can be met within the school and its academic and support services. If the district determines that the needs of the students can not be met within the current program, the district can refuse the enrollment of the student in the program.
5. Participation in the Hingham Public Schools Preschool and/or Pre-Kindergarten programs does not guarantee a placement for Kindergarten through grade 12.
6. If a student requires services outside of anything offered by those in the district, the student must return to their district of residence.
5. If a student under this policy requires special education services and if it is anticipated that the student may need the services of a private day or residential school, an individual education plan team meeting shall be convened. If a student requires services outside of anything offered by those in the district, the student must return to their district of residence.

7. If the employee departs before the end of the school year, the student may no longer continue to attend Hingham Public Schools.

8. Parents/guardians are responsible for providing all transportation.

9. Students who are enrolled pursuant to this policy are subject to all rules and regulations that apply to other students in the Hingham Public Schools.

The decision to allow enrollment under this policy is at the superintendent's sole discretion and may not be appealed to the School Committee.



HINGHAM PUBLIC SCHOOLS

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www.hinghamschools.com

To: School Committee Members

From: Aisha Oppong, Director of Finance and Operations

CC: Margaret Adams, Superintendent

Subject: Approval of an OPM for the New High School Wellness Center

Date: December 11, 2023

Process

A request for proposal was advertised for an OPM for the New High School Wellness Committee on November 8, 2023. We received four proposals as part of this invitation. A team of five persons including: Jennifer Benham - School Committee, Raymond Estes - Hingham Sports Partnership, Zachary Sargent - Hingham Sports Partnership, James Cahill - Hingham Sports Partnership and Aisha Oppong - Hingham Public Schools met to evaluate the proposals. We also held interviews with all four of the candidates and at the end of the interview process decided to move forward with two of the proposals. SOCOTEC AE Consulting, LLC and Colliers Project Leaders.

We have received pricing proposals from the two finalists and have decided based on the information provided during the interview process to go with SOCOTEC AE Consulting.

School Committee Vote to Approve an OPM:

To approve SOCOTEC AE Consulting as the Owner's Project Manager for the New High School Wellness Center the "Dock" and to give the Superintendent Dr. Margaret Adams the approval to sign the contract on the School Committee's behalf.



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Aisha Nelson Oppong

Director of Finance and Operations

To: Hingham Public Schools School Committee

From: Aisha Oppong, Director of Finance and Operations

CC: Margaret Adams, Superintendent

Date: December 11, 2023

Subject: **Increase in the rate for the Light and Sound Technician**

The Light and Sound Technician's rate is currently a range of \$31.50 to \$35 based on experience. A light and sound technician is typically hired to manage events at the Middle and High Schools. We currently have difficulty finding staff to perform this role and other Towns pay a rate of \$38. We recommend increasing the rate to \$38 in order to help us find staff to perform this role within the district. The role will also be expanded to include meeting with prospective groups to organize programs and maintain the equipment.

SC Vote:

To increase the rate for the light and sound technician to \$38.00.



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Aisha Nelson Oppong

Director of Finance and Operations

To: Hingham Public Schools School Committee

From: Aisha Oppong, Director of Finance and Operations

CC: Margaret Adams, Superintendent

Date: December 11, 2023

Subject: **Increase Sound and Light Tech Fees**

The Light and Sound Tech rate is currently \$40 for Category 1, \$40 for Category 2, and \$55 for Category 3. A Light and Sound Tech is kept on staff to ensure no damage is done to the existing equipment in the auditoriums and the equipment is properly handled. We recommend increasing the rate as follows: \$50 for Category 1, \$50 for Category 2, and \$60 for Category 3.

The current rate does not allow us to cover the cost of providing for the management of the renters who request this service. Specifically, the rate increase allows for funding to provide for staff time to ensure the equipment is functioning and for staff to meet with renters to answer technical questions about the equipment and their event needs.

SC Vote:

To increase the Light and Sound Tech Fee at the Middle School and High School in rental agreements from \$40 to \$50 in Categories 1 and 2. Increase Category 3 from \$55 to \$60.



Michelle Romano
Director of Science, K-12

HINGHAM PUBLIC SCHOOLS

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

From: Michelle Romano, Director of Science K-12

Date: December 7, 2023

Re: Cape Cod 5 Educational Mini-Grant Award

We received notification that the Hingham Public Schools was successful in its application for two Cape Cod 5 Educational Mini-Grants from Cape Cod 5 Bank. Cape Cod 5 Educational Mini-Grants provides thousands of dollars in mini-grants to fund educational projects for public school teachers in various communities in and around Southeast Massachusetts. Hingham Public Schools was awarded grant funding totaling \$1,477.00.

The first Hingham grant award, in the amount of \$1,000.00, will be used to purchase additional science equipment including hot plates for our High School Science Department. The additional science equipment will aid in students' investigation of identifying and categorizing substances. Students will use the grant-purchased hot plates to heat a chemical mixture to see how heat directly changes the substances.

The second grant, of \$447.00, was awarded to Hingham, to fund the purchase of additional science equipment including a color mix kit and mirror set for our High School Science Department. The grant-purchased equipment will aid in students' investigation of the study of light (optics).

Respectfully submitted,

Michelle Romano, Director of Science K-12