

HINGHAM SCHOOL COMMITTEE
March 12, 2024 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: 846 1288 9872
Passcode: 138864
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order

2. Approval of minutes
 - 2.1 Minutes of the School Committee meeting with the Select Board and Advisory Committee held on February 7, 2024
 - 2.2 Minutes of the School Committee meeting with the Advisory Committee held on February 15, 2024
 - 2.3 Minutes of the School Committee meeting held on February 26, 2024
 - 2.4 Minutes of the School Committee meeting with the Select Board, Advisory Committee, and Capital Outlay Committee held on February 27, 2024

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

5. Communications
 - 5.1 Communications Received by the Superintendent
 - 5.2 Student Communications
 - 5.3 Other Communications
6. Unfinished Business
 - 6.1 To discuss the FY25 Budget and act as appropriate
7. New Business
 - 7.1 To review proposed layoffs and act as appropriate
 - 7.2 To discuss a proposal for naming of the theater at the new elementary school and act as appropriate
 - 7.3 To discuss first read of policies FF - Naming New Facilities; JBB - Educational Equity; JB- Equal Education Opportunities; JFBB - School Choice; JIC - Student Discipline; JICK - Harassment of Students; JFA - Non-Resident Student Admission
 - 7.4 To approve submission for Town Annual Report and act as appropriate
 - 7.5 To review the 2024-2025 School Calendar and act as appropriate
 - 7.6 To approve grants and donations and act as appropriate
 - 7.7 To approve 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) for the purposes of:
 - To approve minutes from the Executive Session held on February 26, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
 - To hear a grievance from Unit B HEA 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, 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, March 25, 2024 at 6:30PM

Monday, April 8, 2024 at 6:30 PM

Wednesday, April 24, 2024 at 6:30PM (Town Meeting)

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
Joint Meeting with Select Board
February 7, 2024

MEETING MINUTES

Select Board Chair Liz Klein read the following statement for those participating by zoom:

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

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom.

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

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

Call to Order

School Committee Chair Nes Correnti called the School Committee to order at 7:18 PM, and adopted the language read by Select Board Chair Klein

Joint Session with Select Board for the FY25 School Department Budget Presentation.

Dr. Margaret Adams, Aisha Oppong, Kathryn Roberts and Barbara Cataldo gave a presentation on the FY25 School Department Budget that included an introduction to the budget process, budget priorities, current budget drivers, financial and enrollment data, MOU with the Town of Hingham budget considerations, impact of collective bargaining agreements on the budget and the overall FY25 budget proposal.

Chair Nes Correnti asked the Select Board members the possibility of allocating a portion of the Unassigned Fund Balance to address any extra expenses that might arise if contract negotiations conclude with higher salaries than those currently anticipated in the budget. Ms. Correnti recommended that the town could cover these additional salary costs until a new override is implemented. Ms. Correnti sought the Select Board's collaboration in making this initiative feasible. Additionally, Correnti highlighted the rising costs of health insurance and inquired whether the Select Board could assist in reducing this financial pressure on school employees.

Select Board Chair Liz Klein responded by clarifying that according to the Town's Financial Policy, the Unassigned Fund Balance is to be maintained within a 16-20% range and should this balance exceed 20%, the responsibility falls to the Advisory Committee to make prudent decisions. Klein emphasized that the town's policy prohibits using the Unassigned Fund Balance for salaries or any recurring costs, limiting its use strictly to one-time expenditure, such as capital projects. Regarding health insurance, Ms. Klein acknowledged its significance and suggested it merited further investigation in the future.

Select Board Chair Klein gave the public an opportunity to comment and several individuals expressed their support for both the teachers and paraprofessionals.

Matt Cosman left the meeting in person at 7:49PM and continued to participate via zoom.

Adjourn

- On a motion made by Michelle Ayer and seconded by Jen Benham the school committee adjourned at 8:23 PM.

Nes Correnti -aye
Michelle Ayer -aye
Jen Benham -aye
Kerry Ni- aye
Tim Dempsey -aye
Matt Cosman -aye
Alyson Anderson-aye

Documents included:

FY 2025 Grants and Revolving
Revolving Fund Roll-forward FY25
Selectboard & Adcom FY25 Budget Presentation
Budget Report Projection-FY25

HINGHAM SCHOOL COMMITTEE
Meeting with Advisory Committee
February 15, 2024

MEETING MINUTES

Advisory Committee Chair Nancy MacDonald read the following statement for those participating by zoom:

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

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom.

School Committee members present: Chair Nes Correnti, Kerry Ni, Tim Dempsey, Matt Cosman and (Alyson Anderson arrived at 7:44)

School Committee members participating remotely: Jen Benham

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

Call to Order

School Committee Chair Nes Correnti called the School Committee to order at 7:01PM, and adopted the language read by Advisory Committee Chair MacDonald

FY 25 School Department Budget Proposal

Dr. Adams presented an overview of the FY 25 budget. She explained how specific items drive the budget such as contracts, substitutes, fuel costs, fees, and increases in student needs for services.

Interim Executive Director of Student Services Dr. Barbara Cataldo gave an update on Special Education enrollment data, out of district tuition costs and special education costs.

Executive Director of Business and Support Services Aisha Oppong presented the School Department proposal that included financial and enrollment data, student services areas that are impacted by the MOU with the Town of Hingham, an overview of teacher and paraprofessional step/lanes/COLA and longevity. She reviewed the current budget drivers related to the costs of teacher placements by degree and gave an FY24 salary and COLA overview comparing our benchmark towns and reviewed the cost of the current School Committee contract proposals on FY25 for both teacher and paraprofessional contracts. Facility, Athletics, Transportation, Counseling and Health, Professional Development, Building Administration and Student Services budget costs were all presented.

Adjourn

On a motion made by Kerry Ni and seconded by Alyson Anderson the school committee adjourned at 10:13 PM.

Nes Correnti -aye Jen Benham -aye Kerry Ni- aye Tim Dempsey -aye Matt Cosman -aye
Alyson Anderson-aye

Documents included:

Unit A Teacher Salary Scales 1-29-24

Special Ed Roll Off

FY25 Budget Presentation

FY24 Comparison Towns Teachers

Budget Increases Comparison for MASS Towns

Adcom FY25 Budget Presentation

HINGHAM SCHOOL COMMITTEE
February 26, 2024

MEETING MINUTES

Called to order: 6:00 PM

Present: Chair Nes Correnti, Vice-Chair Michelle Ayer, Secretary Jen Benham, Kerry Ni, Tim Dempsey, Alyson Anderson, Matt Cosman and Superintendent Dr. Margaret Adams

Adjourn to Executive Session and to reconvene to open session pursuant to M.G.L. c. 30A, s. 21(a)(3) for the purposes of:

To hear a grievance from HEA Unit A as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares.

Called to Order at 6:45 PM

School Committee Chair Nes Correnti reconvened the open meeting at 6:45 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, Director of Business and Support Services Aisha Oppong, and Interim Executive Director of Student Services Dr. Barbara Cataldo
Also present: Executive Assistant Sherry Robertson

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

Visitors present: High School Principal Rick Swanson; Hingham High School Students Ellie McKay, Aradhana Sood, Nina Murphy, Mia Nagle, Sam Ackerman, and Vi Palmer; ELA Director Mary Andrews and Math Director Dave Jewett; HEA President Jacqueline Beaupre

Remote visitors: There were approximately 35 remote attendees on Zoom.

School Showcase: Hingham High School

Hingham High School students Ellie McKay, Aradhana Sood presented information showcasing the Global Citizenship Program, Nina Murphy, Mia Nagle presented information about the Arts Pathways program, and Sam Ackerman, and Vi Palmer presented information about the Technology and Engineering Pathway program.

Approval of Minutes

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on February 5, 2024

Questions and Comments

none at this time

Superintendent's Report

Dr. Adams provided an update to the School Committee on happenings in the district. Topics mentioned included: School Attending Children Report; Updates on the searches for a new Executive Director of Student Services and South Elementary School Principal; a presentation of Superintendent Formative Artifacts and Evaluation criteria.

Communications

none

Student Communications

none

Unfinished Business

FY 25 Budget Discussion

Executive Director of Business and Support Services Aisha Oppong reported that there were no new changes to the proposed budget and noted that the Committee will vote on the budget at the next regular meeting on March 12th.

New Business

Warrant article N - Municipal Property Leases for Solar Project

Chair of the Hingham Light Board Laura Burns gave a presentation to the Committee explaining the warrant article which will be voted on at this year's Town Meeting which proposes putting solar panels on the roofs of public buildings.

Overnight and Out-of-State Athletic Trips

Athletic Director Jim Quatromoni participated by zoom and described the proposed travel for the Boy's Lacrosse Team and the Boys' and Girls' Crew Teams to participate in competitions.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the trip for the Boys' Lacrosse Team to travel to Huntington, New York on March 23-24th

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the trip for the Boys' Lacrosse Team to travel to Simsbury, Connecticut on April 13th

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the trip for the Boys' Lacrosse Team to travel to Pinkerton, New Hampshire on April 27th

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the trip for the Boys' and Girls' Crew Teams to travel to Hooksett, New Hampshire on May 11th

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the trip for the Boys' and Girls' Crew Teams to travel to Hanover, New Hampshire on May 18th

Athletic Waiver for JV Softball

Athletic Director Jim Quatromoni explained the MIAA waiver he is requesting to allow 8th graders to participate at junior varsity level for softball.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the request for a waiver to allow 8th grade participation in JV Softball

Winter Student Assessments

Assistant Superintendent Kathryn Roberts, ELA Director Mary Andrews, and Math Director Dave Jewett presented the mid-year assessment data for grades K-6.

Strategic Plan Update #2

Dr. Adams gave the second Strategic Plan update this year, providing detailed ways in which the district is working toward the goals within the strategic plan of Collaboration and Community, Responsive Teaching and Learning, Healthy, Equitable and Inclusive Communities, Capital and Finance, and Human Resources and Leadership.

Student Services Update #2

Interim Executive Director Dr. Barbara Cataldo gave an update of the Department of Student Services which included an update of the Support Program Review, strengthening communication, as well as details regarding the new version of the Individualized Education Plan (IEP).

Update from Salary and Negotiations Subcommittee

Kerry Ni updated the Committee regarding the ongoing negotiations with collective bargaining units. HEA President Jacqueline Beaupre made comments regarding the negotiations, as well.

Grants and Donations

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve a PTO grant for a stipend for Harbormen Helping Hingham Day

Declaration of Surplus

none

Subcommittee and Project Reports

- Kerry Ni reported the Middle School Council meet on March 8th
- Nes Correnti reported that the Foster School Council held a meeting today



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



none



Respectfully Submitted By: Jen Benham

Documents Included:


 [Agenda 02.26.2024.pdf](#) 



 [Item 4.1 Minutes of the School Committee meeting held on February 5, 2024.docx.pdf](#) 



 [Item 6.0 February 26 2024 Superintendent Report.pdf](#) 



 [Item 6.0 Superintendents Report 2024 School Attending Data Collection.pdf](#) 

 [Item 6.1 Superintendents Report 2023 School Attending Data Collection.pdf](#) 



 [Item 6.2 FY24 MAdams Formative Artifacts .pdf](#) 



 [Item 6.2 Superintendent Formative Evaluation SY23-24 Artifacts \(1\).pdf](#) 



 [Item 9.1 School Showcase 02-26-24.pdf](#) 

 [Item 9.2 Municipal Solar Opportunities.pdf](#) 



 [Item 9.3 Out of State Athletic Trips.pdf](#) 


 [Item 9.4 8thGradeJVSoftball.docx \(1\).pdf](#) 



 [Item 9.5 MOY Data Presentation-2024.pdf](#) 

 [Item 9.6 FY24 Hingham Public Schools Strategic Plan Overview Update #2 \(1\).pdf](#) 

 [Item 9.6 Strategic Plan Update #2 FY24 \(1\).pdf](#) 

 [Item 9.7 Student Services SC Goals Update 2.26.24.docx.pdf](#) 

 [Item 9.9 Memorandum Re_ PTO Stipend for Coordinator \(1\).pdf](#) 

 [Item 10 warrants.pdf](#) 

HINGHAM SCHOOL COMMITTEE
Meeting with Select Board, Capital Outlay Committee, and Advisory Committee
February 27, 2024

MEETING MINUTES

Select Board Chair Liz Klein read the following statement for those participating by zoom:

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

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom.

Call to Order

School Committee Chair Nes Correnti called the School Committee to order at 8:01PM, and adopted the language read by Select Board Chair Liz Klein

School Committee members present: Chair Nes Correnti, Jen Benham and Alyson Anderson

School Committee members participating remotely: Vice Chair Michelle Ayer, Kerry Ni and Tim Dempsey

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

Select Board Members: Chair Liz Klein, Bill Ramsey, Joe Fisher

FY25 Capital Outlay Committee recommendations

Capital Outlay Chair Mike Donovan spoke about the goals of the Capital Outlay Committee and commented that when evaluating the various capital requests, the most important consideration is the safety of the residents and staff. The FY Capital Outlay allocated recommendation for the School Department is \$921,714.

Adjourn

On a motion made by Kerry Ni and seconded by Alyson Anderson the school committee adjourned at 8:22 PM.

Nes Correnti -aye Michelle Ayer-aye Jen Benham -aye Kerry Ni- aye Tim Dempsey -aye
Alyson Anderson-aye



HINGHAM PUBLIC SCHOOLS

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madams@hinghamschools.org

www.hinghamschools.com

Margaret Adams
Superintendent

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: March 12, 2024

The following are some updates for the school committee on what is happening in the district.

We celebrated National School Counseling Week and National School Resource Officer Day in February. We appreciate both groups of people for supporting everyone in our school community.

MMEA Southeaster Junior District Music Festival

We wish to congratulate the twelve middle school and three high school students who participated in the MMEA Southeastern Junior District Music Festival on Friday, March 8th and Saturday, March 9.

- Isabelle Beitler, Voice/Soprano
- Hudson Bryan, Trombone
- Chloe Hamilton, Voice/Alto
- Kimya Howell, Voice/Alto
- Kaia Johnson, Voice/Cello
- Emma Lee, Voice/Soprano
- Aidan Mannion, Alto Saxophone
- Austin Smith, Trombone
- Madeleine Sweeney, Voice/Alto
- Orlando Vittorini, Trombone
- Reese Warshaw, Voice/Alto
- Miles Woolfson, Voice/Tenor
- Noël Eigenmann, Snare Drum
- Jacob Lewack, Viola
- Julia Schirmer, Tuba

All-Town Band Concert

The band program's annual All-Town Band Concert will take place in the HHS Gym Wednesday, March 13th at 7:00pm. If you've never been, it's a massive "in-the-round" performance featuring all of our groups from Grades 5-12, each playing a piece of music on a given theme before combining for a rousing finale played as a single ensemble. This year's theme is The 80's, and the students have been encouraged to dress in costume to support it. Come for the speeches from graduating seniors about the value of their eight-year experience in band, and stay for the finale, Don't Stop Believin, played by nearly 400 students at once.

South School Principal

We are excited to welcome Tara Boening as the new South School principal. We will begin to plan for a transition for Ms. Boening with Mary Eastwood. In addition, you likely learned that Lori Jacobs, assistant principal at South, will resign at the end of the year to take on a new leadership opportunity. Ms. Boening and Ms. Eastwood will work closely to hire a new assistant principal.

Hingham Middle School Drama

HMS Drama is gearing up this weekend to present 'Mary Poppins Jr.', the musical, coming up March 14 and 15th. Find your [tickets here](#). We wish the students well in the upcoming performance.

Hingham High School History Day Competition

Congratulations to all 65 Hingham High School juniors who competed in the HHS History Day contest! Projects that were featured included "The Rosies of Hingham Shipyard: Welding Women's Way Forward" and "Nellie Bly: The Treatment of Mentally Ill", all following this year's theme of "Turning Points in History". Thirty-three students were selected to advance to the Foxborough Regional History Day contest, with 17 HHS students selected to compete at the state competition.

Kids in Action Enrollment

Enrollment for next year's K-5 Kids in Action after-school program for new and current families is underway. See [link](#) for information. We are starting the enrollment process earlier to support planning for the program. Specifically, with a clearer idea of numbers, we can plan for staffing and spend the summer hiring any additional staff. We can also plan purposefully for the specific needs of individual students with programming.

District Comprehensive Program Review

The Massachusetts Department of Elementary and Secondary Education will be on site for the district program review during the week of April 22nd. In addition to their site visit, we have collected hundreds of documents to share with them, including curriculum units, agenda of various meetings, and a variety of district plans.

New IEP Coming

During the February early release, special education staff began learning about the new state DESE IEP. There will be several other opportunities for staff to continue learning about the new IEP this spring into the fall of 2024. In addition, we will plan for a parent information session in

the fall of 2024. Here is [a link](#) to the state's new IEP information. The state expects the new forms and documents to be used by districts by the fall of 2024.

School Building Committee

The School Building Committee had a busy meeting last week. Plymouth River School's columns were discussed. The SBC voted to approve Habeeb & Associates to oversee repairing the columns. Some of the remaining funding from the windows/door project would support the project.

The following is a summary of the discussion of the new elementary school building project:

- Sitework is on hold until Spring 2024. The rooftop equipment will be delivered and set on March 12th. The temporary protection was installed in Area B to allow interior work to progress ahead of window and skylight deliveries.
- In Area A, all exterior framing and sheathing are complete. The Air Vapor Block has been installed, and temporary window installation is ongoing. The Mechanical Engineering and Plumbing (MEP) layout and overhead rough are ongoing on levels 2 and 3. The interior framing is nearly complete. The roofing is complete. The masonry work is continuing on stair #1.
- In Area B, the masonry envelope is ongoing on the south elevation. Interior electrical wiring began on March 1st. The drywall installed above the ceiling continues on only one side. MEPs are ongoing on all floors. Toilet carriers are being installed on all floors. Windows are scheduled to be delivered at the end of March.
- The SBC reviewed the furniture and equipment orders. Work is being done to minimize costs and locate the best costs. The purchase orders are being prepared. Smallwares, such as musical instruments and classroom aides, will be organized through mid-April. We'll allocate the budget depending on what exists at Foster and can be moved over. The SBC approved ordering of library shelves, storage cabinets, and cafeteria tables since the lead times on these are likely longer because they are metal.
- Joe Andrews is working with vendors to buy technology installed in the new school before occupancy in September.

FY25 COC RECOMMENDED PROJECTS

Department	Request Title	FY25 Request	FY25 Funding Source
Education	Viewsonic Viewboard IFP7550	\$150,000	COC tax allocation
Education	vxRail Hyper Converged server and storage trays	\$125,000	COC tax allocation
Education	Transportation - Ford Transit 10 Passenger Vans - HPS	\$80,000	COC tax allocation
Education	2 small SUVs for 2 student trips (Hyundai Tucson)	\$70,000	COC tax allocation
Education	Roof Repairs all buildings - HPS	\$50,000	COC tax allocation
Education	BACnet IP BMS Communication Systems Parts (98 total) - HHS	\$50,000	COC tax allocation
Education	Security - Additional Surveillance Cameras / Radio Replacements - HPS	\$50,000	COC tax allocation
Education	Walls: Replace accordion walls with permanent structures (2, 2, 2) - PRS	\$50,000	COC tax allocation
Education	BACnet IP BMS Communication System Upgrades (2 of 3) - South	\$40,000	COC tax allocation
Education	Instructional Equipment - HPS	\$31,745	COC tax allocation
Education	Windows/Doors - HHS	\$30,000	COC tax allocation
Education	Copiers (2/year; 32 total units) - HPS	\$25,000	COC tax allocation
Education	Abate vice principal, principal and conference room ceilings - PRS	\$24,800	COC tax allocation
Education	Energy Management System: ONA Parts	\$20,000	COC tax allocation
Education	Removal of dead trees in close proximity to the school - PRS	\$20,000	COC tax allocation
Education	Depot Garage - Replace Bus Doors (2)	\$17,940	COC tax allocation
Education	Area carpet/flooring (replacement plan) - HPS	\$16,000	COC tax allocation
Education	Security: District redraw of building maps to scale to be used by first responders in case of an emergency - HPS	\$15,000	COC tax allocation
Education	Tree Removal - South	\$15,000	COC tax allocation
Education	Paint Machine for Fields and Parking Lots - HHS	\$13,000	COC tax allocation
Education	Floor Machine - HHS	\$10,229	COC tax allocation
Education	Removal of Trees - HHS	\$10,000	COC tax allocation
Education	Boiler Replacement - Heat Feasibility Study - HHS	\$8,000	COC tax allocation
Total Education		\$921,714	

Hingham Public Schools

FY 25 Budget Presentation



Presented by:

Dr. Margaret Adams, Superintendent of Schools

Aisha Oppong, Director of Finance and Operations

Kathryn Roberts, Asst Superintendent

Interim Executive Director of Student Services - Dr. Barbara Cataldo



Agenda

- Update on the FY 25 Budget
- Impact of Collective Bargaining Agreements on Budget
- Further Budget Considerations - Reductions
- Important Dates

Hingham Public Schools

FY 25 Budget Presentation



Update on the FY 25 Budget



Overall FY25 Budget

Hingham Public Schools - FY 2025 Budget Summary			
Account Description	Budget FY2024-2025	BUDGET FY2023-2024	Actual FY2022- 2023
School Committee	84,350	105,000	70,844
Administration	1,682,192	1,698,846	1,609,032
School Building Administration	2,882,853	2,814,741	2,987,062
Teaching	32,442,200	29,218,823	29,717,304
Professional Development	489,918	438,280	263,163
Textbooks	410,965	602,466	301,086
Instructional Equipment	48,280	67,611	32,887
Instructional Technology	547,921	1,038,998	1,164,712
Library	913,344	876,448	768,488
Counseling	2,047,851	1,521,246	1,558,553
Psychological Services	1,500	1,500	0
Health Services	968,116	934,556	791,085
Transportation	1,925,778	1,774,064	1,593,031
Food Service	0	0	224
Athletics	1,322,389	966,526	806,810
Other Student Activity	194,257	250,347	79,440
Security	12,000	12,000	6,794
Custodial	2,085,882	1,722,924	2,041,151
Heating of Buildings	852,273	636,804	415,933
Utilities	992,867	972,137	942,615
Maintenance of Grounds	183,569	183,569	47,206
Plant Maintenance	1,759,002	1,703,405	1,324,472
Repairs of Equipment	143,960	156,409	124,689
Employee Retirement	70,000	150,000	31,040
Rents and building costs	80,000	166,709	61,200
Sped Supervision	999,886	1,020,122	677,981
Sped Instruction	13,339,444	11,335,131	9,035,452
Sped Prof. Development	30,336	11,582	18,898
Sped Textbooks	4,000	5,000	3,750
Sped Counseling	1,079,664	1,266,099	1,061,177
Sped Psychological Services	988,689	1,106,275	1,127,325
Sped Transportation	1,216,443	1,072,747	1,112,025
Sped Programs w/ other Districts	79,426	99,815	114,596
Tuitions to Non-Public Schools	4,620,310	709,325	681,492
Tuitions to Collaboratives	1,319,083	964,080	1,135,353
Vocational Transportation	10,400	10,400	0
Vocational Tuition	90,000	90,000	164,033
Grand Total	575,919,148	565,703,985	561,870,903
Grants & Revolving	(5,482,032)		
Town MOU	(1,438,355)		
Deficit	(995,137)		
Approved Town Increase of 3.5%	568,003,624		



Overall FY25 Budget - Revolving Funds

Hingham Public Schools Fund Balances Roll-Forward							
Fund	Balance June 30, 2023	Budgeted Receipts FY 24	Budgeted Expense FY 24	Proj. Bal. June 30, 2024	Budgeted Receipts FY 25	Budgeted Expense FY 25	Proj. Bal. June 30, 2025
1 Athletic Fees	\$208,159	335,698	455,000	\$88,857	373,320	455,000	\$7,177
2 Building Rental Fees	\$56,195	60,000	60,000	\$56,195	65,000	60,000	\$61,195
3 Field Use Fees - To be preserved for the new Turf Field	\$252,668	-	-	\$252,668			\$252,668
4 MS Co-Curricular Activity Account	\$68,949	25,000	40,000	\$53,949	30,000	35,000	\$48,949
5 Pre-School Tuitions	\$394,280	39,000	300,000	\$133,280	294,720	400,000	\$28,000
6 Community Ed	\$393	-	-	\$393			\$393
7 Drivers Ed	\$63,556	160,000	150,000	\$73,556	175,000	160,000	\$88,556
8 Kids in Action	\$321,889	1,480,000	1,514,000	\$287,889	1,500,000	1,600,000	\$187,889
9 School Lunch	\$1,018,681	1,400,000	1,500,000	\$918,681	1,500,000	1,545,000	\$873,681
10 FDK	\$1,130,217	428,340	900,000	\$658,557	428,340	900,000	\$186,897
11 Lost Book	\$39,149	1,300	-	\$40,449	1,300	-	\$41,749
12 Other Tuitions	\$2,925	-	-	\$2,925	-	-	\$2,925
	\$3,557,061			\$2,567,399			\$1,780,079



Overall FY25 Budget - Grants

Grants & Revolving Accounts	Budget 2014-2015 \$	Budget 2015-2016 \$	Budget 2016-2017 \$	Budget 2017-2018 \$	Budget 2018-2019 \$	Budget 2019-2020 \$	Budget 2020-2021 \$	Budget 2021-2022 \$	Budget 2022-2023 \$	Budget 2023-2024 \$	Budget 2024-2025 \$
Gross Special Ed Spending	12,266,576	13,009,162	13,713,755	14,271,313	15,101,228	15,885,316	17,087,847	18,472,992	17,070,271	19,771,332	23,777,682
Grants											
IDEA	(853,263)	(915,085)	(934,634)	(947,817)	(823,033)	(771,842)	(857,913)	(830,000)	(988,440)	(984,126)	(1,025,962)
IDEA ARP								(236,727)			
ECC	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(16,942)	(17,506)
Circuit Breaker	(1,160,184)	(942,740)	(1,013,537)	(1,196,599)	(1,432,632)	(1,781,419)	(1,652,110)	(1,796,301)	(1,881,131)	(2,083,381)	(2,189,398)
Tuition Revolving	(220,000)	(370,000)	(220,000)	(220,000)	(220,000)	(220,000)	(320,000)	(220,000)	(220,000)	(220,000)	(400,000)
Other Revolving SSEC / FDK SPED	(4,500)	(79,025)	(56,000)	(70,000)	-	-	-	-	-	-	-
Town MOU Deductions	-	-	-	-	-	-	-	-	-	-	(1,438,355)
Total Offsets	(2,251,437)	(2,320,340)	(2,237,661)	(2,447,906)	(2,489,155)	(2,786,751)	(2,843,513)	(3,096,518)	(3,103,061)	(3,304,449)	(5,071,221)
Net Spending - Special Ed	10,015,139	10,688,822	11,476,094	11,823,407	12,612,073	13,098,565	14,244,334	15,376,474	13,967,210	16,466,883	18,706,461
Gross Regular Ed Spending	33,803,356	36,031,679	37,429,513	39,363,885	40,892,996	42,784,979	44,229,628	47,662,630	50,184,044	50,204,394	52,141,466
Revenue Offsets											
Athletics	(294,000)	(312,661)	(312,600)	(323,600)	(323,600)	(323,600)	(358,308)	(378,308)	(425,034)	(455,000)	(455,000)
Middle School Activity	(74,116)	(78,139)	(79,440)	(81,240)	(40,000)	(50,000)	(50,000)	(50,000)	(30,000)	(30,000)	(35,000)
Field Revolving Account	(10,000)	(50,000)	(30,000)	(30,000)	(30,000)	(30,000)	(30,000)	-	-	-	-
Building Revolving Account	(7,500)	(100,812)	(55,000)	(55,000)	(55,000)	(55,000)	(28,957)	(78,957)	(55,000)	(60,000)	(60,000)
Kids In Action	-	-	(112,900)	(167,000)	(167,000)	(167,000)	(157,500)	(50,000)	(50,000)	(80,000)	(150,000)
Food Service	-	-	-	(18,003)	(18,003)	(38,714)	(41,452)	-	-	(50,000)	(50,000)
Drivers Ed	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	-	-	-	(15,000)	(20,000)
Continuing Ed	(5,000)	-	-	-	-	-	-	-	-	-	-
Other (Drama, Student Parking)	(9,000)	(9,000)	(9,000)	(9,000)	(9,000)	(9,000)	(4,000)	-	-	(4,000)	(4,000)
Cable Grant	(18,104)	(18,104)	(18,466)	(18,466)	(18,466)	(18,466)	(18,466)	(18,466)	-	(25,000)	(25,000)
ESSER Grant	-	-	-	-	-	-	(128,449)	(1,521,650)	(950,002)	-	-
METCO GRANT	-	-	-	(68,344)	(119,719)	(115,839)	(119,719)	(116,500)	(45,000)	(50,166)	(50,166)
Other Offsets: (Full Day K)	-	(780,975)	(744,000)	(730,000)	(839,270)	(940,000)	(980,000)	(767,000)	(769,715)	(900,000)	(900,000)
Potential New HS Activity Fee	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Offsets	(422,720)	(1,354,691)	(1,366,406)	(1,505,653)	(1,625,058)	(1,752,619)	(1,916,851)	(2,980,881)	(2,324,751)	(1,669,166)	(1,849,166)
Net Spending Regular Ed	33,380,636	34,676,988	36,063,107	37,858,232	39,267,938	41,032,360	42,312,777	44,681,749	47,859,293	48,535,228	50,292,300
Total Offsets	(2,674,157)	(3,675,031)	(3,604,067)	(3,953,559)	(4,114,213)	(4,539,370)	(4,760,364)	(6,077,399)	(5,427,812)	(4,973,615)	(6,920,387)
24-25 Deficit	-	-	-	-	-	-	-	-	-	-	(995,137)
Total School Spending Budget	46,069,932	49,040,841	51,143,268	53,635,198	55,994,224	58,670,295	61,317,475	66,135,622	67,254,315	69,975,726	75,919,148
Net School Spending	43,395,775	45,365,810	47,539,201	49,681,639	51,880,011	54,130,925	56,557,111	60,058,223	61,826,503	65,002,111	68,003,624



Fees in FY25 Budget

- Athletic Fee proposed increases from \$375 to \$425. Hockey additional fee remains a \$200 differential. The family cap increases from \$950 to \$1,100. For Hockey families, the cap is raised from \$1,000 to \$1,300.
- Kindergarten full-day fee remains \$2,950.
- Increase in facilities fees to ensure coverage of costs incurred by community use of the schools (increase in revolving under facilities to account for increases). A 5% increase in facility rental fees is proposed.
- Increase in other fees for example: Kids in Action and Pre-Kindergarten.
- Keep fee for middle school activities and clubs at \$100. Request a new fee for high school activities and clubs of \$100.
- 5% increase in facility rental fees



Review of the MOU

- MOU or 4 year commitment to maintain cost increases at a specific rate.
- Annual operating budget growth for the School Department will be capped at 3.5% after FY24.
- If the projected annual increase for OOD tuition and special education contracts is at or below 2.0% for a given fiscal year, then the budget for those line items will increase to match the anticipated growth.
- If the projected annual increase for OOD tuition and special education contracts is above 2.0%, those line items will be budgeted at 2.0% within the School budget and any variance in costs above that amount will be paid through the Reserve Fund process if the School operating budget or any applicable grants are insufficient to cover these expenses.



Student Services Areas Impacted by the MOU

Summary

FY 2025 - Summary of Costs to Apply to the Town Based on the MOU

Special Education Tuitions	6,018,819	
Specialized Services	1,287,601	
Transportation	395,891	
Total Cost		<u>\$7,702,311</u>
Application of grants to Tuition	(3,005,360)	
24 Budgeted Cost per MOU	(3,194,702)	
2% Rate threshold for the Increase of the Budget	(63,894)	
		<u>(6,263,956)</u>
Net amount applied to the Town		<u>\$1,438,355</u>

Hingham Public Schools

FY 25 Budget Presentation



Impact of Collective Bargaining Agreements on Budget



Cost of Current Proposals FY 24 - FY 25

Proposals	Amount \$
Unit A - Teachers - Update	
Hingham School Committee @ (3%/3%/3%) move from 2.5% in Year 1 - Add'l cost \$316,719	\$41,381,094
Hingham Education Association@ (6%/6.25%/6.50%) plus additional 4% @ step 13	\$44,040,945
Difference	(\$2,659,851)
Additional Request to provide Para coverage for arrival and dismissal at the elementary level to free the special ed and other related providers from duties.	\$99,000
Additional cost of 0.5%	\$217,719
Total increased cost from Unit A negotiations	\$316,719

Hingham Public Schools

FY 25 Budget Presentation



Further Budget Considerations - Reductions



FY24 Student to Staff Ratios

Grade	East	Foster	PRS	South	Total
Kindergarten	21 (3)	21 (3)	14.66 (3)	18 (4)	18.67 (13)
Grade One	21.25 (4)	22 (3)	17.5 (4)	21 (4)	20.43 (15)
Grade Two	19.75 (4)	18 (3)	19 (3)	23.25 (4)	20 (14)
Grade Three	23.33 (3)	22 (3)	19.6 (3)	19.5 (4)	21.11 (13)
Grade Four	19.25 (4)	19.25 (4)	22 (3)	19.75 (4)	20.06 (15)
Grade Five	18 (4)	21.67 (3)	20.67 (3)	17.4 (4)	19.44 (14)
Total	20.9 (22)	21.1 (19)	18.5 (19)	19.6 (24)	19.9 (84)



FY24 Student to Staff Ratios

Department	Hingham Middle School	Hingham High School
ELA	18.2 (45 sections-includes 4 STEM/Lit sections)	18.9 (71 sections)
Family and Consumer Science	16.1 (34 sections)	14.9 (18 sections)
Health	13.9 (40 sections)	19.6 (14 sections)
History	18.8 (45 sections)	16.9 (79 sections)
Math	15.1 (44 sections)	17.0 (72 sections)
Math Lab	6.1 (14 sections)	NA
Physical Education	17.0 (48 sections)	19.2 (18 sections)
Reading Lab/Specialized Reading	11.8 (27 sections)	4 (2 sections)
Science	19.3 (32 sections)	19.8 (60 sections)
Science Lab	NA	15.9 (9 sections)
Technology	15.9 (34 sections)	7.2 (29 sections)
World Language	14.5 (51 sections)	15.2 (65 sections)
Visual and Performing Arts	16.8 (75 sections)	15.3 (24 sections)



FY23 FTE Per 100 Students Comparable Districts

District Name	Teachers	Paraprofessional	Leadership	Student Support	Clerical	Tech
Cohasset	8.6	2.9	1.1	0.8	0.7	0.3
Duxbury	7.7	2.2	0.9	0.7	0.8	0.1
Groton-Dunstable	7.8	2.7	1.2	0.6	0.7	0.2
Hingham	8.3	3.0	0.8	0.7	0.9	0.1
Medfield	8.3	2.8	1.0	0.6	0.8	0.2
Norwell	7.6	2.1	0.8	0.6	0.8	0.2
Reading	8.3	2.7	1.1	0.8	0.5	0.3
Scituate	8.5	2.7	1.2	0.8	0.8	0.0
Sharon	7.6	1.2	0.7	0.5	0.6	0.1
State	8.4	2.6	1.1	0.8	1.0	0.2
Wellesley	9.0	5.7	1.1	1.1	1.1	0.4
Westford	7.9	2.6	0.9	0.8	1.7	0.2



Central Office- Earlier Reductions

Position	Amount
Receptionist	\$63,060
HR Director reduction to HR Coordinator	\$52,350
Total	\$115,410



Hingham Middle - Proposed Reductions

Position	Amount
Library Paraprofessional	\$31,850
Math Interventionists	\$91,233
World Language Teacher	\$79,063
0.5 Library	\$42,692
0.2 Art teacher	\$13,777
Total	\$258,615



Hingham High - Proposed Reductions

Reduction	Amount
Math Teacher (Retirement)	\$122,188
ELA Teacher (Retirement)	\$106,307
0.6 Music Teacher	\$43,374
World Language Teacher	\$117,146
2 History Teachers	\$180,440
0.8 Art teacher	\$55,110
Total	\$624,565



Proposed Reductions

Reduction	Amount
Hingham Middle School	\$258,615
Hingham High School	\$624,565
Plymouth River School - Classroom Teacher	\$68,887
Curriculum	\$193,069
Technology	\$93,253
Total	\$1,238,389

Hingham Public Schools

FY 25 Budget Presentation



Important Dates



Important Dates

Important Dates	Meeting Details
March 13th or 19th 7:00 PM	Adcom Vote on the School Budget
April 24th	Town Meeting
April 27th	Local Elections



Margaret Adams, Ed.D.
Superintendent of Schools

HINGHAM PUBLIC SCHOOLS

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To: School Committee

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

Subject: Approval of Layoffs of Hingham Education Association Unit A

Date: March 12, 2024

During previous budget meetings, we explained that the district faced a budget deficit of \$2.3 million. The deficit has increased to \$2.6 million.

About \$1.4 million is due to increased special education costs, and the district, per the MOU with the town, is requesting additional funding to cover these costs. The remaining \$1.2 million of the deficit is due to the district's obligations to several budget drivers, including meeting the contractual agreements with our employees, utilities, and increases in substitute costs.

In past budget meetings, the district proposed that \$900,000 of the projected deficit could be addressed in several ways. Due primarily to declining enrollment at the middle and high schools, layoffs of approximately eight positions and reductions in curriculum materials and technology software could bridge that gap.

With the School Committee's most recent proposal to the HEA Unit A, the FY25 deficit is expected to increase by approximately \$317,000, for a total projected deficit of \$1.2 million. Additional staffing reductions are now needed to respond to the increased deficit.

Per Article XXII of the Agreement Between the Hingham School Committee and the Hingham Education Association Unit A, the School Committee must vote on layoffs. Layoff notice must be

issued by March 15th. In addition, per the contractual bargaining agreement, volunteers from the unit were solicited. No volunteers came forward.

The district recommends the following layoffs in Unit A at this time to meet the deficit in the FY25 budget at Hingham Middle School:

- Reduction of a Library Media Specialist from 1.0 to .5
- .2 Art Teacher
- One World Language Teacher

The district recommends the following layoffs in Unit A at this time to meet the deficit in the FY25 budget at Hingham High School:

- Two Social Studies/History Teachers
- One World Language Teacher
- .8 Art Teacher
- .6 Music Teacher

In addition, the district would not replace an ELA and math teacher retiring at the end of the school year.

The district recommends the following layoffs at the elementary level at Plymouth River School due to reduced enrollment at the school:

- One Elementary Teacher

The district will apply the seniority list for the unit to determine staff who would receive layoff notices. It is expected that a total of nine notices will be issued.

The School Committee must vote on each lay-off individually and the order of lay-off shall be established by the sequence in which the votes are taken.

Motion:

To approve, as per Article XXII of the contractual agreement between the Hingham School Committee and Hingham Education Association Unit A, and authorize the superintendent to conduct the following layoffs:

Hingham High School

- One Social Studies/History Teacher
- One Social Studies/History Teacher
- One World Language Teacher
- .8 Art Teacher
- .6 Music Teacher

Hingham Middle School

- Reduction of a Library Media Specialist from 1.0 to .5
- One World Language Teacher
- .2 Art Teacher

Elementary Level

- One Elementary Teacher



William L. Foster Elementary School

55 Downer Avenue
Hingham, MA 02043

Phone: (781) 741-1520
Fax: (781) 741-1522

Matthew Scheufele, Principal

Jennifer Newell, Assistant Principal

To: Margaret Adams, Superintendent

From: Mr. Scheufele, Principal

Date: March 8, 2025

RE: Recommendation for the naming of Cafetorium Stage

Members of the Foster Elementary School staff and community had requested, prior to the beginning of the building project, to have the new stage named after a former Foster student Anna Quinlivan. Anna would have been a graduating senior at Hingham High School in 2021. Her life was cut short when she passed suddenly in July 2020 while running in a race at summer camp. Anna was a bright light in the Hingham Community and Hingham Public Schools. She was very involved with the drama club and community theater over the course of her educational career and was a gifted lighting operator and technical guru. She had dreams of working on Broadway one day.

Anna's parents, Mark and Julie Quinlivan were consulted by staff, and they supported making this proposal before bringing it to Foster community members. This proposal was brought forward to the Foster PTO, which approved the financial end of this and is willing to purchase the "12 x 15" plaque should you approve the naming of the stage. It has also been brought forward to the Foster School Council where it has been unanimously recommended that I write you this memo endorsing this proposal.

As a community, we are asking that you move forward with the approval of naming the cafetorium stage in memory of one of Foster's Finest, Anna Quinlivan.

School Enrollment

As of October 1, 2023, 3,707 students enrolled in PreK to Grade 12 (Pre-K-12) in the Hingham Public Schools. This represents a decrease of 90 students from the October 1, 2022 enrollment. In addition, the district was responsible for funding and/or programming for 77 preschool students (down from 79 the previous year) in the Integrated Preschool Program. Enrollment for this year included 7.8% low-income, 18.3% students with disabilities, and 24.1% high needs.



Strategic Plan

During the 2023-2024 school year, the Hingham Public Schools continued with its second year of a three-year strategic plan. Below are some accomplishments for the 2023-24 school year for each strategic objective:

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

- Regular communication continues through newsletters at the school and district levels. Principals continue weekly emails to families.
- School and district leaders meet monthly with town safety officials, including School Resource Officers, to review safety and emergency procedures.
- Strengthen activities that support students' transition between elementary, middle, and high school, including for our students with disabilities.

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

- Hingham High School initiated two new pathways, including the Advanced Manufacturing and Arts Pathways. In addition, the initial exploration of the Business and Finance Pathway is part of the program review process.
- Hingham High School has piloted and implemented dual enrollment courses in Science, Math, and World Language, expanding access to college-level courses.
- Additional full-day KIA Preschool/PreKindergarten and Integrated Program classrooms are planned for next year, including four new classrooms at the new elementary school building.
- Student Services completed a program evaluation of special education programming. The report will inform both short and long-term goals for programming for our students with disabilities.

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

- The Wellness Committee has reviewed the Youth Risk Behavior Survey (YRBS) data and report from last year's Wellness Committee. The Wellness Committee has broadened the group members to include partnering with community groups to develop action steps.
- A Task Force for revising the Bullying Prevention Plan was formed and will present a revised plan for the spring.
- One-year equity plan was presented to the school committee in June 2023. The district equity task force is monitoring the implementation of the plan.
- A revised District Curriculum Accommodation Plan (DCAP) was completed and will be implemented next school year.

Capital and Finance: Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience.

- Review of the current website provider has begun to consider other possible options that provide more functionality and are more cost-effective.
- The School Committee voted to submit a warrant article for naming the new elementary school.
- The School Building Committee received a report on the columns at Plymouth River Elementary (PRS) and is determining the best course of action. In addition, the School Building Committee monitors the completion of the Plymouth River School (PRS) Windows and Doors project, which includes painting the front area.
- The School Building Committee continues to facilitate all components of the building of the new elementary school building.
- A Social and Emotional Learning (SEL)/Behavioral Health Task Force is being formed to examine needs and determine program development. The team has outlined a draft timeline, identified data sources to collect, and contacted other local programs to visit.

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

- A draft of a Hiring Handbook has been completed. Hiring managers will review over the next few months to then implement this coming hiring season.
- Elementary professional learning communities were implemented to support regular review of literacy and math data for MTSS implementation.

- Materials to support improved onboarding of paraprofessionals are being curated with the goal of implementing a strengthened process for the fall of 2024.



New Elementary School Building Project

At the fall 2022 town meeting, funding for a new elementary school at the site of the current Foster Elementary School was approved almost unanimously. The Foster Elementary School community is now excited to see the building project coming together. Phase one of the construction began soon after the fall 2022 town meeting vote. Phase one of the building included completing a temporary front parking lot, relocating a new temporary playground, and excavating the site. Phase Two of the project is well underway to include the building out of the new elementary school building. The new building is to be completed in the fall of 2024. In September 2024 while students move from the old building to the new school, the project will move to the front of the school with demolition of the old Foster Elementary School building and completion of parking and access roads to the building.



East Elementary School

East Elementary and its 533 Explorers and 100+ educators, support personnel, and leaders have been hard at work this school year!

Our educators have been committed to collaborating with peers in the Professional Learning Communities, leading the successful rollout of our new Reading program (Into Reading), and broadening their understanding and use of Universal Design for Learning principles. In addition to these efforts, a consistent focus on academic growth, analysis of student achievement, and meeting student needs through clearly defined interventions has been a priority. Our support personnel and Special Education staff ensure that all students, regardless of need, have access to learning in a way that feels supported and celebrates growth. East houses district-wide programs K-5 students throughout Hingham Public Schools can utilize: the Comprehensive Learning Center (CLC) and Language and Academic Home Base (LAHB). These programs are led by SPED staff and are specially designed to meet the needs of students with language-based learning disabilities or complex neurological disorders. In addition to these offerings, East's Integrated Early Childhood Program is available to students ages three, four, and five who receive special education and school readiness services along with community peers seeking a preschool or Pre-K program.

Outside of the classroom, our amazing PTO collaborates with our team and supports our student's enrichment, activity, and sense of school spirit. From funding enrichment activities and field trips to kindness initiatives and community drives (such as coat drives, toy drives, etc) to

bringing cheer to faculty and students alike with celebrations and gestures, the East PTO is a consistent source of energy and positivity!

All of these combined efforts develop a feel within the school of vision and purpose, one that is connected to its surrounding community by parental support and involvement and strives to improve its practices and student performance each year.



Foster Elementary School

Foster Elementary School is the home of 392 students, whom we refer to as Foster's Finest. We take pride in our work: to develop students who enjoy learning, constantly striving to meet their potential and become lifelong learners. Foster's students learn to be responsible and demonstrate respect for themselves and others. Our students are challenged to practice critical thinking skills to solve problems. We want them to have a strong sense of community inside and outside of our school. We do this through our daily instruction, as well as through extracurricular activities, such as our Green Team, Kindness Club, and Student Council. Foster's Finest Students have participated in supporting Veterans, conducting Food Drives, and writing cards to community members in nursing homes.

Our building project is coming along and we are looking forward to the next school year when we occupy the new school building. Through the support of the PTO, we have been very excited to have two new programs after school. We have added a Lego club and a Lego Robotics club that has been taking place weekly. Thanks to fantastic volunteers and staff we have been able to engage many of our students in this wonderful program.

This year we have added a Spanish Immersion preschool program through Kids in Action. This classroom has been a wonderful addition to our school community. We have twenty preschool students from across the town of Hingham who have been a part of our inaugural year. We are

looking forward to continuing to have this program and have begun exploring future opportunities for our students to engage in an immersion program as they progress through the grades here at Foster. While we are not embarking on this next year, we are looking forward to seeing what our future options are when we occupy the new building.



Plymouth River Elementary School

Plymouth River Elementary is a school with 358 students and 80 educators. They recently experienced a drop in student enrollment due to the transition of fifth-grade students to middle school and the arrival of a small kindergarten class. Even with this drop in students, our educators have been able to enhance their approach to education, the school has implemented Professional Learning Communities (PLCs), which allow teachers and specialists to discuss data and address school issues on a more focused level. They promote student growth and ensure a safe and inclusive learning environment.

Plymouth River is in its second year of the Inclusive Academy, which focuses on the principles of Universal Design for Learning (UDL). These principles include offering multiple means of representation, action, and expression, and engagement to cater to diverse student needs. The school has received guidance and support from Laurie Casna, an expert from the academy, to incorporate UDL seamlessly into their existing teaching practices.

The school also provides a variety of engaging activities through the Parent-Teacher Organization (PTO), such as ballet performances, magic shows, presentations on wildlife, community service opportunities, art presentations at different grade levels, and visits to local establishments. Students actively participate in their community through visits and presentations

from resource officers, trips to the fire station, serving at the Senior Center, and commemorating important events like Veterans Day and Memorial Day. Plymouth River Elementary takes pride in its students' achievements, as well as the continuous professional development of its staff. Their commitment to excellence has led them to be recognized as a "School of Recognition" by the Department of Elementary and Secondary Education.



South Elementary School

Our overarching theme at South School is always: It takes a **village** to prepare the child for the path! South School started the 2023-2024 school year with the added theme of "Up, Up and Away," as everything we have put into place since the Pandemic is to ensure that all of our students reach their highest academic potential while also enjoying excellent social/emotional health. The goal is always to be sure that our students' education is evenly split between their academic and social-emotional needs.

The 2022-2023 school year was the inaugural year for our refined schedule. During that year, representatives from each grade level and specialty met several times with the administration to work collaboratively to further improve upon that schedule. This included updating the regular intervention times for math and literacy so that there was no overlap with different grade levels and, therefore, much more efficient use of resources in both academic areas. There also continue to be more scheduled times for social/emotional education and support. These times include small group remediation in all of these areas and supports built into a typical day in the classroom at different times for all grade levels to better utilize our resources. This tier II support is known as MTSS (Multi-Tiered Systems of Support/ Hingham Tiered Systems of Support). We are grateful for the additional staff (interventionists and guidance counselor) that continues to

allow us to provide all of this in addition to complete classroom instruction that considers all learning styles. Recent data is very encouraging as most of our students are on track to make significant gains in these areas again this year. Furthermore, looking back to the 2022-2023 school year, it is important to note that we were recognized as a School of Recognition by the Massachusetts DESE.

Beyond that, we have always prided ourselves on our inclusive culture at South School. We continue to have our wonderful all-school assemblies known as **Buzz Assemblies**, which celebrate good behavior with a **Bee** as our mascot. These also include a performance by one grade level and the singing of our special school song entitled **Nothing More** by Alternate Routes. So far this year, we have had four of these assemblies, with others planned in March, April, and May:

1. October: Celebration of Friendship/Welcome to new school year
2. November: Meaning of Veteran's Day/Honored actual visiting veterans
3. December: Celebration of Togetherness and holidays around the world
4. January: Celebration of the New Year and togetherness

We have also continued many of our wonderful traditional activities such as our all-school feast in November; Holiday Concert; Fly South (minimum of 60 students attending after-school enrichment classes), Homework Heroes; BOKS (40 students attend a before-school exercise program); Kindergarten Holidays Around the World and Alphafest; Grade One Musical; Grade Two Poetry Festival; Grade Three History at Home Timeline Performance; Grade Four Box City; Grade Five Booth Day. It is always wonderful to welcome families to these events and guest readers and daily volunteers for many other events.

Our PTO has also sponsored many events, such as our Welcome Back Tour; Harvest Party; Parent/Caregiver Social; Fun Run; and the Winterfest/Bookfair. It has been an incredible journey this school year, and we look forward to a beautiful second half of the year. We also have great anticipation for what the future holds as we continue along our path of preparing our students for life.

Being together as a **village** with upwards of 600 people (including staff and students) is so inspiring for all who attend and work at South School. We look forward to the remaining assemblies and events planned for 2023-2024 as they will continue to keep us cohesive and enthusiastic about our mission, which is to educate every child to their most significant potential and, more importantly, make them feel loved and part of our **village**!



Hingham Middle School

During the 2023 - 2024 academic year, Hingham Middle School continues to work to expand the support of students' social-emotional health and well-being through the expansion of our *Second Step* program at all grade levels. New this year is the involvement of classroom teachers in the implementation of this curriculum. The lessons introduced are then supported by follow-up lessons taught by classroom teachers. This approach should double the number of lessons presented to children and also expand the number of adults involved in the implementation. Each month lessons are first taught by all members of our school counseling department, health teacher, the director of counseling, and building administrators. Classroom teachers then present a follow-up lesson to their students. Topics include dealing with stress and anxiety, goal setting, and understanding how the adolescent brain works.

Hingham Middle School also continued its ***One Book, One School*** program, with a focus on the importance of inclusion and the challenges of identity-based bias through the reading of ***Linked***, by Gordon Korman. Set in a school not unlike HMS, students are confronted with anti-semitic graffiti and learn how this impacts their entire community. As a culminating activity, we were extremely fortunate to have all of our students and faculty hear from Holocaust survivor Marian Blumenthal Lazan, who brought her message of the importance of kindness to our school. Finding ways to bring our school together as a community, like this annual event, help our students to feel a deeper connection to one another.

In addition, Hingham Middle School began work with both the Anti-Defamation League's No Place for Hate program as well as the Special Olympics' Unified Sports program. Both endeavors are intended to help create a community of learners where all are valued and

respected, with a true sense of belonging for all, and we are excited to watch these programs grow in the future.



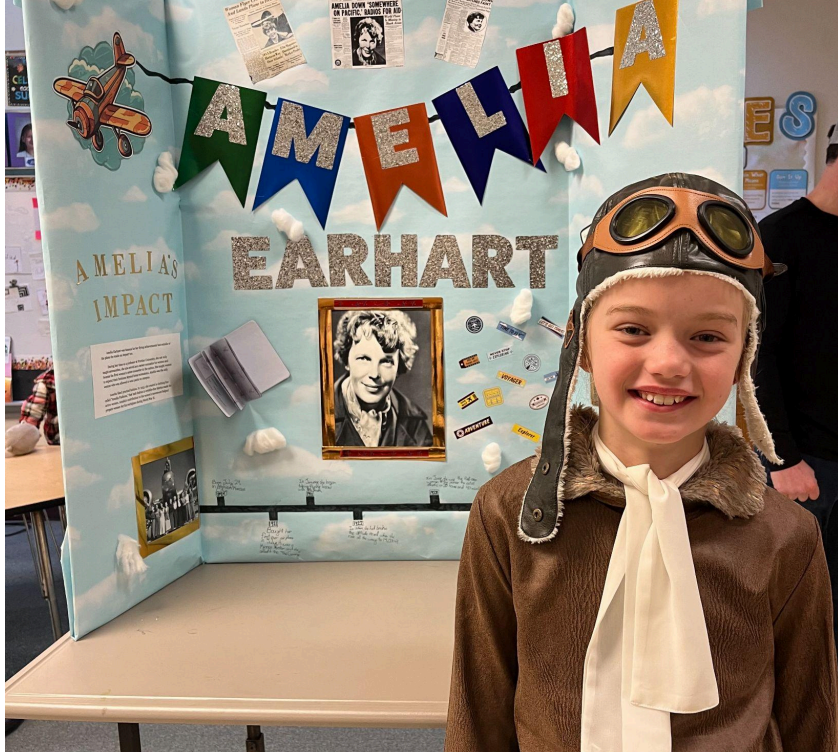
Hingham High School

At the annual graduation ceremony, 318 students graduated from Hingham High School on June 3, 2023. In addition to a diploma, 21 members of the class received the Global Competency Certificate. Through interdisciplinary academic study, community service, and international travel, these graduates demonstrated increased global awareness, a heightened appreciation of diversity, and a capacity to work and contribute in an increasingly interconnected world. The National Honor Society students collectively completed over 1400 hours of community service and over 700 hours of peer tutoring. In April 2023, 87 juniors were inducted at the annual NHS ceremony.

A total of 92.5 % of graduates planned to attend four-year colleges in 33 different states and three foreign countries (Ireland, Canada, and Spain); 2.2% planned to attend specialized or two-year institutions; .6% planned to participate in post-graduate programs, 1.3% planned to take a gap year; 0 entered military service; and 2.5% planned to begin full-time employment. Additionally, 314 Hingham High School students took 593 Advanced Placement exams. Of those 314 students, 168 were seniors who took 360 exams. Overall, Hingham High School students were designated as AP Scholars, including 49 Scholars, 29 Scholars with Honor, and 38 Scholars with Distinction.

Hingham High School's extracurricular clubs also enjoyed continued success. The following are some examples of the opportunities and activities of our students through the extracurricular clubs offered at the high school:

- Best Buddies continues to welcome students with and without disabilities, forming meaningful friendships.
- Breathe Out promotes awareness about mental health and suicide. Their goal is to help students learn coping skills that can lead to resilience and become more comfortable seeking help from adults. They deliver presentations (e.g., “How Not to Keep a Secret”) to all ninth-grade students. The presentations provide awareness and education about mental health and how to support someone you may be worried about, including talking to a trusted adult. Twice a year, they organize outdoor days emphasizing exercise and the outdoors to help manage stress. During Unity Week, another “Breathe Out Day” focused on supporting one another when someone is struggling.
- The Career Exploration Event includes more than 35 professional volunteers, giving students an up-close and personal view of various career paths.
- The Chinese Club is dedicated to improving awareness and understanding of Chinese culture, customs, and traditions. Students learn Chinese culture, music, and art, try Chinese food, and celebrate Chinese festivals.
- The Drama Club produced "Mind Your Manners: Two One Act Plays in the Style of Comedy of Manners," "Too Many Daughters," and "The Importance of Being Earnest" in the spring of 2023, as well as the Fall Musical, “Little Shop of Horrors.”
- The annual “Harbormen Helping Hingham” day of community service achieved a 96% participation rate among members of the Class of 2023; altogether, 304 participants completed six hours of community service on May 19, 2023.
- Affiliated with the nationwide Random Acts of Kindness Foundation, the Hingham Service Club participates in numerous monthly community service events. The club members strive to help foster an inclusive, welcoming environment, not only at HHS but in the broader Hingham community. They also collaborate with Foster School’s 1st Grade Kindness Club to help spread acts of kindness and positivity.
- The Math Team finished second in their division and 7th within the 30-member Southeastern Massachusetts Mathematics League (SMML).
- The Mentor Program continues to ease students’ transition to 9th grade by pairing them with an older peer mentor.
- The HHS Unity Project delivered the school's third annual Unity Week in February 2024; sparked new connections between students with the third annual “42 Games of Catch” initiative in April; led campus beautification by continuing to sponsor a new “Adopt an Island” initiative throughout the school year; conducted several successful food drives for the Hingham Food Pantry; raised funds for a variety of causes; and updated a display of flags of more than 80 countries that represent the ethnic diversity of the entire student body.



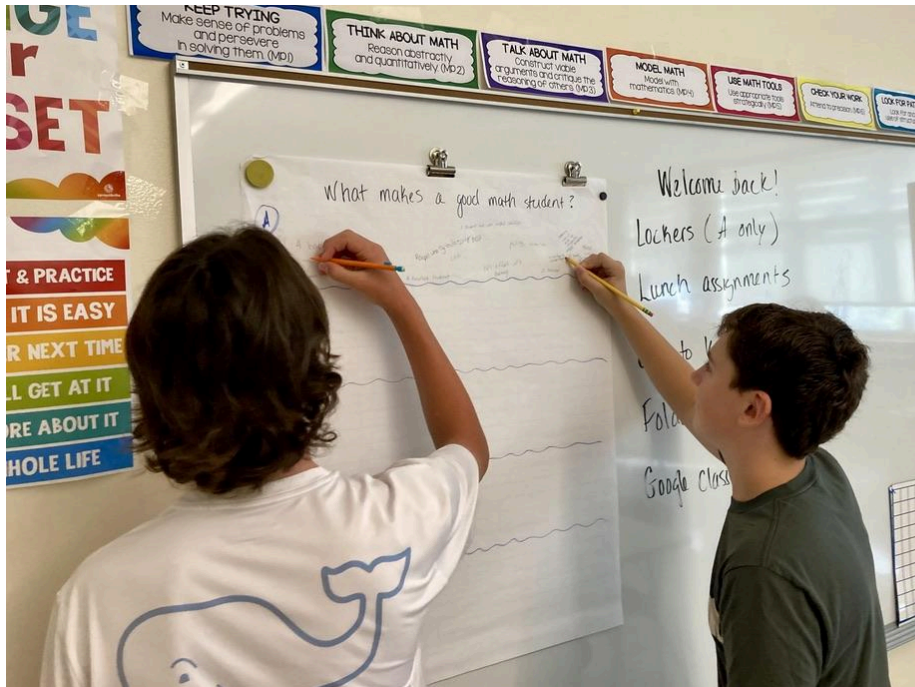
Teaching and Learning MTSS

A Multi-Tiered Systems of Support (MTSS) is a framework for districts to build the necessary staffing, systems, and structures to ensure that every child finds success and meets grade-level standards. According to the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision-making.” MTSS is considered a best practice in education, and the Massachusetts Department of Elementary and Secondary Education issued an MTSS “blueprint” to guide districts in assembling a comprehensive MTSS system for both academic and social-emotional learning (SEL) needs.

In Hingham, while some components of a multi-tiered academic support system existed pre-2020, the need for a fully articulated MTSS was given a new urgency both during and post-pandemic. Therefore, in FY’22, additional academic specialists in writing, literacy, and math were added across K-8 to ensure students receive the support they need to meet grade-level proficiency and recover from pandemic learning losses.

In FY’23, a major emphasis of the MTSS academic initiative was to strengthen our district-wide data practices. At the elementary level, data sources routinely analyzed include the Acadience/Dibels early literacy screener in K-2 and the iReady Diagnostic in Gr. 3-5 ELA and K-5 math. These screeners are administered at the beginning of year (BOY), middle of the year (MOY), and end of the year (EOY), with associated data meetings coordinated with specialists

and educators to analyze progress and assign tiered supports. In FY'24, the district focused on Tier I elementary literacy instruction by implementing a new evidence-based reading program, *HMH Into Reading*. The reading program implementation was supported by robust professional development and ongoing coaching by literacy specialists. The MTSS academic model, coupled with our existing social-emotional tiered system, is well positioned to ensure ongoing monitoring of student skills, student success, and access to our curriculum as we closely monitor student progress post-pandemic.



MCAS Results

The 2021-2022 school year saw the first complete administration of MCAS exams since 2019 for Grades 3-8, as testing was paused in the Spring of 2020 due to the pandemic, and in 2020-2021, shorter exams were administered in Grades 3-8. MCAS administration was similarly impacted at the high school level, and the Board of Elementary and Secondary Education approved modified competency determination requirements due to the cancellation of testing opportunities during the COVID-19 pandemic. The modified competency was in place for ELA and Mathematics for the classes of 2020–2022 and Science, Technology and Engineering for the classes of 2020–2023.

Spring 2022 results state-wide indicate some signs of learning loss recovery post-pandemic, but progress was uneven across grade levels, subject areas, and sub-groups. HPS data indicates that pandemic losses were mitigated overall relative to state, and exit outcomes in Grade 10 are strong for HPS students across content areas, with 91% of students meeting or exceeding expectations for ELA, 82% of students meeting or exceeding expectations for Mathematics, and 80% of students meeting or exceeding expectations for Science. In the Spring of 2023, student exit outcomes in Grade 10 remained strong for HPS students across content areas and

subgroups. Across the district, student performance neared or exceeded achievement levels in several grade levels, with particularly strong gains in Grade 3-5 mathematics following a year of professional development focus. MCAS data points to areas for targeted focus, including Grade 6 math, Grade 8 Science, and Grade 8 Math/ELA subgroups for SWD (students with disabilities) and HN (high needs). These gaps will be addressed by focusing on multi-tiered supports (MTSS), universal design for learning (UDL), and curriculum enhancements.



Curriculum & Instruction Initiatives:

Following are a few highlights of initiatives related to curriculum and instruction:

Elementary Reading Program Adoption

In FY'23, twenty-four K-5 teachers piloted two new research-based elementary reading programs, *Into Reading* (HMH) and *myView* (Savaas). Both programs feature a robust science-based approach to reading instruction and also feature diversified and culturally responsive literature. In FY'24, the district formally selected and adopted the evidence-based reading program *HMH Into Reading in all K-5 classrooms*.

Elementary Reading Workshop series

In partnership with HMH Into Reading trainers, the district's elementary reading specialists facilitated a multi-part professional development series for K-5 teachers across the district to engage in best practices in elementary reading instruction.

HMS Science Program Pilot (Open Sci Ed)

Gr. 6-8 science teachers continue implementing a new phenomenon-based curriculum, *Open Sci Ed*, which engages students in real-world inquiry rooted in a problem-based approach. The department is currently in Year 2 of a multi-year roll-out.

Social Studies Investigating History pilot

The Social Studies department received a DESE grant to support the implementation of new *Investigating History* units at the elementary level. To help teachers in teaching these new units, the department partnered with trainers from Educurious to support professional development.

Spanish Immersion Pre-K

This year, the World Language department collaborated with the *Kids in Action* program to pilot a new fee-based Spanish immersion Pre-K program, which commenced in the Fall of 2023. The program is currently housed at Foster School and has the potential to grow in the future.



Fine Arts

Annually, the Fine Arts department hosts a districtwide K-12 art show, displays artwork at the Hingham Library, performs four major drama productions and several smaller class performances, and coordinates a music calendar with over 50 events. This year, we continue to improve coordination processes and increase program promotion of these events through active social media, press releases, collaboration with HarborMedia, and the growth of community partnerships. For example, the department published a complete arts calendar this year as a community press release. To share programs with the community, an arts filter to the Hingham Public Schools calendar allows families to subscribe to arts events. The drama department in organized a sewing workshop collaboration between the Hingham Senior Center and a local sewing workshop, Sew Simple, to support the fall production *Little Shop of Horrors*.

This year, the Fine Arts department successfully enrolled 47 students in semester I and 40 students in semester II of the new after-school KIA Strings program. Students from semester I recently highlighted their growth through a concert in January.

The Fine Arts department is also in its first year of implementing an arts “pathway” program for HHS students, modeled on the existing Global Citizen program. Students can synthesize coursework, extracurricular activities, and mentorship through the pathway to foster and strengthen their artistic interests. To date, at least 55 students have connected with the Arts Pathway program by applying to be in the certificate program or attending at least one meeting as a club member. Through grant funding and support from the Hingham Arts Alliance, the Arts Pathway program hosted a College and Career Alumni Panel in January and is also coordinating a combined art/music field trip to see the Isabella Stewart Gardner Museum and an open rehearsal with the Boston Symphony Orchestra in February. The Arts Pathway program will host student-led workshops such as printmaking, private music lessons for middle school students, and a tech/backstage workshop this spring. Students on the certificate track will present student interest-based thesis projects in May.



Equity

During the 2022-2023 school year, the district completed a district-wide equity audit in partnership with consultants from The Equity Process. The audit included reviewing data, policies, and procedures; coordinating site visits, instructional walkthroughs, interviews, and focus groups; and administering surveys to staff, students, and families. The results of the

equity audit and recommendations for a multi-year equity plan were presented to the School Committee in June 2023.

Outlined below are some accomplishments for the 2023-24 school year for each of the goals of the Equity Plan:

Curriculum- Ensure all students have access to culturally responsive curriculum and materials.

- Created tool for auditing curriculum unit guides, instructional materials, media, and supplementary materials.
- Plan for auditing of materials across content areas and grade spans.

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

- East and Plymouth River (PRS) participate in the DESE Inclusive Practices Academy (Year 2), focusing on UDL.
- Continue participation in DESE Culturally Responsive Leadership Academy (Year 2) to support year-long professional development and coaching to support district equity goal implementation.
- Continue partnership with DESE Safe Schools to support LGBTQ+ students, families, and staff.

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

- Create procedures for the hiring of staff to support consistent practices.
- Utilize resources available through the Massachusetts Partnership for Education.
- Expand approaches for posting positions and recruitment.

Data Practices- Analyze academic and social-emotional learning data to identify disproportionality, systems and structures, scheduling, policies, procedures, and practice changes and resources needed to improve student academic and social-emotional learning (SEL) outcomes.

- Complete program evaluation of special education services to determine strengths and needs. Use results to develop an action plan with improvement goals.
- Develop a climate survey for families for the Spring of 2024.
- Analyze data for the disproportionality of subgroup outcomes.



METCO Program

Amy Jackson, METCO Director, is entering her second year and has brought several programs and a new staff on board. Tihna Kouka was brought on board as the K-8 METCO interventionist currently working in each elementary and middle school. The interventionist works in the classrooms alongside their teachers, with each METCO student providing academic and social-emotional support. METCO staff met with the high school students individually and as a group to discuss college readiness and educational progress. Hingham METCO held a one-day December retreat with the middle and high school students focusing on leadership development, improving communication, and building solid relationships. METCO partnered with Heather Rodriguez, Director of School Counseling, to bring 15 METCO / Hingham resident students to Boston for the (HBCU) Historically Black Colleges University college fair, with over 15 HBCU colleges and universities participating. I have continued to partner with the Hingham Unity Council to plan family events in Hingham and Boston each year. The goal is to have one event in the fall and one in the spring. The events are a way to build community with the Boston METCO families and the Hingham resident families while learning about one another's community. The next event will be held on May 8th in Boston - Boston. Hingham families will participate in the Nubian Square Walking Tour, exploring Roxbury and Dorchester's historical and civil rights landmarks that shaped our future. The METCO Parent Support Group is a monthly group offered to METCO parents to talk about issues they face as their children live and

learn in two polar opposite environments. Parents will have an opportunity to bring their topics to meetings for discussion. The meeting will be facilitated by Sonya Patton, counselor, life coach, and trainer.

The current enrollment for the Hingham METCO program is 49 students, including 21 in the elementary grades, 10 at the middle school, and 18 at the high school, of which 7 are seniors. The number of students at each elementary school is as follows:

- East - 6
- Foster - 3
- Plymouth River - 3
- South - 9



Student Services

The Department of Student Services oversees the implementation of state and federal laws that protect the educational and civil rights of students with disabilities, impairments, those who are in foster care and are homeless, students of military families, and those with substantial medical needs that confine them to their homes. The department's responsibility for these students includes any student who lives in Hingham and those who attend a private school in Hingham. Below are some highlights of the department of the year. This year, the department focused on

implementing a program evaluation of special education services, improving communication and relationships with families, and supporting the implementation of a new IEP.

Student Services supported an independent evaluation of the Student Services department this school year. Their report was recently finalized and presented to Dr. Adams and Dr. Cataldo.. The contents of the fifty-three-page report was shared with the School Committee and the broader public. The in-depth report studied our specialized programs, professional development, the substance of our IEPs, inclusive practices, District Accommodations Plans, preschool and early childhood programming, and staff utilization. In addition, the consultants reviewed documentation around descriptions of programs and services, budgetary and census data, procedures and services, out-of-district placements, and information contained in the most recent DESE Tiered Focused Monitoring (formally the Coordinated Program Review). Lastly, they reviewed seventy-five IEPs and interviewed fifty-five individuals consisting of staff, parents, and constituents in one-on-one and group settings.

The report highlights many areas the district is doing very well in delivering services and supporting families. Parallel to this are areas for the district to work on during the next three to five years. The report offers an unbiased and fair assessment of the Student Services department and the next steps to increase its strength.

Student Services continues to strengthen its relationships with stakeholders this year. Monthly meetings are held with Team Chairs. Topics of urgency as well as needs of the district are discussed. Laws and procedures are reviewed, and team chairs are able to work with their colleagues on difficult discussions receiving helpful input.

The Director meets with SEPAC monthly. The SEPAC has been generous with their time and contributed to the thoughtful discussions around our students. They can bring forward parents' concerns that might not always arrive on our desk, and we have worked together to solve these issues.

Student Services also provides support to building administration by observing students and programs, addressing processes and procedures, and helping to look forward at the needs of the individual buildings. Student Services is also meeting with parents by attending IEP meetings, working directly with parents, assisting in process and procedure questions, and offering direction to the parents.

Student Services also began the process of planning training for the implementation of a new IEP. The Coordinators have worked together to create programming to offer to all staff during our early release sessions and two half-day sessions. Staff training will be held in March, April and May. A fall training will take place for families and will be sponsored by SEPAC and the district. Additionally, we are focusing training on our Team Chairs so they can assist with training in their individual buildings.

Our Student Information System (Aspen) has already created the new IEP, which will go online in August. Staff will be able to gain access before then, but we are asking for it to be used beginning in September. We will arrange training for any new staff who join us over the summer. Our goal is to prepare everyone for the changeover.



Human Resources

Human Resources manages the district's processes and procedures for recruiting, hiring, onboarding, training/compliance, and separations from employment). The goals of the department this year have included strengthening hiring procedures and practices.

- By the end of the year, the district will have completed a Hiring Handbook to help outline the best recruitment, hiring, and onboarding practices.
- In addition, a Faculty Handbook will also outline important policies and procedures for faculty.
- The Substitute Handbook was updated with relevant and important information to support success in the role. In addition, we developed new training modules to support the onboarding of substitutes.
- Improvement in the onboarding of paraprofessionals is planned and will be implemented for the fall of 2024.
- The department worked to update all forms and documents to align across all hiring managers.

The hiring landscape has changed significantly. Recruitment has required the use of different strategies to recruit staff. The department expanded its use of employment posting databases beyond Schoolspring to the use of Handshake and Indeed. In addition, the department will continue to take advantage of local job fairs. The department's staff will participate in job fairs

and use employment databases and social media to develop a cadre of qualified candidates for positions.



Athletics

Hingham High School Athletics enjoyed continued success in 2023, winning the prestigious Boston Globe Holmes Award, recognizing overall athletic excellence for the fifth consecutive year. During the year, 80% of our students participated in athletics during one of the three seasons. Our partnership with the Hingham Recreation Commission has helped significantly improve the condition of our playing fields. In partnership with Marshfield High School, our boys' hockey team raised over \$30,000 for breast cancer research. Our teams won 12 Patriot League Championships. After twenty-five years with our program, boys' soccer coach Ken Carlin retired from coaching.



Technology

The Hingham Public Schools' Technology Department (IT) consists of three full-time employees dedicated to serving the district students and staff in all technology-related enterprises. IT continually strives to identify and implement supportive technologies that complement the District's mission. The Technology Department incorporates 'best-of-breed' technologies into the District while maintaining a secure and fiscally responsible approach to acquisition and maintenance. Additionally, IT staff are a support resource to teach, train, and troubleshoot technology issues that inevitably arise. As a department, we believe technology can and does provide many benefits to the District.

Indeed, technology has become a pervasive element throughout the overall educational environment. In addition to the many physical computing devices in the District (and the software products installed on them), the Technology Department is responsible for the installation and support of peripheral devices, including (but not limited to) printers, scanners, video projectors, phones, interactive whiteboards (Viewsonic Viewboards®), and document cameras.

Additionally, the Technology Department also maintains control over various infrastructure components. IT manages servers, routers, switches, firewalls, wireless access points, a wireless mobility controller, and a vxRail vSAN. Over the past year, IT has continued to improve operational efficiency and modernize the District's technology footprint. Below are some of the IT Department's initiatives and accomplishments of FY24:

- Planning the implementation of technologies to be incorporated into the new Foster Elementary School
- Updated the switching components throughout Hingham Middle School
- Installed and configured Viewsonic Viewboards in all instructional spaces in Hingham
- High School

- Instituted a new help desk support system to improve operation efficiency relative to our response to technology support requests District-wide
- Promoted the use of multi-factor authentication to assist staff in securing access to their online resources
- Coordinating student information system (Follett Aspen) and SSO solution (Clever) integration to facilitate access to a variety on online applications
- Managing (and repairing as necessary) approximately 2,500 Chromebooks and 1,000 iPads throughout the District
- Incorporating the strategic initiatives outlined in the three-year technology plan approved in 2023

During the 2022-2023 school year, the district completed a year-long process to develop a three-year technology plan that outlined a three-year plan to help continue to strengthen the integration of technology. Our vision for technology is for our students and educators to innovate, create, and collaborate through equitable access to a technology-rich environment supported by robust infrastructure. It will integrate technology purposefully and responsibly to access and construct knowledge, effectively communicate, and support creative expression. Below are some accomplishments for the 2023-24 school year for each of the goals in the Technology Plan:

Digital Literacy & Computer Science Curriculum PreK-12: HPS will have a sequenced set of courses and curriculum that meets the Massachusetts Digital Literacy & Computer Science Curriculum Frameworks.

- Unit guides for Digital Literacy and Computer Science are being completed to outline standards and common assessments.

Infrastructure, Data, and Privacy: HPS will provide a robust infrastructure that supports tools, resources, data, and systems that enable powerful digital learning opportunities while ensuring privacy, safety, and security for all students and staff.

- Viewsonic Viewboards were all installed at HHS before the beginning of the school year. A teacher leader has supported the implementation of the boards into instructional practices.
- The wireless access points at the middle school have been installed.
- The Chromebooks at the middle school were purchased for incoming sixth graders. Chromebooks for second graders were replaced, allowing for one-to-one instruction at that level.
- The district technology department is implementing Spiceworks Helpdesk, which will help collect data on the technology needs of the buildings and each level.
- Review of the current website provider has begun to consider other possible options that provide more functionality and are more cost-effective.

Instructional Practices: HPS will foster universally designed technology integration to support equitable learning environments.

- Gr. 6-12 Technology Integration Fellows participated in a summer professional development series through Ed Tech Teacher, selecting from more than 20 courses available through the summer learning pass (funded by HEF). Technology Integration

fellows also participated in two full-day professional development opportunities with Tech Integration Specialist Greg Kuloweic and HPS Viewsonic trainer Sarah Jacobson. Sessions focused on applications of AI (e.g.--CHAT GPT) in educational settings, utilizing Ed Tech for UDL, and integration of Viewsonic boards.

- Technology Integration Fellows will present workshops based on their learnings in a choice-based “share-a-thon” format at the February 2024 early release.

Personalized Professional Learning: HPS will leverage technologies and digital learning strategies to expand access to high-quality professional learning opportunities for all staff.

- Technology Tools professional development is shared with new hires during orientation, mentoring, and induction. New asynchronous modules developed to support Viewsonic integration.
- A staff member participated in Viewsonic “Train the Trainer” certification to build capacity for offering in-house training. Viewsonic support sessions were offered during HHS faculty meetings, drop-in-support hours, and department meetings. Additional choice Viewsonic sessions were provided during the February 2024 PD offered by Gr. 6-12 Tech Integration fellows.



Budget

Early in September 2024, the district and school leaders began building the FY25 budget for the 2024-2025 school year. The budget planning included opportunities to discuss our priorities and review current FY24 budget spending. Despite the challenges of increased costs, our discussions have focused on supporting all of our students to ensure their academic, social-emotional learning, and behavioral health needs as we continue our recovery from the disrupted learning of the pandemic.

In the spring of 2023, the town supported an operational override of \$7.9 million that supported the implementation of a level services budget for the 2023-2024 school year. As part of the override discussions, the School Committee, Advisory, and Select Board developed a Memorandum of Understanding that capped future spending for the FY25-FY28 to an overall 3.5% increase. Based on this agreement, the town will allocate \$68,003,625 for the FY25 budget to the schools, representing a 3.5% increase from FY24.

As part of the budget planning for FY25, we have identified an approximate \$2.6 million dollar deficit. Of the \$2.6 million, \$1,438,355 is due to increased special education costs, including out-of-district special education tuition and specialized contracted services. The Memorandum of Understanding with the town allows the schools to request increased funding for special education costs above a 2% threshold. The remaining \$1.2 million of the deficit is due to the district's obligations to several budget drivers, including meeting the contractual agreements with our employees, utilities, and increases in substitute costs.

The FY25 budget will be impacted by several factors that are leading to increased costs:

- The district's personnel costs are increasing. As the district continues to negotiate with several of its employee unions, it must meet its contractual obligations to its employees.
- The district is experiencing increased costs, including natural gas, fuel, and electricity.
- The budget will reflect needed increases for substitutes to cover long and short-term absences.
- We continue to experience increased student needs due to the pandemic and other societal pressures. Most significantly, we see an increased need in students' social-emotional learning and behavioral needs. These needs require additional staffing and contractual services to meet our students' increased needs. In addition, out-of-district special education tuition will also increase.

As we have begun planning for the FY25 budget, these drivers have led to increases.

In the budget development, the district developed our priorities, including continuing the three-year strategic plan. The strategic plan outlines goals to create and sustain a school system that continuously improves teaching and learning so that our students can realize academic, social-emotional, and personal success. The following are additional priorities established by the Leadership Team in the development of the budget:

- Provide systems, structures, and programs in the Student Services Department in collaboration with efforts to strengthen MTSS, which addresses diverse social-emotional, behavioral health, and academic needs.
- Strengthen tiered support systems for social-emotional learning and academics through staffing, schedules, professional development, high-quality instruction, and curriculum to support all students' wellness, mental health, and academic needs.
- Promote and support strategic initiatives through aligned, relevant professional development. Continue advancing educator capacity to employ best practices, including Universal Design for Learning and implementing high-quality tiered curriculum and wellness supports.

- Provide access to safe, welcoming, and well-maintained facilities with reliable, high-quality technology to create a learning environment that supports students' academic and social-emotional development.

As always, Hingham Public Schools benefited from strong and longstanding community partnerships. The cooperative efforts, volunteerism, and generosity of parents, PTOs, boosters, community groups, civic organizations, SEPAC, the Hingham Education Foundation, and the Hingham Sports Partnership have again supported the School Department in supporting its mission and achieving goals. Myriad graduation scholarships and awards are presented yearly in recognition of students' outstanding performance in academic areas or involvement in school organizations. The School Department and the School Committee gratefully acknowledge and appreciate the many community efforts that enhance the valued facilities, programs, and activities of the Hingham Public Schools.

School Committee

In the spring of 2023, Nes Correnti, Michelle Ayer, and Jen Benham were elected School Committee Chair, Vice Chair, and Secretary, respectively.

The School Committee and HPS staff appreciate the citizens and voters of the town for their ongoing support and financing of annual education budgets and facility enhancement projects. Equally important to students of all ages is Hingham residents' support for school activities, student performances, and other achievements.

Respectfully Submitted,
Dr. Margaret Adams
Superintendent of Schools

SCHOOL COMMITTEE
Nes Correnti, Chair
Michelle Ayer, Vice Chair
Jen Benham, Secretary
Alyson Anderson
Matt Cosman
Tim Dempsey
Kerry Ni



Hingham Public Schools

2024-2025 School Calendar

DRAFT as of 3/12/2024



July 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	O	O	C	T	V	31

September 2024 (19)						
Su	M	Tu	W	Th	F	S
1	H	3	F	K	6	7
8	PK	10	11	12	13	14
15	16	17	EP	19	20	21
22	23	24	25	26	27	28
29	30					

*9/3: primary election day- no school

October 2024 (22)						
Su	M	Tu	W	Th	F	S
		1	EP	3	4	5
6	7	8	9	10	11	12
13	H	15	16	17	18	19
20	21	22	EEC	24	25	26
27	28	29	30	31		

November 2024 (17)						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	EEC ES	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	H	H	30

*11/5: election day- no school

December 2024 (15)						
Su	M	Tu	W	Th	F	S
1	2	3	EP	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	V	H	H	V	V	28
29	V	V				

January 2025 (21)						
Su	M	Tu	W	Th	F	S
			H	2	3	4
5	6	7	EP	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

February 2025 (15)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	EEC ES	6	7	8
9	10	11	12	13	14	15
16	H	V	V	V	V	22
23	24	25	26	27	28	

March 2025 (21)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	EP	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025 (16)						
Su	M	Tu	W	Th	F	S
		1	EP	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	H	V	V	V	V	26
27	28	29	30			

May 2025 (21)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	EM	24
25	H	27	28	29	30	31

June 2025 (13)						
Su	M	Tu	W	Th	F	S
1	2	3	EP	5	6	GR
8	9	10	11	12	13	14
15	16	17	L	H	M	21
22	M	M	M	M	27	28
29	30					

Key

Note: Shaded days indicate either early release or no school days.

<p>C - Convocation – All Staff</p> <p>E - Early Release- All Grades</p> <p>EEC - Early Release - Elementary Conferences</p> <p>EM - Early Release for Middle School</p> <p>EP - Early Release - All Grades - Professional Development</p>	<p>ES - Early Release, Middle and High School</p> <p>F - First Day of School (Grades 1-12)</p> <p>GR - High School Graduation</p> <p>H - Holiday (Central Office closed)</p> <p>K - First Day of Kindergarten</p>	<p>L - Last Day of School- Day 180</p> <p>M - Make Up Days (if needed)</p> <p>O - Orientation Day (new faculty)</p> <p>PK – First Day of Pre-K</p> <p>T - All Teachers, Support Staff Training</p> <p>V - Vacation</p>
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Approved at _____ School Committee Meeting

File: JB - EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, sexual orientation, gender identity, religion, national origin, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status, or foster care status.

To accomplish this, the Committee and the HPS staff will make every effort to comply with the letter and the spirit of the Massachusetts Equal Educational Opportunities Law which prohibits discrimination in public school admissions and programs.

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

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. [76:5](#); [76:16](#) (Chapter 622 of the Acts of 1971)

BESE regulations 603 CMR [26:00](#)

BESE regulations 603 CMR [28.00](#)

The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

CROSS REF.: [AC](#), Nondiscrimination

File: JBB - EDUCATIONAL EQUITY

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

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

Purpose:

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

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

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

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

Equity Levers Crucial to Student Success

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

Desired Outcomes

1. Schools shall receive equitably allocated resources to respond to the needs of each student, which may result in differentiated resource allocation. This includes, after consideration of students' individual needs, equitable access to multi-tiered systems of support for academic and social emotional learning, material resources relative to the student body, and resources to support student mental health.
2. All students shall experience a rich, diverse, culturally responsive curricula, instruction, and

assessments, which supports students' identity development. All students should have access to advanced level courses at the high school level, including language arts, mathematics, science, social studies, history, the arts, foreign language, and music.

3. Hingham Public Schools shall ensure that staff at each school are diverse, culturally responsive, high-quality, and equity focused.

4. Family and community are valued and equal partners. As such, each school is responsible for

building partnerships with every family with a specific goal of diversifying parent/guardian leadership and the Hingham Public Schools volunteer base. Our district and schools will work closely together with families and community members especially in the areas of building relationships, teaching and learning, and supporting advocacy.

Equity Goals and Reports:

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

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

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

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

This policy was updated and approved by the Hingham School Committee on 11/13/23

File: JFBB - SCHOOL CHOICE

The HPS District does **not** admit non-resident students under the terms and conditions of the Interdistrict School Choice Law. This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the Committee votes to participate, the following local conditions would apply:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, a public hearing will be held to review participation in the school choice program.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The Committee affirms its position that it shall not discriminate in the admission of any student on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status, or foster care status.

LEGAL REFS.: M.G.L. [71:6](#); [71:6A](#); [76:6](#); [76:12](#); [76:12B](#)

BESE Regulations 603 CMR [26.00](#)

File: JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Principals shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

Principals may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide Principals with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), the Principal shall consider ways to re-engage the student in learning; and should avoid using long-term suspension from school as a consequence unless alternatives have been tried, or have been deemed inappropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

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

Emergency Removal

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

The temporary removal shall not exceed two (2) school days following the day of the emergency removal,

during which time the Principal shall: make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; provide written notice to the student and parent/guardian as required above; provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

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

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

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

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

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

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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

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

suspension, before the suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

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

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

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

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

If the Principal decides to suspend the student, the written determination shall: identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; set out the key facts and conclusions reached by the Principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the process for appealing the decision including; that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension (within the same five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days); and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than ten (10) days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the District with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a staff member; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of the student's removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing in English and the primary language of the home if other than English, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the District will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and the primary language of the home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a District staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the District shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The District shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

LEGAL REF: M.G.L. [71:37H](#); [71:37H](#) ¹/₂; [71:37H](#) ³/₄; [76:17](#); 603 CMR [53.00](#)

This policy was updated and approved by the Hingham School Committee on: 5/10/21 // 5/23/22

File: JICK- HARASSMENT OF STUDENTS

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

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

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

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

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

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

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

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

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

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated

recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

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

LEGAL REF.: M.G.L. [151B:3A](#)

Title IX of the Education Amendments of 1972

BESE 603 CMR [26:00](#)

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.: [AC](#), Non-Discrimination Policy Including Harassment and Retaliation *This policy was approved by the Hingham School Committee on 4/10/23*

FF - NAMING NEW FACILITIES

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

The School Committee has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums in accordance with Town of Hingham Bylaw 40. Names and/or wording associated with school facilities shall be consistent with HPS District policies and promote messages aligned with the mission, vision and goals of the District. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the Space.

The superintendent will develop procedures to name or dedicate a new school or school related property, structure or facility. The procedures shall include an application process and duration considerations

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTO in the nomination of the name before submission to the Committee. The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the District may accompany the naming request, but the Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the District are encouraged by the Committee. The Committee may acknowledge generous donors by designating appropriate spaces within the District's facilities consistent with the level of financial commitment.

Opportunities to name or dedicate a new school or school related property shall be communicated at a School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on recommendations for naming opportunities.

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

No assumption of perpetual naming rights shall be made. If necessary, the School Committee reserves the right to remove a name associated with any facility, space, or event at any time if it is in the best interest of the district or donor to do so, or to protect the reputation of the district and/or the donor.

LEGAL REF: Town of Hingham Bylaw 40

File: FF - NAMING NEW FACILITIES

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

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

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

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

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

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

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

LEGAL REF: Town of Hingham Bylaw 40

JB - EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.

To accomplish this, the Committee and the HPS staff will make every effort to comply with the letter and the spirit of the Massachusetts Equal Educational Opportunities Law, which prohibits discrimination in public school admissions and programs.

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

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

~~BESE regulations~~ 603 CMR 26:00

~~BESE regulations~~ 603 CMR 28.00

The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

Acts of 2022, Chapter 117 -

<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF.: [AC](#), Nondiscrimination Policy Including Harassment and Retaliation

JBB - EDUCATIONAL EQUITY

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

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

Purpose:

Hingham Public Schools students have the right to respectful learning environments in which all of their identities, including their racial and ethnic diversity, are valued and contribute to successful academic outcomes. This includes the embracing of intersectionality, the complexity of each unique student, and the convergence of their overlapping identities such as race (**race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles**), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.

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

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

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

Equity Levers Crucial to Student Success

There are several factors that influence success for all students. These factors include (1) district and school policies and procedures; (2) adequate resources; (3) high-quality teaching and learning; (4) social, emotional, and physical health of students; (5) quality, diversity,

competency, and stability of school leadership and staff; and (6) valued partnership with students family and community.

Desired Outcomes

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

Equity Goals and Reports:

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

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

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

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

SOURCE: MASC - Updated 2021

LEGAL REFS.: [Acts of 2022, Chapter 117 -
https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117](https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117)

This policy was updated and approved by the Hingham School Committee on 11/13/23

JFA - NON-RESIDENT SCHOOL ADMISSION

As a prerequisite of admission to the HPS District, the parent/guardian of the student must be a resident of the Town of Hingham. The Superintendent may permit temporary admission of a student not enrolled in another school outside of Hingham whose parent/guardian demonstrates to the satisfaction of the Superintendent a definite commitment to establish residency in Hingham or may allow a student whose residence has changed from Hingham to remain in the HPS District on a temporary basis. The Superintendent shall make available to the Committee upon request a record of all such students whom they have temporarily admitted to or allowed to remain in the HPS District.

Except as expressly provided, non-resident students shall not be admitted to the schools. The Superintendent may in accordance with state and federal laws and regulations, permit a non-resident student to attend the schools as follows:

1. A student who was legally enrolled under policy JF and whose family moves out of town on or after April 1st of a school year, may with the permission of the Superintendent continue to attend the schools for the remainder of the year.
2. A student whose family provides satisfactory evidence that they will be residing in Hingham within a grading period and would be eligible to attend the schools under policy JF may, in accordance with procedures adopted by the Superintendent, and with the permission of the Superintendent, attend the school prior to actually residing in Hingham.

Except as otherwise provided in state and federal laws and policies, transportation of a non-resident student to and from school shall remain the responsibility of their parents(s) or legal guardian.

Should a question arise concerning any student's residency elsewhere while attending the Hingham Public Schools, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; information provided to administration; correspondence that is returned to the Hingham Public Schools because of an invalid or unknown address, or other grounds. The Superintendent may request additional documentation and conduct investigations into student residences. Upon initial determination by the Superintendent that a student is actually residing in a city or town other than Hingham, the student's enrollment in Hingham Public Schools shall be terminated immediately.

Cross reference:

JFABB - STUDENT EXCHANGE PROGRAMS

JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

File: JFA - NON-RESIDENT SCHOOL ADMISSION

As a prerequisite of admission to the HPS District, the parent/guardian of the student must be a resident of the Town of Hingham. The Superintendent may permit temporary admission of a student not enrolled in another school outside of Hingham whose parent/guardian demonstrates to the satisfaction of the Superintendent a definite commitment to establish residency in Hingham or may allow a student whose residence has changed from Hingham to remain in the HPS District on a temporary basis. The Superintendent shall make available to the Committee upon request a record of all such students whom they have temporarily admitted to or allowed to remain in the HPS District.

JFBB - SCHOOL CHOICE

The HPS District does **not** admit non-resident students under the terms and conditions of the Interdistrict School Choice Law. This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. In the event the Committee votes to participate, the following local conditions would apply:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, a public hearing will be held to review participation in the school choice program.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The Committee affirms its position that it shall not discriminate in the admission of any student on the basis of **race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.**

SOURCE: MASC – Updated 2022+

~~SOURCE: MASC March 2018~~

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B

~~BESE Regulations~~ 603 CMR 26.00

Acts of 2022, Chapter 117 -

<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Principals shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

Principals may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide Principals with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), the Principal shall consider ways to re-engage the student in learning; and should avoid using long-term suspension from school as a consequence unless alternatives have been tried, or have been deemed inappropriate.

Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

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

Emergency Removal

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

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

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

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

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

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

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

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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

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

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

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

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

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

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

If the Principal decides to suspend the student, the written determination shall: identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; set out the key facts and conclusions reached by the Principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the process for appealing the decision including; that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension (within the same five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days); and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than ten (10) days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the District with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a staff member; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of the student's removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing in English and the primary language of the home if other than English, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the District will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and the primary language of the home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a District staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the District shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The District shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); 603 CMR [53.00](#)

[Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School](#)

[REFS.: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 - <https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>](#)

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions. - <https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

This policy was updated and approved by the Hingham School Committee on: 5/10/21 // 5/23/22

JICK- HARASSMENT OF STUDENTS

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

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.

Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

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

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

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

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

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

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse

- Repeated remarks of a demeaning nature
- Implied or explicit threats concerning one’s grades, achievements, or other school matter
- Demeaning jokes, stories, or activities directed at the student.

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

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

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

LEGAL REF.: M.G.L. 151B:3A
 Title IX of the Education Amendments of 1972
 BESE 603 CMR 26:00
 34 CFR 106.44 (a), (a)-(b)
 34 CFR 106.45 (a)-(b) (1)
 34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020
 Acts of 2022, Chapter 117 -
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF.: AC, Non-Discrimination Policy Including Harassment and Retaliation

This policy was approved by the Hingham School Committee on 4/10/23