

HINGHAM SCHOOL COMMITTEE
March 25, 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: 862 2486 4008
Passcode: 963413
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order

2. Approval of minutes
 - 2.1 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on February 28, 2024
 - 2.2 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on March 4, 2024
 - 2.3 Minutes of the School Committee meeting held on March 12, 2024
 - 2.4 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on March 13, 2024

3. School Showcase: East Elementary School

4. 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.

5. Superintendent's Report

6. Communications
 - 6.1 Communications Received by the Superintendent
 - 6.2 Student Communications

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

Room 132
Hingham High School
17 Union Street, Hingham

February 28, 2024
3:45 PM

School Committee members attending: Michelle Ayer, Tim Miller-Dempsey, Kerry Ni
Alyson Anderson, Jen Benham, Nes Correnti

Others attending: Margaret Adams, Aisha Oppong, Sarah Spatafore, Carol Gookin, Kristen
Burns

1. The meeting was called to order at 3:55 PM.

2. On a motion by Tim Miller-Dempsey and seconded by Michelle Ayer, the minutes of the
Salary & Negotiations Subcommittee meeting on February 27, 2024 were approved.

3. At 3:57 PM, on a motion by Michelle Ayer and seconded by Jen Benham, the full committee
adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with
respect to collective bargaining or litigation if an open meeting may have a detrimental effect on
the bargaining or litigating position of the public body, not to return to Open Session, for the
purposes of:

- a. Approval of minutes of the Salary & Negotiations executive session meeting of February
27, 2024
- b. Discussing strategy related to collective bargaining negotiations with HEA Unit B
(Paraprofessionals)
- c. Conducting collective bargaining negotiations with HEA Unit B

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

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

Room 132
Hingham High School
17 Union Street, Hingham

March 4, 2024
2:45 PM

School Committee members attending: Michelle Ayer, Tim Miller-Dempsey (via phone), Kerry Ni
Alyson Anderson, Jen Benham, Nes Correnti

Others attending: Margaret Adams, Aisha Oppong, Sarah Spatafore, Carol Gookin, Kristen
Burns

1. The meeting was called to order at 2:45 PM, Kerry Ni announced that member Tim Miller-
Dempsey was participating via telecom connection.

3. At 2:50 PM, on a motion by Michelle Ayer and seconded by Kerry Ni, the full committee
adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with
respect to collective bargaining or litigation if an open meeting may have a detrimental effect on
the bargaining or litigating position of the public body, not to return to Open Session, for the
purposes of:

- a. Approval of minutes of the Salary & Negotiations executive session meeting of February
28, 2024
- b. Discussing strategy related to collective bargaining negotiations with HEA Unit B
(Paraprofessionals)
- c. 4:00 PM Conducting collective bargaining negotiations with HEA Unit B

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

HINGHAM SCHOOL COMMITTEE

March 12, 2024

MEETING MINUTES

Called to Order at 6:30 PM

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

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

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

School Committee members participating remotely: Kerry Ni

School Committee members absent: none

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

Also present: Executive Assistant Sherry Robertson and Student Advisory Committee Representatives Alex Doggett and Slater Fairfield

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: There were six visitors present including HEA President Jacqueline Beaupre.

Remote visitors: There were approximately 68 remote attendees on Zoom.

Approval of Minutes

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting with the Select Board and Advisory Committee held on February 7, 2024

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting with the Advisory Committee held on February 15, 2024

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 26, 2024

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting with the Select Board, Advisory Committee, and Capital Outlay Committee held on February 27, 2024

Questions and Comments

Community member Liza O'Reilly, Teacher Ben Louchheim, and HEA President Jacqueline Beaupre made comments regarding the ongoing collective bargaining negotiations.

Superintendent's Report

Dr. Adams provided an update to the School Committee on happenings in the district. Topics mentioned included: congratulations to the twelve Middle School students that recently participated in the MMEA Southeastern Junior District Music Festival; a reminder of the All-Town Band Concert on March 13th; an announcement of the hiring of Tara Boening as the new South Elementary School Principal and the resignation of South Elementary Assistant Principal Lori Jacobs; a reminder that the Middle School Drama production will take place on March 14th and 15th; congratulations to the 65 High School juniors who competed in the HHS History Day contest; information for next year's Kids in Action Enrollment; a reminder that members from DESE will be present during the week of April 22nd for the District Comprehensive Program Review; information about the new IEP for the fall of 2024; and an update from the School Building Committee.

Student Communications

Student Advisory Committee Representatives Alex Doggett and Slater Fairfield updated the Committee of recent events that included the All-town Orchestra performance, and student participation in regional History Day.

FY 25 Budget

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the \$68,003,624 school budget for FY25

Fee Increase

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to approve increased athletic fees; maintain Kindergarten full-day fee; increase Facilities rental fees increase of 5%; and to institute a high school activity fee of \$100/student/year

Review of Proposed Layoffs

The Committee discussed at length the proposed layoffs with a divided vote and approval of the following positions to be informed prior to the March 15 Hingham Educators Association (teachers union) required contract deadline.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve for the Superintendent to implement the following proposed reductions in force: at the Middle School 1 Library Paraprofessional, 1 Math Interventionists, 1 World Language Teacher, .5 Library position, and a .2 Art Teacher, at the High School a .6 Music Teacher, 1 World Language Teacher, 2 History Teachers, .8 Art Teacher, 1 Math Teacher (retirement) and 1 ELA Teacher (retirement), and at the Elementary level 1 Elementary classroom Teacher.

Alyson Anderson – aye

Matt Cosman – aye

Kerry Ni- aye

Tim Dempsey – aye

Jen Benham – No

Nes Correnti – aye

Michelle Ayer - No

Naming of Theatre at New Elementary School

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the naming of the cafetorium stage at the New Elementary Building in memory of former Foster Elementary Student, Anna Quinlivan.

First Read of Policy Updates

The Committee discussed the first read updates of policies FF - Naming New Facilities; JBB - Educational Equity; JB- Equal Education Opportunities; JFBB-SchoolChoice; JIC - Student Discipline; JICK - Harassment of Students; JFA-Non-Resident Student Admission

School Calendar for 2024-2025

The Committee discussed the proposed calendar for the 24-25 school year.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the 2024-2025 School Calendar

Annual Report Submission

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the School Committee submission for the 2024 Town Annual Report

Subcommittee Reports/Warrants Signed

- Alyson Anderson reported that the Hingham Arts Alliance fundraiser is scheduled for 3/23
- Jen Benham reported that there will be Finance Subcommittee Meeting 3/25
- Kerry Ni reported that the Hingham Middle School Council meeting will be rescheduled

- Nes Correnti reported that the SNAP Pizza-Palooza will be on 4/3 and that there were recent meetings of the Wellness Committee and Equity Committee

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

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to adjourn to Executive Session at 9:45 PM, not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:
- To approve minutes from the Executive Session held on 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 HEA Unit B 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

Respectfully Submitted By: Jen Benham

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

Room 132
Hingham High School
17 Union Street, Hingham

March 13, 2024
3:30 PM

School Committee members attending: Michelle Ayer, Tim Miller-Dempsey, Alyson Anderson, Jen Benham, Nes Correnti

School Committee members participating remotely: Kerry Ni

Others attending: Margaret Adams, Aisha Oppong, Sarah Spatafore, Carol Gookin

1. The meeting was called to order at 3:55 PM. Michelle Ayer announced that member Kerry Ni was participating remotely

2. On a motion by Tim Miller-Dempsey and seconded by Michelle Ayer, the minutes of the Salary & Negotiations Subcommittee meeting on March 11, 2024 were approved.

Michelle Ayer - aye

Tim Miller-Dempsey - aye

Kerry Ni - aye

3. At 4:00 PM, on a motion by Michelle Ayer and seconded by Tim Miller-Dempsey, the full committee adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, not to return to Open Session, for the purposes of:

a. Approval of minutes of the Salary & Negotiations executive session meeting of March 11, 2024

b. Discussing strategy related to collective bargaining negotiations with HEA Unit B (Paraprofessionals)

c. 4:00 PM Conducting collective bargaining negotiations with HEA Unit B

Michelle Ayer - aye

Tim Miller-Dempsey - aye

Kerry Ni - aye

Alyson Anderson - aye

Jen Benham - aye

Nes Correnti - aye

- 6.3 Other Communications
7. Unfinished Business
 - 7.1 To discuss 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, second read, and act as appropriate
8. New Business
 - 8.1 To receive a report on Special Education program evaluation
 - 8.2 To approve the Student Opportunity Act Plan and act as appropriate
 - 8.3 To discuss a proposal for additional fees, i.e. technology, Middle School Transition Summer Camp, and transportation and act as appropriate
 - 8.4 To approve donation from Hingham Sports Partnership for Wellness Center and act as appropriate
 - 8.5 To approve grants and donations and act as appropriate
 - 8.6 To approve surplus and act as appropriate
9. Subcommittee and Project Reports
Warrants Signed
10. Other items as may not reasonably be known 48 hours in advance of the meeting
11. 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 of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on February 28, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
 - To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on March 4, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
 - To approve minutes from the Executive Session held on March 12, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
 - To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on March 13, 2024 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, April 8, 2024 at 6:30 PM

Wednesday, April 24, 2024 at 6:30 PM (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.

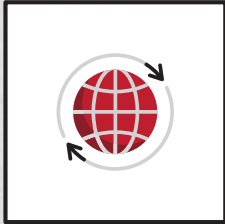
EXCLUSIVE!

NEWS!

Newspaper Club

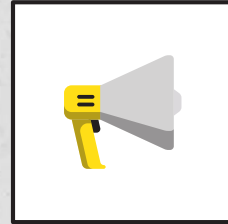
East Elementary

Newspaper Club Timeline



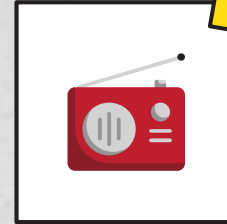
Gr 4

Last year, a few of our Grade 4 students started a 4th Grade Newspaper. It was a huge hit & sparked an idea to expand this to a club for the school



Summer Mtg & Prep

Our editors met with East leadership last June and again this summer to plan out the important details



October-March

The club ran from October 2023 to March 2024, working to produce 4 school-wide newspapers-with content written, edited, and published by our students

NEWS!
EXCLUSIVE

PHOTOS!

EXCLUSIVE!

Participants & Content



Grades 1-5

Students from across Grades 1-5 participated in this club



Monthly Meetings

Newspaper Club met each Wednesday (aside from early release days)



Editing

Students wrote articles, or were assigned topics, and researched, wrote, or prepared over the meetings.



Composing

Our editors helped to compile the articles into the newspaper format

EXCLUSIVE!

Read

NOW!

Each Issue Includes...



Themed Content

Interviews



Would-You-Rather

Opinion



EXCLUSIVE!
Read
NOW!

4th Grade Newspaper!



EDITORS: SOFIA AND TULA

Contributors: Maddie, Jack D, Quinn,
Ania, Drew, Adelie, Moya & Jack H

**Sign up in classroom to be a
contributor for the next issue!**



Composting

by: Maddie Maher

We are learning to adapt to helping the environment by composting. Well, what does this scientific word mean? Composting is a controlled, aerobic (oxygen required) process that converts organic materials into a nutrient-rich soil amendment or much through natural decomposition. In other words, it is an easy way to turn waste into a usable material. After lunch, we have some kids go up and direct where the trash goes. The categories include things like plastic and food scraps. Composting helps reduce the amount of waste people throw away everyday. Composting is very important to protect the environment and our planet.



PRESS PASS!

East Cool School Times

Written, Edited, and Supported by East Elementary School Students!

SCOOP!

INTERVIEW!

EXCLUSIVE!



EDITORIA
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Issue No. 1

East Elementary

October 2023

THE EAST COOL SCHOOL TIMES

INTERVIEW WITH MR. MOY By Emerson Cunningham

Mr. Moy is our new Music teacher at East. I interviewed him to find out a bit about him to share with the school.

Do you play any instruments??

Yes I play violin and viola

What is your favorite color?:

"My favorite color is dark green"

What is your favorite restaurant?

"Cheesecake Factory"

Do you have any pets?

"No, but y parents have one"

Where are you from?

"Long Island New York"

What's your favorite holiday?

"Christmas Eve, of course!"

What's your favorite subject other than music?

"Probably Art"

Do you like gummies or chocolate?

"Dark Chocolate!"

What's the best and worst thing about teaching music?:

"The best thing about teaching music is when I'm having a bad day, and there's a student with a smile to cheer me up! And the worst thing is I have to wake up early, at 4:30 AM!"

"Why did you decide to make teaching music your career?":

"I played an instrument when I was young and have been teaching other people since. When I was out of college I knew I wanted to teach music, it was my destiny."



Issue No. 2

East Elementary

Winter 2024

THE EAST COOL SCHOOL TIMES

INTERVIEW WITH MR. RICH By Hannah Robinson & Samantha Gamache

Did you know that Mr. Rich is awesome? Today we are going to be interviewing one of our custodians, Mr. Rich, about all of the things that he likes and the composting program at East. Compost is recycled orange peels and other fruits and vegetables. Worms eat and it turns to compost.



What is your favorite season?

"My favorite season of the year is fall."

What is your favorite color?

"My favorite color is black"

What do you love about East?

"I love East! I love the kids and the staff. I feel like the kids help me have a good day each day, and they are the reason we're here!"

What is composting and why do we do it at East?

"Compost is recycled orange peels and other fruits and vegetables from our lunches. We eat it all, and use it in our garden beds outside. Worms eat and it turns to compost. We have lunch helpers at each lunch that make sure the items get into the right places and then the magic happens."



REPORT!

BREAKING NEWS!



Smore's or Hot cocoa?

By: Nolan H

I am on team hot chocolate because it is my favorite drink. One reason I like hot chocolate more than s'mores is because s'mores need a fire and if it is really cold you would have to go outside, in the cold. Also for hot chocolate you can make in the comfort of your home. Also I like chocolate more than marshmallows. What I like about hot chocolate is it has a chocolate taste. S'mores are a year around treat but hot chocolate you can only drink in the winter. This is what hot chocolate is better than s'mores.

Skiing Vs. Snowboarding

Skiing By: Charlie Estoff and Sam Thomas

I think skiing is fun because snowboarding takes too long to move. Skiing is the best because there are more things that you can do. I think skiing is faster than snowboarding. Snowboards are so much bigger than skis. And in the photo you can see that the skier went farther. Skiers get bigger air because skis are lighter than snowboards.

The best female skier is Mikaela Shiffrin. Chloe Kim is the best snowboarder in the world. That is my opinion that skiing vs snowboarding

SNOWBOARDING by Eliot Earle. Snowboarding is a recreational and competitive activity that involves descending a snow-covered surface while standing on a snowboard that is almost always attached to a rider's feet. It features in the Winter Olympic Games and Winter Paralympic Games.



COVERAGE!

BREAKING NEWS!

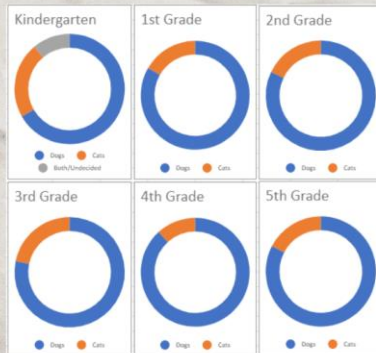


CATS VS DOGS CONTINUED

A big debate among students and staff was "What's the better pet? Cats or Dogs?" The pieces below include some student opinions as well as some survey data from the East staff.

Hi, my name is Hannah Robinson. I love all kinds of animals. I wanted to find out what type of pets the students at East Elementary like most so I asked students from each grade if they prefer cats or dogs. Can you guess what type of pet was the most popular? If you guessed dogs, you are correct.

With the exception of our Kindergarteners, the overwhelming winner in every grade was dogs. 80% of students at East voted for dogs. The voting results are shown below by grade.



I also learned some interesting facts about our teacher's pets.

- Mrs. Walsh has a dog named Rocco who snores really loud.
- Mrs. Breen has a dog named Teddy. He likes to play hide and seek with treats.
- Mrs. Morrison's dog Charlie likes to roll his ball down the stairs and fetch it.
- Mrs. Fahey has two cats with names that both start with the letter 'M', Max and Marshall.
- Ms. Yannizzi has five cats, Scout, Cooper, Matilda, Otis and Little Bear. Little Bear uses a binkie.

Given how many of us prefer dogs, it's no wonder that every so often, a dog actually eats our homework.

OPINION: GUMMY CANDY VS CHOCOLATE CANDY

With Halloween being a candy centric holiday, many of our fourth graders had strong opinions about which of the major candy categories was the best. Are you Team Gummy or Team Chocolate?

Team Chocolate. By: Nolan Dunn and Charlie Estoff
Chocolate is good because you can make it with hot chocolate. It melts in your mouth. It is so good! Hersey's is the best chocolate. I think you should vote for chocolate. It is so good! Hersey's chocolate was first made in 1930, that's pretty cool. There is another kind of chocolate called the Mr. Beast Bar. It was made in 2022. It is very popular; you can get it at 7-11 stores. Also, Mr. Moy likes chocolate.

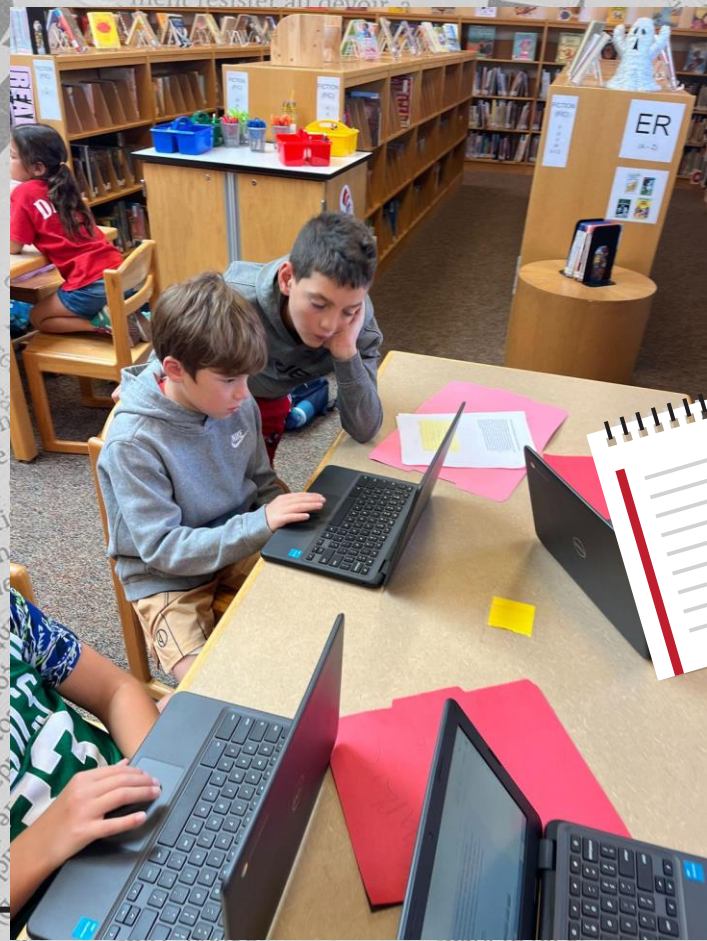
We also prefer chocolate better than gummies because it is so annoying when all of those gummies get stuck in your teeth. Another reason is that it's annoying and hard to get out. Gummies are bad because they are a risk when you eat them because you have a risk of choking. Gummies are also bad because they are sticky and you can't wash your hands anywhere. Gummies are also bad because they're not sponsored by Mr. Beast!

Team Chocolate. By: Matthew Calvi and Andrew Giovacco
Chocolate is the best because it is crunchy, melty and creamy. But if the chocolate is in your hand for too long it will melt. If it is a cold Halloween, then it will not normally melt in your hand. I think that the best kind of chocolate is milk chocolate because it has sugar and dark does not. But the best chocolate of all time is Feastables!!!! That is why chocolate is the best :)

We're on team chocolate because gummies are always stale. Now back to chocolate- when it melts in your mouth it's the BEST. Ok.. picture yourself on Halloween and you are hungry. You grab the bar and all you need is one hand and a mouth, it's that easy! Chocolate is also sometimes crunchy, now that's tasty! We think gummies are too chewy most times. Chocolate has some down sides- it will melt in your hand not your mouth and a lot of chocolate has peanuts and tree nuts, so it's not allergy safe.

Team Chocolate. By: Hunter White
I like chocolate because it's smooth and it does not give you a headache. Also, it tastes really good. White chocolate is really good too. That's why chocolate is the best for some people who really like it!





Snowshoe Hares

By Emmett Smith

I love snowshoe hares. I have some facts about snowshoe hares to share.

Snowshoe hares change color according to the season. In the summer time they are brown and can blend in with the grass. In the winter time the fur is white and they blend in with the snow and ice. Snowshoe hares do not hibernate. They are awake all winter and hunt for food and run around. Snowshoe hares are nocturnal. This means, they are awake at night and active. They sleep or rest during the day time. There are 10 different types of snowshoe hares.

Snow days at East School

By: Abe Levin, Francis Godfrey, Peyton Molitor, and Bailey O'Brien

At East School kids love to play in the snow. In the snow, kids love to sled. In our opinion the most fun thing to do is play with snow. Some people build snowmen, some people play snow soccer, and some people just like to play games outside. That is what's happening in the Winter for kids at East School on snow days! EAST SCHOOL ROCKS!

NEWS



PRESS PASS!

INTERVIEW!

SCOOP!

We're Thankful!

**EXCLUSIV
E!**

2023-2024 District MCAS Calendar

HHS Retakes:

November 2023 MCAS ELA and Mathematics Retests

Subject Area	Prescribed Test Administration Dates
ELA	<ul style="list-style-type: none"> ● ELA Session 1: November 8 ● ELA Session 2: November 9
Mathematics	<ul style="list-style-type: none"> ● Mathematics Session 1: November 14 ● Mathematics Session 2: November 15

February 2024 MCAS Biology and Introductory Physics Tests

Subject Area	Prescribed Test Administration Dates
Biology	<ul style="list-style-type: none"> ● Biology Session 1: February 6 ● Biology Session 2: February 7
Introductory Physics	<ul style="list-style-type: none"> ● Introductory Physics Sess. 1: February 6 ● Introductory Physics Sess. 2: February 7

March 2024 MCAS ELA and Mathematics Retests

Subject Area	Prescribed Test Administration Dates
ELA	<ul style="list-style-type: none"> ● ELA Session 1: March 4 ● ELA Session 2: March 6 <p><i>Schools may not use March 5 for administering ELA Session 2.</i></p>
Mathematics	<ul style="list-style-type: none"> ● Mathematics Session 1: March 7 ● Mathematics Session 2: March 8

March 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
24	25	26	27	28	29	30
		Gr. 10 ELA: Session 1	Gr. 10 ELA: Session 2		HOLIDAY	

2023-2024 District MCAS Calendar

April 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Grade 4 ELA Gr. 8 ELA	2 Grade 4 ELA Gr. 8 ELA	3 Early Release	4 Gr. 3 ELA Gr. 6 ELA	5 Gr. 3 ELA Gr. 6 ELA	6
7	8 Grade 5 ELA Gr. 7 ELA	9 Grade 5 ELA Gr. 7 ELA	10	11	12 HHS SAT testing	13
14	15 HOLIDAY	16	17	18	19	20
21	22 DESE Comprehensive Review	23 DESE Comprehensive Review	24 DESE Comprehensive Review	25 DESE Comprehensive Review	26 DESE Comprehensive Review	27
28	29	30				

2023-2024 District MCAS Calendar

May 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Grade 5 Math Gr. 8 DC TRIP	2 Grade 5 Math Gr. 8 DC TRIP	3 Gr. 8 DC TRIP	4
7	6 Grade 4 Math	7 Grade 4 Math	8 Grade 3 Math Gr. 6 Math	9 Grade 3 Math Gr. 6 Math	10	11
12 Mother's Day	13 Grade 7 Math	14 Grade 5 STE Grade 7 Math	15 Gr. 8 Math	16 Grade 5 STE Gr. 8 Math	17	18
19	20 Grade 8 STE	21 Grade 8 STE Gr.10 MATH: Session 1	22 Gr.10 MATH: Session 2	23	24 Early Release HMS	25
26	27 Memorial Day	28 Grade 8 Civics Field Test - Performance Task (60 min)	29 Grade 8 Civics Field Test - End of Course Test (60 min)	30	31	

2023-2024 District MCAS Calendar

June 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5 EARLY RELEASE STE BIO: Session 1	6 STE BIO: Session 2	7	8

NOTES:

- Link to 2023-2024 [DESE MCAS Schedule](#) and [Administration Deadlines](#).
- HPS was **NOT** selected to pilot new MCAS Grade 5 and 8 (STE) test.
- New Grade 8 Civics Field Test scheduled for April 29-June 7, 2024. Each component may be administered at any time during this window; they do not have to be administered on consecutive days. **TBD ON NUMBER OF STUDENTS INVOLVED IN THE FIELD TEST**



HINGHAM PUBLIC SCHOOLS

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Margaret Adams
Superintendent

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: March 25, 2024

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

Mental Health Community Resource

In order to support our students and families who are in need of mental health support, we continue to share state and local resources with our community. I would like to highlight one specific state resource to assist in meeting the increased mental health needs across the state.

The Massachusetts Behavioral Health Help Line (BHHL) connects individuals and families to the full range of mental health and substance use treatment services offered in Massachusetts, including outpatient, urgent, and immediate crisis care. Call for real-time support, initial clinical assessment, and connection to the right evaluation and treatment.

There are two ways members of the community can access services:

- Members of the community can access the helpline by Calling or texting 833-773-2445. During the call, a trained clinician or peer coach will connect you directly to the right services for you. See <https://www.masshelpline.com/>
- Walk into a Community Behavioral Health Center (CBHC) and access immediate mental health crisis support. No insurance is needed. Community Behavioral Health Centers (CBHCs) offer immediate mental health crisis care in communities across Massachusetts. No insurance is needed. Open 24/7/365 for walk-ins and mobile visits. Our closest CBHC is Aspire Health Alliance, which can be accessed at <https://www.aspirehealthalliance.org>.

Learn more at mass.gov/BHroadmap.

In addition, the schools will collaborate with the town of Hingham to continue strategizing how we share these and other resources with our community. It is imperative that all in our

community feel they can access the support and resources they need to support their own and those of their families' mental health and behavioral needs.

MCAS Spring Schedule

This week, the spring MCAS 2024 season begins with our Grade 10 students at Hingham High School completing sessions one and two of their ELA assessment. Beginning in April, before spring break, students in grades 3-8 will complete their ELA assessments. In May, students in grades 3-8 and 10 will complete their mathematics assessments. New this year, students in eighth grade will complete a pilot of a new social studies assessment in late May.

Eighth Graders Travel to Canada

This past month, twenty-five grade eighth grade French students had the opportunity to travel to Quebec, Canada. Students could try the sport of Curling, go snowshoeing and tubing, and visit several local cultural attractions, such as Chateau Frontenac, Martello Tower, and the Basilica Sainte-Anne-de-Beaupré. Students enjoyed local foods like crêpes, maple butter, and poutine. The trip allowed students to practice their French speaking and listening skills with native speakers. Thank you to our chaperones, Madame Swearingen, Madame Weiss, and Mr. Gill.

Will McDonough Writing Contest Winners

Congratulations to Emma Joyce, who took first place among grade six students in New England in the 2024 Will McDonough Writing Contest. Emma won for her essay "Courage to Soar," which stood out among the 800+ submissions. Having been selected from hundreds of entries throughout the state, Emma was recognized at a special state ceremony at TD Garden last week.

Julia Scipione, a Grade 11 student at Hingham High School, also received an Honorable Mention for her entry into the contest. We congratulate her in receiving this honor as well.

Eighth Grade Civics

Grade eight Civics classes were joined by some several guest speakers this past month leading into the state's primary election. Massachusetts Superior Court Justice Katie Rayburn spoke with students about her career path and what inspired her to pursue a law career. She also talked about her real-life experiences and cases she has covered, and students could ask questions about the courts, law, and the specifics of a career in law.

Students also heard a presentation from the Juror Commissioner's Outreach Office. Students learned the ins and outs of jury duty and Americans' important responsibility to fulfill this part of their civic duty.

Our eighth graders led the entire school through a mock primary election. Students learned about the various candidates, their platforms, and parties and were able to cast their ballots during social studies classes on Friday.

Opry Turns Three

Opry, Hingham High School Resource Officer Tom Ford Comfort Dog, turned three last week. In celebration of her birthday, she was paid a visit from other comfort dogs in the area. Thank you

to Harbor Media for the wonderful video showcasing Opry's contributions to our schools, <http://100.17.2.222/CablecastPublicSite/show/3550?site=1>.

HHS Wrestling Team Honors Veterans

Congratulations to the Hingham High School Wrestling Team and Boosters for their contribution of \$1,300 to the Veterans in Need Fund. The contributions highlighted the annual tradition during the Veterans Appreciation Night.

Reductions in Force

At the last meeting, the School Committee approved the following reductions in force, and layoffs in order to address the budget deficit of \$1.2 million:

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

The layoffs represented the equivalent of 7.1 total positions. On March 14th and March 15, the district provided layoff letters after applying the contractual bargaining agreement Unit A guidelines for reduction in force and the applicable seniority list. A total of 10 teachers received layoff notices. Some of the teachers layoffs may be recalled into part time (.5 positions) or open positions later in the school year.



March 1, 2024 ENROLLMENT

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total K-5
East	89	3 sections 21;22;22 Total=65	4 sections 21;21;22;20 Total=84	4 sections 19;19;19;21 Total=78	3 sections 24;23;23 Total=70	4 sections 19;20;19;19 Total=77	4 sections 18;18;18;19 Total=73	447
Foster	*	3 sections 20;22;22 Total =64	3 sections 21;22;20 Total= 63	3 sections 19;19;18 Total=56	3 sections 21;23;22 Total= 66	4 sections 19;20;19;21 Total=79	3 sections 20;22;20 Total=62	390
Plymouth River	*	3 sections 15;15;14 Total=44	4 sections 18;18;18;18 Total=72	3 sections 19;19;19 Total=57	3 sections 20;20;20 Total=60	3 sections 22;22;22 Total=66	3 sections 20;21;20 Total=61	360
South	*	4 sections 19;19;17;19 Total=74	4 sections 21;21;21;21 Total=84	4 sections 23;25;24;23 Total=95	4 sections 19;19;19;20 Total=77	4 sections 20;20;20;19 Total=79	4 sections 22;22;22;21 Total=87	496
Total - By Grade K-5	89	247	303	286	273	301	283	1693

Hingham Middle School	Grade 6	Grade 7	Grade 8	Total HMS
	293	276	280	849

Hingham High School	Grade 9	Grade 10	Grade 11	Grade 12	Post Grad	Total HHS
	264	283	266	286	1	1100

Group	Total	Change from previous month
PreK	89	+3
K-5	1693	+2
6-8	849	+2
9-12 (Plus Post Grad)	1100	-3
Total	3731	+4

Other:	
Out of District	43
Homeschool	4
Vo-tech/Agricultural	4

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

District-Wide Special Education Program Evaluation

Department of Student Services

Hingham Public Schools

Hingham, Massachusetts

Conducted: Fall 2023

Submitted by:

Robert J. McArdle, M.Ed.

Sandra C. Einsel, Ph.D.

Marlene M. Dodyk, Ph.D.

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I. Executive Summary

The Superintendent of Schools and the Interim Executive Director of Student Services requested a district-wide evaluation of special education programs and services. This evaluation focused on the current status of special education within the district, and comparing the special education census, expenditures, and staff. Attention was given to specific programs and services, the pupil census, expenditures, what is working well in the district, and concerns that staff and parents have over programming needs. The administration sought recommendations to assist in short and long-range planning that goals that can be met within the next three (3) to five (5) years.

The evaluation process consisted of reviewing written documents from the Office of Student Services, descriptions of programs and services, roles and responsibilities, census and budgetary data, curriculum material, procedures and practices, out-of-district placements, and DESE Coordinated Program Review material. Seventy-seven (75) IEPs were reviewed. There were observations of specific programs along with thirty-minute one-on-one and group interviews with fifty-five (55) individuals.

From this process, findings and recommendations were developed, including full explanations for each recommendation. This report provides the district with the necessary information to move forward with enhancing existing programs and services, and continuing the expansion of some of the work currently underway.

The district has developed a number of special education programs and services that address the special education needs of the student population. There are many positive aspects and components to the available services and programs. While there are many recommendations in this report, it is strongly suggested that the district initially focus efforts on the following areas:

- Specialized Instruction
- Inclusive Practices and District Accommodation Plans
- Preschool/Early Childhood Programming
- Staff Utilization
- Professional Development

Addressing these topic areas within a reasonable timeframe (3-5 years) will enable the district to enhance their goals of meeting the needs of students with disabilities.

The consultants are grateful for the assistance of the Office of Student Services support staff, and the school-based staff, in scheduling school visits, class observations, and interviews.

II. Introduction

The Superintendent of Schools and the Interim Executive Interim Executive Director of Student Services requested a district-wide evaluation of special education programming. The administration sought recommendations to assist in addressing the current and future status of special education district-wide, including:

- o present and future program needs;
- o the inclusion of students with disabilities in general education classes and activities;
- o the instructional supports that are required to ensure greater access to the general curriculum for students with special needs;
- o current and future staffing and space needs for special education;
- o effective utilization of existing programs;
- o services and professional and paraprofessional staffing for special education;
- o comparative data for the district in relation to state data for census and expenditures;
- o cost containment initiatives;
- o procedural practices; pre-referral procedures;
- o and professional development offerings for all school-based personnel.

Purpose

An independent review of district-wide programs and services provides a school district with an objective report that identifies areas of strength, needs, and recommendations. It allows the district to be examined from the perspective of what is working well, but also areas that need to be strengthened.

The evaluation process is a multi-step approach to assist the district's leadership team and the school-based special education personnel to engage in a guided and focused discussion, enabling effective short and long range planning, while recognizing and addressing issues such as:

- o Identifying trends and patterns in referrals to special education;
- o Identifying similar profile characteristics in the non-referred and referred

students, and changing demographics;

- Identifying instructional strategies that are utilized throughout the district;
- Determining the effectiveness and utilization of current special education personnel, and their role and responsibilities with respect to serving students in Individualized Educational Plans;
- Identifying trends in the program placement of students;
- Determining the effectiveness of current program and service interventions;
- Staffing and resource needs that reflect current and anticipated student needs;
- Creating a long-range plan that addresses the agreed upon needs of the student population;
- Establishing a comprehensive approach to program and service development that is linked to the budget planning process.

This evaluation process produces information that will enable the administration and school-based special and regular education personnel to develop an action plan(s) leading to more effective approaches for serving the students of the district.

It is important to note that the effectiveness of this report depends upon the stakeholders coming together to discuss the Findings and the Recommendations. Through a deliberative process, the administration and the school-based special and regular education personnel can develop short and long range action plan(s) that will address the agreed-upon issues.

*Conducting the
Evaluation:*

Mr. Robert McArdle, M.Ed.

Mr. McArdle has over forty-five years in public education as a Mediator and Educational Specialist for the Department of Elementary and Secondary Education, Administrator of Special Education for Woburn Public Schools, Pupil Personnel Administrator for Greater Lawrence Technical High School and the Stoneham Public Schools, Executive Director of the Greater Lawrence Education Collaborative and Executive Director of the Gifford School. Mr. McArdle has been a Visiting Faculty Member at Salem State College, Fitchburg State College, the University of Massachusetts/Boston and Endicott College, in addition to consulting for public and private schools. Mr. McArdle has served in several Interim positions and has been on a number of advisory boards, task forces and special committees. He was also the Northeast Associate Manager of the Walker Partnerships, conducting numerous Program Evaluations as well as mentoring many new Administrators. He has presented at a number of conferences and conducted professional training sessions for professional school personnel for over forty years. He is the co-author of “A Practical Approach to Special Education Administrator,” has served in several executive board positions, including President of the Massachusetts Association of Administrators of Special Education, and is a past recipient of the Massachusetts Special Education Administrator of the year award.

Sandra C. Einsel, Ph.D.

Sandra C. Einsel is an independent special educational consultant. She has 40 plus years of experience in special education, including as a teacher, assistant principal, counselor, principal, out of district coordinator, and head of special education for Walpole Public Schools, Holliston Public Schools and Foxborough Public Schools. Her work in special education has focused on inclusive practices, specialized programming, process and procedure, and bridging the division between general and special education. Dr. Einsel was an adjunct professor at Boston College teaching both undergraduate and graduate students in special education courses. She also participated in several federal grants awarded to Simmons College regarding inclusion of students with special needs within the general student population. The Goldin Foundation honored Dr. Einsel with the 2009

Goldin Award for Excellence in Education. Dr. Einsel earned her Ph.D. from Boston College in Special Education and Higher Education, a Certificate of Advanced Educational Study (C.A.E.S.) in School Psychology from Boston College, a Master of Arts (M.A.) in Counseling from Boston College, and a Masters of Education (M.Ed.) in the area of Deaf/Blind, Multi-Handicapped, also from Boston College. Dr. Einsel earned her Bachelor of Arts (B.A.) in Deaf Education with a minor in Early Childhood from Trinity University in San Antonio, Texas.

Marlene M. Dodyk, Ph.D.

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

III. Methodology

This program evaluation employed a four-step approach.

1. Document Review. The evaluation team reviewed numerous special education documents. These documents included program descriptions for in-district programs, job descriptions for department staff, census, procedural practices for special education, the pre-referral process, budgets, staffing census, caseloads, out of district placements, sample IEPs from all levels and programs, Department of Elementary and Secondary Education (DESE) comparative census and expenditure data with the state averages, and professional development offerings for all staff.
2. Walk-throughs. The evaluation team engaged in walk-throughs of all the schools with the Interim Executive Director of Student Services and Special Education Coordinators. This allowed observations of all special education instructional settings, informal conversations with the principals, and meeting with numerous special education personnel.
3. Observations. The evaluation team conducted observations of the following programs throughout the district:
 - a. Preschool program
 - b. Elementary
 - c. Middle School
 - d. High School

The three evaluators allocated their observations among the specific programs. Observation time varied from ten (10) minutes to thirty (30) minutes, depending on the specific program

4. Interviews. The evaluators conducted interviews and discussions as follows:
 - Directors – 3
 - Assistant Superintendent – 1
 - Assistant Director - 1
 - Principals - 5
 - Assistant Principals - 2
 - Evaluation Team Chairpersons - 6
 - School Adjustment Counselors - 3
 - Guidance Counselors - 2
 - General Education Teachers - 3
 - Special Education Administrative Assistants - 2
 - Special Education Coordinators - 2

- Special Education Teachers - 11
- Speech/language Therapists - 4
- Preschool Teachers - 4
- BCBA - 1
- SEPAC Parents - 3
- Head Nurse - 1
- Paraprofessionals - 3

The interviews were thirty minutes in length. Questions were tailored to the service and program under review. Questions and discussion focused on the following:

Questions for Staff:

- What is your role and your primary responsibilities?
- What is working well for students with disabilities?
- What do you see as a major influence(s) on referrals to special education?
- To your knowledge has the district implemented a system-wide pre-referral process/RtI/MTSS? How is the DCAP utilized as part of the process?
- What do you currently see occurring for students who are struggling with their academics?
- What do you see as obstacles to student success?
- Do you have common planning time?
- What assessments are used to determine a disability?
- Do all staff utilize the same assessments?
- How are decisions made to write services into an IEP? Is their program or service criteria?
- How do you determine pull out services versus inclusive services?
- When pull-out Math or English is offered how is the curriculum developed?
- How is the decision made to place a student out of the district?
- What are the strengths of the various itinerant services?
- How often are services not provided to a student at initial referral? How are services made up if you miss a student?
- What suggestions do you have to enhance the effectiveness of your respective role and your department?
- What changes, if any, do you believe need to occur? To enhance the existing programs and services?
- What are your thoughts regarding professional development needs?
- What duties/activities are you involved in-in addition to providing direct service to students?

- If you could change one thing to be more effective in your role, what would it be?

The questions varied somewhat depending on the specific role of the individual who was interviewed. Discussion expanded beyond these specific questions based on the individual's experience within their respective role, their experience in the field of education, length of time that they have been in their current position, and any other factors that emerged from the interview process.

Questions for Parents:

- What are the services that your child is receiving?
- Do you feel that you are kept informed regarding your child's progress?
- Do you feel that the staff members working with your child have a good working knowledge of your child's needs?
- To the best of your knowledge, are regulatory requirements met?
- Do you feel that you receive answers to your questions from special education personnel within a reasonable time frame?
- Do you feel that school personnel are receptive to your suggestions?
- Do the staff members working with your child indicate that they see effective progress? Do you see progress?
- Do you feel that you have access to the personnel working with your child?
- Do you feel welcome in the school?
- Are there any issues that you feel the department or school should be aware of, in relation to you, as the parent of a child with special needs?

As with the district-wide personnel, these questions were expanded upon, based on the flow of the discussion, the individual's experience with the district regarding their child's IEP, and the length of time that their child has been involved with special education.

IV. Commendations

This section of the report recognizes the efforts of the district and the administration in meeting the needs of the students. Special Education is a complex mandate for public schools. There are competing interests that place significant pressure and financial burden on the district. Hingham Public Schools has recognized its responsibility to meet the needs of the students.

Specific Commendations:

District Commitment to Reflective Educational Practices and Inclusion

- The Superintendent and Interim Executive Director of Student Services, for commissioning this district-wide evaluation. This reflects the continued dedication of the district's administrative and instructional personnel to the concept of inclusion, and commitment to meeting the educational needs of children. In addition, the district has demonstrated the ability to adjust to unanticipated and specialized student needs as they arise.
- The thoughtful insight and openness of all interviewees and school-based staff with respect to this evaluation. This was consistent with the observed dedication and concern that special education staff exhibited for their students.
- Gradual efforts to introduce the Tiered System (RtI/MTSS) of Instruction, including Universal Design for Learning (UDL). Though not a formalized program, there are pockets of Tiered Instruction occurring, especially at the elementary level. There are currently two intervention blocks scheduled each day within elementary classrooms, one each for reading and math. There are currently two full time reading specialists for each elementary school, and one full time math specialist at the elementary level. Two reading and math interventionists also provide direct support for instruction.
- Staff development. The staff professional development offerings at the elementary level provided staff an opportunity for greater insight into the developmental stages of child growth.
- Professional development opportunities about the new reading program. The district has arranged for special education teachers to participate, along with their general education colleagues, in professional development opportunities to learn about the new reading program (In To Reading) being adopted at the elementary level.
- Interventionists at the elementary level. At the elementary level, interventionists work with both general education and special education students, allowing the special education students multiple opportunities to learn a skill.
- Classroom technology. Throughout the district there is excellent classroom technology, including computers for students, and smart boards and ViewSonic for teachers to use for instruction.
- After-school activities. The middle and high school have made efforts to make various afterschool activities and sports available to students with disabilities. The best buddies program at the High School and unified sports at the Middle

School are excellent examples of inclusive practices.

- Commitment to the social/emotional wellbeing of students. This is reflected on the Social-Emotional Wellness link on the Homepage of the Hingham Public Schools Website. The district has begun efforts to strengthen Tier 1 social emotional learning, including the addition of guidance counselors at the elementary level last year, and the Second Step curriculum at the Middle School.

Special Education Instructional Programs

- Developing a continuum of programs and services for the various disability groups of students across the district, at all levels. The various programs allow for a wide range of students to be included in the general education curriculum and in their home school district.
- Commitment to inclusion. The district's commitment to inclusion is demonstrated by a high percentage of special education students included in general education classes (90.8%), compared to the statewide average (80.2%). (Source: current DESE DART data Oct. 23)
- Curriculum modifications. At the elementary level, special education teachers are responsible for modifications to the curriculum.
- Efforts to align instruction. The special education teachers in the substantially separate programs, have made efforts to align the instruction to the curriculum frameworks and the ongoing use of data to drive instruction (e.g. RISE programs). Related service providers oftentimes will co-teach with special education teachers in substantially separate programs.
- Strong commitment to developing specialized programs. This is shown by the Landmark Outreach Program consultation to the language based classrooms at the elementary and middle school, and the use of the ACE curriculum developed by the New England Center for Children for students on the Autism Spectrum Disorder continuum.

Individualized Education Plans (IEPs)

- Well-written IEPs. Student IEPs provide a detailed picture of the student, their strengths, and their needs, with disabilities clearly identified. Assessment data is integrated into the student performance profile and what steps need to be taken. Transition plans are completed where required. Goals and benchmarks are measurable and are tied to the specific benchmark.

Special Education Administrative Personnel

- Well-functioning Evaluation Team Chairperson model. The Evaluation Team Facilitator model of support ensures continuity of services, guidance, and follow-through on compliance issues, procedures and practices at the building level.
- Dedicated Evaluation Team Chairs. Middle school and high school have dedicated Evaluation Team Chairs, with secretarial support. This model provides on-site program oversight and supervision of the special education personnel.
- Well-functioning central administrative personnel. The special education central administrative personnel are very knowledgeable, instrumental, and key to the running of the district's organized and efficient system of special education administrative tasks, and paperwork requirements. They follow up with staff when IEPs are incomplete, require further documentation or clarification, and when timelines must be met. They are also responsible for the fiscal operations of the special education budget, processing necessary paperwork to ensure compliance, and filing documentation to secure funds (e.g. Medicaid, circuit breaker reimbursement).

V. Factors Affecting the Implementation of Programming and Services

Numerous factors affect the district's ability to deliver instructional and related services to students. None are more pressing than the student census, but the following list provides context to drive program development and service initiatives.

Census vs Needs of the Students

The number of students receiving special education support and the intensity of their needs in any district affects the implementation of programming and services. Currently, Hingham has 16.5% of the student population on Individual Education Programs (IEPs). Although this is below the state average of 19.4% (Source: DESE DART data Oct. 23), the reviewers noted that the percentage has increased from 12% over the past five years.

Inclusion of Students with Special Needs

To increase the inclusion time of students with special needs, school districts must develop long-range strategies to address professional development, staffing support and technology supports and upgrades. There are various program options available for servicing a range of needs among the special education population. Hingham, like many districts, has a high number of varied programs to serve students.

Some other districts have limited program options or choices, and rely more on out-of-district day and collaborative programs. There are districts with appropriately staffed programs that are being effectively utilized to maximize services to students. Other districts claim to be inclusive, but they have not developed the capacity to service their most involved students. This often results in sending students to in-district substantially separate programs, or too-costly out-of-district programs.

Hingham has made considerable progress in program development over recent years, making program options available in an attempt to reduce the need for out-of-district placements. Initially, program development can be costly. However, in the long term, in-district programming contains growth in special education expenditures while building the district's capacity to maintain students within the district.

Before 2000, Massachusetts Special Education Regulations, under Chapter 766, mandated districts to develop IEPs that would "maximize a student's potential," which was then the most demanding and comprehensive standard in the country. Other states adopted the federal standard under IDEA (Individuals with Disability Education Act) that ensured students make "...effective progress through a Free Appropriate Public Education (FAPE)."

In 2000, Massachusetts adopted the federal standard of "effective progress." There has been ongoing debate as to whether districts need to provide the comprehensive level of services to special education students, or a minimum level of services. This question of which level to provide, versus the spiraling cost of special education, is often a continuous and heated controversy in many school districts. The issue becomes even more of a concern in a challenging economic environment.

In 2001, Congress again passed the landmark Act, No Child Left Behind (NCLB). The stated goal of NCLB is "to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind."

All of these statutes have focused attention on students with increasingly diverse learning needs achieving high academic performance in general education.

These changes have greatly affected the delivery of special education services to students. Prior to these changes, the service delivery relied on "pulling" students out of the general education classroom to provide specialized instruction that often did not relate to accessing the curriculum. Hingham continues to rely on this model of instruction. When students are removed from the general education classroom, they lose important instruction time, which, in many cases, leaves them at a significant disadvantage to be successful in participating in state and local assessments.

For many school districts, the development of effective in-classroom support models has allowed special education students to have more access to the general education curriculum. Another model to consider is co-teaching for students with a variety of disabilities and instructional needs. This model would require the reallocation and

flexibility of how time is used, including but not limited to grouping structures and schedules. The collaboration of the general and special education teachers can create a classroom environment that differentiates instruction and makes essential accommodations that allow all students to maximize their potential. To effectively implement this co-teaching model of instruction, districts need to be flexible with staff assignments from other special education programs, or hire additional staff. Hingham currently does not utilize a co-teaching model across the district, and it does not ensure a continuum of instruction in all content areas and across all grades levels. The co-teaching model is not the only solution. Differentiated supports, tiered instruction, and UDL are other models to support inclusion. These all are effective approaches to increase the opportunities for special needs students to have greater access to the general education classroom and curriculum.

Fiscal Aspects of Special Education

Special Education is expensive for all school districts. The percentage of the school budget dedicated to special education, across the state, has grown over the years.

Special education costs have increased across the state to 22% in FY 22, while the statewide special education census has risen 19.4%. For Hingham, in FY 22, the special education budget was 22% of the school budget, right at the state average, while the special education census was 16.5%, well below the state average. It was noted by the reviewers that Hingham's percentage of special education students has risen by 4.5% since 2017. Currently Hingham has thirty-nine (39) students in out-of-district placements. (Source: DESE DART data 10-23) This factor places a burden on the district, both in tuition expenditure and transportation charges. Not only does the district have to fund outside placements, but it also has to maintain in-district programs. The district has experienced growth in the Early Childhood Program, and it is also experiencing growth in students with Autism. These populations require intensive staffing with an array of related services. There are no easy answers, but districts must decide whether they will continue, in the long term, to develop in-district programs when there are sufficient cohorts to sustain programming; thus, the number of students that are placed outside the district will be reduced. Over time, the growth in special education expenditures for out-of-district tuition and transportation costs will be contained.

The reality is that "good programming" is costly. It is labor intensive and requires a substantial commitment from the Town, the School Committee, administration and teaching staff. It can, however, also be cost-effective. When districts develop a full continuum of services, they are able to provide programs for special needs students. The benefits of having an appropriate continuum of programming across the district, for all disabilities, at all levels, will lead to the prevention of students exiting the district, containment in the cost for special education, and the means to provide for students within the district's building capacity. Out-of-district placements, next to personnel expenditures, are the single largest expense on a special education budget.

Out-of-District Placements

School districts are continually confronted with how to contain the growth in special education expenditures. The three major expenses that affect the special education budget are personnel, out-of-district tuitions, and transportation. Currently, Hingham has 39 students in out-of-district placements. This represents 6.9% of the district's identified special needs population, and is slightly higher than the statewide average of 6.2%. (Source: DESE DART data 10-23)

Resources must be dedicated to construct appropriate in-district programs based on student population cohorts. Appropriate space, staffing, materials, and supplies must be built into program development. Many times, a district must set the priority of program development to a specific disability population, and begin the implementation on a small scale. These efforts will produce results, because the district will have a program in place to accept students. The effort to build capacity will reduce the reliance on out-of-district placements, reduce students exiting from the district, and may enable a student(s) to return to the district. All of these steps will assist in containing, and possibly reducing, the growth in tuition expenditures.

Advocacy and Legal Perspective

Advocacy and legal disputes are a continuing factor affecting the implementation of programs and services. To provide context, prior to Chapter 766, the Commonwealth of Massachusetts, through various DESE administered legislative acts, funded the placement of students with special needs into privately operated day and residential school programs. This practice created a network of private schools within the state to service various disability populations. Because these programs were established for serving the specific disabilities of students, over time they became very specialized. Most of these programs continue to operate today, even though public schools have created a continuum of services and programs at both the district level and through their education collaborative affiliations.

Massachusetts has a long history of advocacy by special interest groups on how special education operates at the state and local level. This influence by advocates, their associations, and the interests of other parties can greatly affect what actions a district may be required to undertake to maintain and develop quality programs and services. These influences can also create an environment at the local level where cost-benefit (*avoidance*) decisions are not necessarily made in the best interest of a student, and instead are determined by what the parents believe is in the best interest of their student. A conflict may arise which can only be resolved through mediation, a hearing, or in some cases, a settlement.

As a whole, the public may have little or no knowledge of what a district has to do in order to serve a student with special needs. When a dispute occurs between the parents and the school district with regard to the services recommended for a student, the

parents have the right to resolution of the dispute through a third party. Although this action is sanctioned in special education law and regulations, it places the burden of evidence on a school district to prove that their recommendations meet the standard of Free Appropriate Public Education (FAPE) under the federal statute for meeting the needs of the student. This can lead to an expensive out-of-district placement if parents prevail through the Bureau of Special Education Appeals hearing. The expense for the school district can be considerable, not only for the placement, but should the parents prevail in a hearing, they are entitled to recoup their legal costs from the school district. Therefore, school districts are continually confronted with the issue of cost-benefit when a dispute arises over a placement within the district or a placement in an out-of-district tuition-based program. This aspect of special education is an area of which few are aware or fully understand. School districts are often confronted with the fact that many parents have the means to retain legal counsel and “dispute resolutions.” This can be an expensive line item in the special education budget. The expense is not only a direct cost, but also an indirect one because it requires the staff to spend time meeting and preparing to assist the district in deciding what course of action it will pursue if a dispute arises.

This history of educational advocacy greatly impacts the evaluation and placement process for students determined eligible for specialized instruction through special education, and this can lead to a great deal of uncertainty during the school year. This advocacy role plays an important part in the issue of expenditures for special education, not only in staff time at all levels within a school district, but through independent evaluations, mediations, and due process hearings. The results of a due process hearing, or the settlement of a case prior to this hearing before the Bureau of Special Education Appeals, can lead to unanticipated expenditures during a school year. These expenditures significantly add to a special education budget at any given time. There is no guaranteed approach that will ensure an avoidance of these legal encounters, but quality and defensible internal programs and services certainly will reduce the potential for unanticipated legal and placement expenditures. The district’s exposure can only be measured by the recent history of legal involvement for the district. This factor cannot be ignored when formulating a special education budget, and when developing long-range programming and service initiatives.

Technology/Assistive Technology

Children with multiple disabilities have unique needs and challenges. Many of these young children struggle to communicate their wants and needs, engage in their world, and learn abstract concepts and ideas. Professionals and families working together must identify the individual supports that each child needs. This will ensure that the child with multiple or very specific disabilities can be an active participant in all aspects of their educational life and can make meaningful progress toward valued life outcomes. The tremendous advancements in technology have greatly impacted the educators’ abilities to provide students with disabilities a better access to their environment. Through comprehensive assessment, appropriate technology can be provided to students that will enhance their education and daily lives and as a tool for universally designing classroom instruction and spaces.

Educational Experience

The final factor that has to be constantly considered when addressing the needs of students with disabilities is: *To what extent can the district provide an appropriate comprehensive educational experience for students?* There is little question or doubt that Hingham is willing to meet the academic needs of its students with special needs. Hingham, like many school districts, is facing new considerations as to what the district should provide for students with significant disabilities. These new considerations need to be continually assessed for each student with respect to program and service options, especially as the population of students with more severe needs moves from one level to the next. It is a factor that all evaluation team members must seriously consider when developing and designing placement recommendations. The overall culture of the school community will need to gain a greater understanding of these new considerations.

VI. Findings

Through this program evaluation process, it was very apparent that the school district administration is committed to meeting the needs of the district, at the individual buildings and the students. The following findings can assist the district with the work that needs to be completed. These findings are in no particular order of priority.

Specific Findings:

SPECIAL EDUCATION PROGRAMMING

1. Individual Education Program (IEPs)

- Hingham has developed a team meeting protocol template used by Special Education Team Chairpersons to facilitate and record notes from the meeting. It consists of pertinent team meeting information; meeting norms; an agenda checklist; allocated space to identify student strengths and challenges as identified by professionals and parents; and specific information to be included in a student's IEP (Goals, services, accommodations, and appropriate areas to consider such as vulnerability to bullying and autism). There is a section designated for methodology (including content, delivery of instruction, and performance criteria). This form is completed inconsistently at team meetings, and when completed, is inconsistently given to the parents at the end of the meeting. The IEP (if deemed appropriate by the team) is then forwarded to the parents.
- A review of the IEPs found that many describe in detail testing evaluation results. However, often the results use only percentiles and technical terms, which parents and others may or may not understand.

- IEPs include a host of accommodations that are best practice, and not specific to the disability or the student. Often some of these accommodations are included in District Curriculum Accommodation Plans (DCAP).
- Present Levels of Performance most often include statements under content and performance criteria. These two sections are specifically used only when there are significant modifications to the curriculum, and should be used sparingly. Most often, it is appropriate to complete the methodology section, as this is the essence of special education.
- IEPs include measurable data to indicate performance levels within current levels of performance, yet inconsistently incorporate specific benchmark measurable data within goals and objectives. Actual grade level expectations are inconsistently incorporated into the Current Performance/Measurable Annual Goals section of the IEPs.
- Service delivery grid includes services that have no corresponding goal (e.g. math). In addition, elementary IEP services, including frequency of services, are written to coordinate with the general education instructional times both for in-class support as well as pull out services. Moreover, many of the IEPs offer similar services in Grids A, B and C.
- Often, program service delivery is program-based, with students being fit into programs and not tailored to the individual needs of students. Alternatively, many students receive support in a specific area in both the general and special education setting, which may result in over-servicing a student.
- Special educators and related services personnel do not appear to be calibrating service delivery according to the particular needs of students. Students with specific needs may receive the same type of services as other students with different needs.
- Extended year services are often included in service delivery without school year data collection to document substantial regression. Inclusion of these services in IEPs occurs whenever the IEP meeting is scheduled (e.g. in December).
- In addition, clear delineation of the need for paraprofessional support is not consistent across the district. For example, when does paraprofessional support appear on the grid and/or where it is specified to be individual or small group support.
- A review of IEPs indicated that some students receiving specialized reading instruction in language based specialized programs, often do not receive speech and language services (direct or indirect).

- An educational justification based on the student’s disability is required for the delivery of services outside of the general education classroom, and should reflect the goals outlined in the IEP. Many IEPs justify students receiving services in a special education setting in order “to make faster progress.” This is not an appropriate justification for pull-out services.
- Transportation is offered to all preschool age children, although not based on their disability. State special education regulation (603CMR 28.05) states that school districts are responsible for transporting students when their Team determines that **the student's disability requires** transportation or specialized transportation arrangements in order to benefit from special education.
- IEP amendments are written for a change in placement (*e.g.*, substantially separate program) without conducting a re-evaluation. Similarly, ancillary services are added without an evaluation. Both of these situations require an evaluation/re-evaluation per state regulations.
- Special education services to students enrolled in private schools are provided in various ways: some come to the district’s schools, others receive services at the private school by contracted providers, and others choose to waive receiving services. The reviewers have not seen this service model in other districts they have reviewed. Typically, special education services are delivered on-site within the district during district school hours.

2. *Entrance/Exit Criteria*

- There is some confusion about when a student would be referred for special education, and when general education supports need to be used. Entrance and exit for students on 504s or IEPs are not understood.
- There is a lack of understanding by school-based personnel as to what the entrance/exit criteria are for the numerous special education programs and services. It appears that staff’s assumption of entrance criteria for substantially separate programs is based on whether a student would require an out of district placement, or whose needs are such that they are unable to access or require significant modification to the general education curriculum. In addition to uncertainty of the process and criteria by which students enter a program, exit criteria from a program are not defined throughout the various programs.
- Some criteria exist for the placement in the Integrated Preschool Program. But the criteria are specific to what programs exist, and are based on having two or more areas of need, as determined by standardized and non-standardized testing and observations, and when applicable, early intervention referral information. Other considerations which may be used to determine eligibility include environmental factors, family history, behavior, and birthdate, all of which may not be indicative of a disability. Having a disability is the first criteria for eligibility for special education service

- From the IEPs reviewed, Speech and Language eligibility (entrance and exit criteria) should be calibrated system-wide, since there appears to be a significant number of students receiving speech and language services. Speech and Language have identified language skills assessed during the early years; however, there are no benchmarks for specific ages. Clinical judgment based on informal observations are often used to determine eligibility and service delivery. From the lists of testing instruments provided, some require updating to the latest edition. This year, the district has upgraded some of the testing instruments.
- Physical and occupational therapy refer to criteria for these services in an educational setting developed by the North River Collaborative. These criteria explain physical and occupational therapy, and the skills they work on in an educational setting. The document does not include specific benchmarks for child development or particular test instruments used to assess a child's developmental level, each of which are used to determine eligibility for special education. It is unclear as to whether Hingham has adopted these criteria, or have established their own entrance/exit criteria for physical and occupational therapy.

3. *Curriculum and Instruction (Curriculum, Instruction, Evidence based Practices, and Data Collection)*

- During the special education program observations and building walkthroughs, it was noted that elementary and middle school special education classrooms are appropriately sized for servicing groups of students, with storage space readily available. At the high school the space allocated for special education services is limited, and in the case of the RISE the allocated space is not fully appropriate for the instructional needs of the students.
- The middle school currently has structured grade level teams only in grades six (6) and seven (7). Grade eight (8) has no grade level teams. In the past, special education teachers were a part of the grade level teams in grades six (6) and seven (7), but they were removed from teams this school year.
- In general, the district employs a pull-out model of special education service delivery, providing services outside of the general education setting. It appears the district is relying on paraprofessionals for supporting instruction in the general education classroom setting, and there was an inconsistent use of differentiated instruction and universal design for learning at all levels.
- Currently, students at the secondary level receive special education instruction in the learning centers. Schedules often dictate where students receive services at the middle and high schools, with academic support classes often being multi grade at the middle and high schools. Middle school and high school schedules limit the ability to group students for academic and counseling support, often creating wide ability and need ranges within the same academic or counseling group.

- Elementary age students typically receive services with same grade peers in small groups (usually 1-3 students) in the learning centers, as well as in the general education classroom. Elementary special education liaisons are assigned to particular grades.
- The majority of high school support employs a pull out model, specifically in Science and Social Studies. When students are pulled out for strategy classes teachers spend a significant amount of time on homework support, as opposed to learning and developing executive function skills and strategies.
- Interviewees also indicated that accessing curriculum for the pullout/specialize program classes is difficult (“have asked not received”). The obvious concern is assuring that all students have access to the curriculum for MCAS purposes, and that any modifications can be made based upon student need. Curriculum in all content areas must be made available for all teachers to access.
- While the district has placed a focus on Diversity, Equity and Inclusion (DEI), interviews indicated that there is some uncertainty of where special education students fit into this initiative and discussion.
- Assistive technology is available for all students. Augmentative Alternative Communication (AAC) devices are available for students in specialized programs.
- While the district has some students receiving specialized reading instruction, there is inconsistency and lack of continuity in this, and in other specialized reading instructional programs, due to lack of properly trained staff.
- Math is leveled in the middle school There are various leveled courses offered at the high school. Leveling needs to ensure that special education students are not held back from accessing higher-level courses when appropriate. The criteria for accessing placement in all courses must be clear to all involved in the process.
- Consultation services with a Board Certified Behavior Analyst (BCBA) are available throughout the system.
- Paraprofessionals are available to support the special education students in the general education and special education classroom settings. Some paraprofessional assignments shift to meet the needs of students and, at times, for coverage. The district needs to develop a criteria for receiving paraprofessional assistance, and a process to review paraprofessional assignments, to ensure that they are not being over-identified for use in the instructional process.
- Data is not consistently taken, analyzed and integrated into best practices, except for the programs that provide services to students on the autism spectrum (ASD) or students with similar needs.

4. Specialized Programming

- There is vertical alignment from elementary to high school for some strands of substantially separate programming, specifically servicing students with Autism Spectrum Disorder (RISE Program); comprehensive learning needs Comprehensive Learning Center- CLC); and language based learning disabilities (Language and Academic Home Base - LAHB). The Supported Learning Program at the high school is focused on students with social/emotional learning profiles. However, there is no clinical and paraprofessional support available to the program. Furthermore, there is no such program at the elementary or middle schools.
- Programming for students with behavioral and emotional issues is limited, and there is not a continuum of services for these students from elementary through high school. There has been some discussion at the middle school of piloting a social emotional program, however, this did not occur. The district should review options currently available at the middle school to determine if the need does exist for a program.
- The CLC and LAHB programs at East School both share the same classroom and are each staffed with one special education teacher and at least one paraprofessional (LAHB has 2 assigned paraprofessionals). The programs operate independently of each other. At present there are 2 students assigned to the CLC program (one additional student comes in, for one block of time daily, for instruction in a specific curriculum area). The LAHB has 5-7 students enrolled in the program. Students in both programs are seen individually or in dyads. Currently, this structure of programs sharing a room, although not best practice, is somewhat doable, given the small numbers of students enrolled in the CLC program.
- Specialized classrooms range in size (minimum of 2 students), all having one designated special education teacher and a minimum of one paraprofessional. They receive very small group instruction, often individually or in groups of 2-3 students. Many have opportunities for inclusion, although typically they are accompanied by a paraprofessional or a special education teacher.
- There was confusion seen among both special education and general education staff as to how decisions are made, and how to place students in the RISE (Reaching Independence Through Standardized Education) program, the CLC (Comprehensive Learning Center) program, and at the high school the SLC (Supported Learning Center) program. Criteria that is available to all needs to be developed for these programs.
- Paraprofessionals are assigned according to the needs of the students and are determined by the team. They are assigned to provide support for students with inclusion, or to work with students in small groups in the substantially separate classrooms.

- The LAHB and CLC programs incorporate some specialized instructional programs (e.g., Orton Gillington materials and strategies in LAHB program). However, an emphasis is placed on accessing the general education program and using modified general education classroom materials.

5. *Transition Activities*

- There continues to be a need for more consistent communication with respect to transitioning students from one level to the next across the district (preschool to elementary; elementary to middle school; and middle to high school), with written and formalized protocols and processes. This is true for students receiving services in learning centers, and in particular for students in specialized programs.
- Transition between the levels for students with social emotional/behavioral concerns needs particular attention. Staff at the receiving school do not believe they are well informed about the incoming students.

6. *Parent/Guardian Awareness and Support*

- Interviews indicated that parents are not always feeling welcomed or treated as Team equals. Too much jargon is utilized in the meetings, and testing results are not fully explained.
- While staff do engage with parents, there is no clear or consistent process/protocol used across the district to engage parents. Currently staff are left on their own as to the information they share with parents, and how often contact is made.
- Parents are inconsistently provided with team meeting summary notes (template) at the conclusion of team meetings.
- Parents reported that they are not notified when a professional service provider is vacated or unfilled, which has an impact on their child(ren) receiving the special education services outlined in their respective IEPs.

PRESCHOOL/EARLY CHILDHOOD PROGRAMMING

- The district leadership has undertaken a review of the present programming offered at the Integrated Preschool Program, and is in the process of developing another program model. It is unclear to what extent, if any, current preschool personnel have been involved in the process. Recommendations are forthcoming from the administration.
- Placement in the various preschool programs is determined primarily by age and

the recommended services in student IEPs.

- There are five preschool classrooms. Classrooms are scheduled either 2, 3, 4, or 5 days per week. Three classrooms are integrated half-day programs, either morning or afternoon. Two substantially separate programs service students with more significant needs, requiring more repetition, intense language exposure, and more frequent therapies.
- One of the substantially separate programs services pre-kindergarten age students, ages 4-6, all of whom participate in extended day programming.
- Currently, there are approximately 4-8 students in a classroom. It is anticipated that more children will enroll as the year progresses, particularly as identified through special education and some through community parent choice. This process of enrollment and class composition limits instructional groupings and opportunities for program development and enhancements, as well as children's experiences.
- Each integrated classroom has community peers enrolled. Prior to Covid, there was a waiting list for enrollment of community peers. Currently, enrollment of community peers to serve as role models is a challenge. It is unclear as to the exact reason for this challenge, although it is suspected that many families sought alternative placements during Covid when the district provided a placement only to students with IEP service delivery needs. In addition, many families are seeking 5-day per week programming, and some with full day enrollment options. Two or three days per week, and afternoon programming, are less desirable, particularly for meeting the needs of young children who learn through repetition, and in the morning when they are not napping.
- Services are determined by standardized testing, informal assessments, parent input, clinical impressions, and impressions of what areas may be impacted in the future.
- Speech and language therapists deliver services delineated in IEPs, and provide whole class lessons on social thinking and whole body listening (to model for classroom teachers). Similarly, it was reported that the occupational therapist provides direct services to students, as well as whole class lessons on the Zones of Regulation.
- All staff in the substantially separate program are trained in Safety Care.
- While the program incorporates theme-based learning opportunities, primarily based on holidays and seasons, these opportunities appear to be loosely tied to the early childhood state standards. There is no consistent approach to vocabulary, language, concept development, math concepts, science and social studies. The classrooms provide children time for free play/choice of centers. Some activities provided to students are teacher directed. Circle times are scheduled from 20-30 minutes. Daily playground time (30 minutes per day) is allotted for free play and gross motor skill development. There is little evidence of research-based early

childhood curriculum within the classrooms. Preschool classrooms have specials (art music, physical education, library) every other week.

- There are six-year-old students attending the Integrated Preschool Program. Parents need to secure a waiver from the Superintendent's office to have their child remain at the preschool for an additional year before entering kindergarten. This is independent of the IEP process.

STAFFING

1. Special Education Teachers, Related Service Providers, and Team Chairpersons

- Caseloads of special education learning center teachers vary by school and school building level. At the elementary level, often special education learning center teachers are assigned by grade and have an average caseload of 11-16 students, depending on the grade level and composition of students and their respective needs. Their schedules include designated blocks of time for testing, planning and lunch. Some include special education team meetings times, and some include PLCs in their weekly schedules, although some occur on a particular week.
- Teacher schedules indicate services being provided outside of the general education classrooms with individual students, or with small groups of up to about three students (average), often two students in a group. These teachers also provide services within the general education setting to support students with the general education curriculum, often without these services being specified in student IEPs. Some elementary special education teachers have PLCs written into their weekly schedules, although some indicate that they occur on a particular week.
- Middle school schedules indicate that teachers are working with students in small group strategies for learning and specialized reading classes. Inclusion in general education classes occurs in English, Math, Science, U.S. History and World Geography. Instructional groups at the middle school appeared to range from one student to eight students.
- High school schedules indicate that teachers work with students in co-taught English, Humanities, and Algebra 1 classes, and that small group work is conducted in strategies for learning, transition skills, and reading. Instructional groups at the high school appeared to range from one student to eight students.
- There is little time for grade-level or building-level special education teachers/teams to collaborate to discuss cases and learn from one another, particularly at the secondary level.
- Substantially separate classrooms all have one designated special education teacher and a minimum of one paraprofessional. Paraprofessionals are assigned according to the needs of the students, as well as to provide support for students

with inclusion, or to work with students in small groups in the substantially separate classrooms.

- At the elementary level, speech and language therapists provide services either individually or in dyads. They also deliver some in-class social thinking group lessons, particularly in the preschool and at the early elementary grades. They also have designated times for testing and planning. Speech and language therapists at the middle school and high school service some students within the specialized programs, otherwise services are provided outside of the classroom.
- Occupational therapists have sufficient time for planning, evaluations, and consultation and provide therapies individually or in small groups of 2 students.
- Overall, it appears the district's direct related service providers have manageable caseloads and are positioned well to service students with special needs. It does appear, however, that each discipline (occupational therapy, speech and language therapy, physical therapy) has clearly identified areas which they address. However, therapeutic interventions are not coordinated.
- There are occasions at the high school and middle school when Special Education personnel are assigned as liaisons to students for whom they have no direct instructional contact.
- The roles of the Team Chairpersons differ at the various school levels. The elementary Team Chairpersons are psychologists who have a dual role, as the school psychologist responsible for testing and seeing some students, and chairing all special education Team meetings. At the middle school and high school, the Team Chairpersons' sole responsibility is to chair special education Team meetings. Special education teachers write their students' IEPs, with the Team Chairpersons responsible for chairing the meetings, reviewing the IEPs, and then forwarding them to the building principal for signature.
- Team Chairpersons have time to meet together to develop more consistency and coordination of systems. In the past, this occurred monthly.
- Many special education staff reported that they were not aware of written and current job descriptions. It was clear that general education staff continue to be confused over the various specific roles of the special education personnel. This is fairly true across the district at all levels, although at the elementary level roles appear to be much clearer.

2. *Counselors and Counseling Services*

- There is a school counselor and an adjustment counselor at each elementary building, four school counselors and two adjustment counselors at the middle school, and eight school counselors and two adjustment counselors at the

high school.

- At the elementary level, the school counselors primarily provide the Tier 1 social emotional support by teaching. They develop their “Toolbox” curriculum at each grade level, and teach a bullying prevention program. These school counselors are responsible for the implementation of the 504 process and plans, consulting with teachers, and providing support to individual and small groups of students as needed.
- Adjustment counselors at the elementary level work with students either individually or in groups, as called for by the 504 or IEP plans. Both consult with teachers, staff, parents, and outside providers; conduct safety evaluations if necessary; and serve on the school crisis team and Instructional Support Team.
- At the middle school and high school level the school counselors work similarly to the elementary school counselors. However, at the high school the school counselors also do post-secondary planning, and support the transition room coordinator. One of these counselors works part time on post-secondary topics such as common application workshops, career and job fairs, and seminars for 9th and 10th graders. This counselor also provides exploration programming for non-college bound students, and grant writing through MassHire.
- The school adjustment counselors at the middle and high school provide similar services as the elementary school adjustment counselors, working with students on 504 and IEPs.
- According to IEPs and interviews, the school counselors and adjustment counselors provide services to a multitude of students. However, at times the school adjustment counselors are not part of the decision-making process for adding a student to their caseload, or the inclusion of direct services on the Service Delivery grid of student IEPs.
- Interviewees indicated a lack of understanding of the counselor role and the school adjustment counselor (SAC) role.
- All staff work to support all students. Interviewees reported that they would like a consistent message about how to work with students with behavioral and emotional issues, and the need for more professional development on effective strategies and methodology.
- Care Solace assists the counselors in helping parents find appropriate medical therapists, providers, and supports nearby, to assist after school care for particular students.

3. Paraprofessionals

- Paraprofessionals are playing an increasingly prominent role in the education of students with disabilities. With pressure from parents who want to ensure that their children are adequately supported, and general educators who want to make sure

that they and their students are adequately supported, the use of special education instructional assistants has become a primary mechanism to implement more inclusive school practices.

- The district reported 125.6 special education paraprofessionals for FY 22 , who spend considerable time working directly with individual and small groups of students. These positions are assigned throughout the district’s special education programs, both within inclusion settings and substantially separate programming. (Source: current DESE DART data)
- Established criteria are not in place for the assignment and utilization of special education paraprofessionals to a program or a student(s). Many elementary classrooms have an assigned paraprofessional. It is unclear what as to the role that the paraprofessional plays within the classroom, and the degree to which these paraprofessionals foster student independence, as opposed to promoting learned helplessness. In addition, there does not appear to be criteria for determining the need for additional paraprofessional time/hiring when indicated.
- As students with disabilities increasingly are placed in general education classrooms, the use of paraprofessionals has greatly expanded. Paraprofessionals spend considerable time working directly with individual students and small groups of students. These paraprofessionals have varying backgrounds and experiences.
- There is no training except “on the job” training for paraprofessionals working in inclusion or specialized programs.
- Paraprofessionals are evaluated by the principal.

4. Administrative Oversight

- Currently there is one Interim Executive Director of Student Services , one Assistant Director of Special Education who is responsible for the placement and monitoring of students in out of district placements, a Coordinator of Elementary Special Education, and a Coordinator of Secondary Special Education.
- Over the course of the several years, there has been a lack of consistent leadership, guidance and oversight of the special education program by an Executive Director of Student Services. This has resulted in procedures and policies remaining unclear, and often left to the discretion of staff. Identification of disabilities and eligibility for special education have become murky, with the desire to help struggling students through special education seen as the primary intervention resource.
- While the district has invested in the development of specialized programs to meet the more comprehensive needs of students, these programs have not had the necessary consultation and monitoring needed for effective programming.

- The district has developed many new positions within special education, however, many staff are unclear of the focus of the positions. Although staff are working to meet the needs of students, there is a lack of specificity regarding roles and responsibilities of various special education personnel. Many interviewees were not aware of current job descriptions and duties.

INCLUSIVE PRACTICES

- The district has a commitment to the inclusion of special education students in general education classrooms. The latest DESE data indicates that Hingham's full inclusion rate is 82.7% (state rate is 66.9%). (Source: current DESE DART data 10-23)
- The district provides inclusion and co-teaching opportunities for students to learn within the general education classroom setting. However, the district does not have an articulated philosophy of inclusion and co-teaching, what role each plays in the education of all students, and meeting the needs of students with special education learning profiles. For many educators in the district, there is no distinction between the inclusion model and the co-teaching model of instruction. There is also a wide range of confusion among general education staff regarding inclusion and in-classroom support, accommodations, and modifications.
- Multi-Tiered System of Instruction (MTSS) and Response to Intervention (RTI) programs have been established at the elementary schools, and are in the process of being further developed and refined. However, this initiative driven by general education lacks a uniform approach across the district. Reading deficits are reported by staff and are reflected in IEPs, with many of these being addressed through MTSS and IEP service delivery. At the middle school and high school there are very few Tier 2 and Tier 3 interventions available to students.
- RTI/MTSS are primarily focused on reading and math skill development. There should be enhanced and encouraged dialogue regarding what should occur in general education classes to address the need to develop organizational and executive functioning skills. The lack of focus on this area has led to increased numbers of students being referred to special education.
- A comprehensive District Curriculum Accommodation Plan (DCAP- last reviewed in 2016, which teachers are able to access and incorporate into their daily teaching practices and classroom management) is not currently utilized, and the DCAP is currently being updated. When completed, staff must learn to understand what the DCAP accommodations are, and how they can be used throughout the general education classrooms. Communication is strained between General and Special Educators regarding strategies for all students (DCAP), and the special strategies that special educators provide.
- Time for collaborating is not available at all levels. When there is time, the time

is limited, and initiatives are either general or special education, not joint. This siloed approach to instruction and learning leads to fragmentation rather than joint ownership of students, their learning experience, and skills development.

- The Instructional Support Team (IST) is perceived as a gatekeeping mechanism for special education, although this is not the intent of IST teams. Many view the IST as taking a long time to address students' needs. This then leads to parents making referrals and necessitating a special education evaluation.

PROFESSIONAL DEVELOPMENT

- It appears that the numerous mid-level and some central office leadership changes over the past several years have led to inconsistent building leadership, and lack of a cohesive professional development plan at the various school levels, and across the district. Staff members communicated an interest in having more frequent and in-depth training opportunities.
- Interest was expressed for a training program in the area of eligibility determination, as well as a greater understanding of the difference between a typical student who is struggling and a student who is eligible for specialized instruction. Staff are seeking clarification regarding the meaning of specialized instruction, curriculum modification, and accommodations, as well as an understanding of special education terminology, practices, procedures, regulations, and available services within the district.
- There continues to be a need for professional development for professional staff regarding instructional and behavioral interventions; understanding of the various disability categories, how they impact, and how to teach them; and developing a common understanding and set of strategies for addressing the mental health needs of students.
- General education staff continue to be confused over the various specific roles of the special education personnel. This is fairly true across the district at all levels, although at the elementary level it is much clearer. In addition, there is confusion on the part of teachers on the effective use of paraprofessionals in their classroom, and understanding the role, purpose and intent of this type of support within the classroom. Teachers are not fully clear on what effective strategies and approaches should be implemented by the paraprofessionals.
- At the secondary level, there was some expressed concern, frustration, and a lack of understanding concerning appropriate grading, student workload, and assignments for students with disabilities. Interviewed staff members expressed interest in discussing these issues and developing consensus on these practical issues that they encounter.
- There is limited, if any, time to train paraprofessionals. There is not a structured format in place for special education teachers to meet with their assigned paraprofessionals for supervision purposes and planning activities. Additionally,

there is not a structured format available for teachers serving students in similar programs across the district to come together.

- Time for general and special educators to collaborate is sparse.
- Specialized professional development for staff who teach in substantially separate programs/specialized programs is not available.
- Special education program personnel do not have an opportunity to meet periodically throughout the school year to discuss their programs, share information, discuss issues that relate to their specific program, and plan for future needs.
- Up until this school year, the preschool team designated Wednesday afternoons for special education team meetings and evaluations. This schedule precluded the preschool staff from having professional development. This school year, one Wednesday afternoon a month is designated for professional development and PLC time. Two of the remaining afternoons are set aside for planning. Structured professional development times need to be incorporated on a more consistent and frequent basis to insure a high quality program.

VII. Recommendations

The following recommendations are a direct outcome of the evaluation process that was recently completed of the Hingham special education programs. The findings listed in the previous section are the foundation. Each recommendation is followed by an explanation intended to further expand on the rationale. As indicated in the introduction, these recommendations are intended to provide insight for the administration and school-based personnel in making decisions regarding the direction that they determine with respect to the existing programs and services. These recommendations should be viewed as a point of departure for involved personnel to engage in discussions that will lead to the development of programs and services that truly meet the needs of the student population.

There will be a need for the stakeholders to come together and develop an action plan that consists of short and long-term steps. Budget implications, as well as structural and organizational issues need to be well-understood, so that appropriate program development can be instituted. Through an inclusive process of discussion, a plan will emerge that is comprehensive, meaningful and purposeful. These recommendations are presented in no particular order of priority.

SPECIAL EDUCATION PROGRAMMING

1. Individualized Education Program (IEPs)

IEPs need to be tailored to the individual needs of students and written to be understood by educators working with the student and parents.

Explanation:

- IEPs are legal contractual agreements between the district and parents. They must include the results of evaluations conducted; the needs of students who have an identified disability; the necessary accommodations and, if appropriate, modifications to curriculum; goals and objectives in areas of need; and services to be delivered by special education personnel.
- The special education department and general education colleagues must meet to gain clarity regarding the different eligibility disabilities on the Special Education flowchart, and to know what strategies general educators can use to support all students who may be struggling.
- Special and general education staff need to discuss the definition of least restrictive setting (LRE) and discuss various models of service delivery (*e.g.*, inclusion, co-teaching, and pull-out service delivery models) to achieve the goal of meeting the needs of students in the district. Careful consideration should be given to how students are grouped in classrooms, as this will enable personnel to effectively and efficiently meet the needs of students. Special education personnel and general education staff should discuss ways for students who require specific skill intervention to be provided with services within the general education classroom setting. Once there is consensus, the district will be prepared to develop IEPs consistent with current best practices in special education and will guide the staff in determining service delivery for the various special education programs using a consistent approach.
- Review students whose primary diagnosis is Specific Learning Disability (SLD) and those whose secondary diagnosis is SLD, to ensure appropriate services are being delivered to all students with SLD.
- Determine a consistent amount of time for service delivery for students receiving encoding and decoding instruction.
- Review Extended School Year (ESY) protocol and criteria for services. Establish a consistent timeline for adding ESY to students' IEPs. Decisions should be made yearly on the standard of substantial regression based on data taken before and after each vacation, and policy determined by the Hingham Public Schools.
- Determine whether Executive Functioning skill development needs to be provided to ALL through general education or through special education.
- Clarify criteria and guidelines for the assignment of in-class supports and paraprofessionals to be reflected on the Service Delivery section or within Additional Information. The paraprofessional's goal is to work towards independence for all students.
- Special education staff should review a random number of IEPs that reflect Grid B and Grid C support to determine which services are necessary to make progress.

Consideration should be given to building student independence and not becoming reliant on adults.

- Delineate the process for eligibility for continued special education through well-articulated Re-Evaluation processes and procedures. A student can only be found eligible or not eligible for special education at an Initial or Re-Evaluation. Services cannot be terminated in any area without a re-evaluation being conducted.
- Discuss service delivery for students in substantially separate programming and how to clarify on the IEP that they are attending this type of program. This provides clarity to any person reading the IEP.
- Collaborate with the Assistant Superintendent and Director of English Language Arts on instruction and assessment in the district, to better understand the reading needs of students at the various levels of the district, and to determine how to meet their needs within the MTSS model created by the District.
- As the new state IEP is rolled out this year within the District, this is an important opportunity to “reset” how IEPs are developed, so that they are a roadmap to a student’s special education program. Special education staff need to attend training sessions to understand the new format, and embrace the various elements of the IEPs, so that student goals and objectives are clear and measurable. The district needs to work towards developing consistency within the district.
- Procedures for utilizing the new IEP format need to be clear to all service providers and constituents. A review should be conducted of the staff to determine if they are able to access what they require. Any procedure developed must indicate all required elements, and how the district expects them to be addressed.

2. *Entrance/Exit Criteria*

There is a need for clear and concise entrance and exit criteria that are well established and followed for all special education programs and services.

Explanation:

- The district has endeavored to develop programs and services to accommodate moderate to severe special needs students. This investment has been beneficial, providing quality programming and related services for students. Although personnel from each program were able to articulate what they perceive as the entrance criteria for their specific program, they were less specific about exit criteria.

- For all of the programs and related services, stated entrance and exit criteria need to be developed that are evidence-based, from current research, and reflect the mission and goals of each program. For the programs and services that provide a continuum of programming and services, it is essential that entrance criteria, exit criteria, and referral protocols are adhered to as stated, and they must be structured in a sequential manner for each district-wide program. Placements in in-district programs should not be determined on accessibility to general education curriculum. Rather, the emphasis should be placed on how students can access the curriculum in the least restrictive setting. The establishment of these criteria can be completed, in collaboration, when program descriptions and personnel roles and responsibilities are being updated.
- Criteria should be created for related services of speech and language therapy, occupational therapy, physical therapy, and counseling services. There are established professional standards for these services that outline the criteria that need to be in place. Regarding the related service, discharge from these services is infrequent, even when stated goals have been mastered. It is essential that exit criteria be formulated and followed so that when students succeed, they can either move to less service time or be discharged. In addition, Speech and Language staff need to calibrate regarding eligibility for speech and language services.
- If the related service providers of speech and language therapy, occupational therapy, physical therapy and school adjustment counseling have written entrance and exit criteria in place, this would ensure that caseloads are appropriate, and that students are recommended for a change in service at the appropriate time, not just at annual reviews and re-evaluations. Too often, students continue to receive a related service for an undetermined time such as a full year, or year after year. With established entrance and exit criteria, students will be able to have a service reduced, when necessary, or be discharged from that service at the appropriate time after a re-evaluation is conducted.
- The establishment of entrance and exit criteria, based on evidence-based practice, will assist the district in reducing the possible length of time a student is assigned to a specific program, and determine the duration of time that a student receives a specific service.
- Given the changing profiles and needs of young children, The Integrated Preschool Program staff need to recalibrate eligibility criteria for placement in the integrated program, and substantially separate programs at the preschool level, based on *current* standardized measurements and benchmark milestones for specific ages. While clinical judgment is an important component of evaluations, particularly for young children, it needs to be supported by discrete measurements, with developmental variability given careful consideration.

3. Curriculum and Instruction (Curriculum, Instruction, Evidence based Best Practices, Data Collection)

Curriculum and Instruction

There needs to be a thorough review of evidence-based “best practice” that is applicable to the various special education instruction and support programs currently operating within the district.

Explanation:

- Special education instruction and service delivery must take into consideration the delivery of instruction in the least restrictive setting, and include research-based curriculum and evidenced-based practices in instruction.
- The district offers an array of programs and support services designed on the basis of the designated needs of the special education population. This is an effective approach for servicing the diverse special education population within the district. However, because the needs of the population are continuously changing, these changes in students’ needs warrant a change in the approaches that special education instructors utilize to service students.
- District leadership needs to begin a review process with all special education staff to determine the following:
 - *What evidence-based practices are currently being utilized?
 - *How effective are these practices on student outcomes?
 - *Do they meet the identified needs of the students?
 - *How is data utilized to determine student outcomes, and to meet the identified needs of students?
 - *When and why a student remains in an inclusion setting to receive services, or is pulled out for services.
 - *Determine how goals and benchmarks reflect evaluation results, and the impact of the disability on the student’s ability to perform in the classroom.
- An example of “best practice” needs to occur in the academic support/strategies periods. It appears that special education staff members, especially at the secondary level, are struggling with “getting the work done” on home assignments, term projects, and test preparation. Academic support periods need to spend the bulk of student time on learning “how to ” get the home assignments completed at home, “how to” prepare for a test, and “how to” complete a term project. Students need to learn the skills that will help them become independent and successful learners. Certainly, they may require some assistance with various assignments, with reviewing new concepts, with having content re-taught, or with getting their work organized, but the ratio of this type of support to learning “how

to do it independently” should be no more than two out of five periods.

- Many positive experiences of teaching and providing instruction were observed throughout the district, but there needs to be a review of all practices to ensure that the practices follow evidence-based “best practice.” Changes in strategies of instructional and behavioral intervention practices should be aligned with the intent, purpose, function, and outcome for the students within the various classes. UDL, differentiated instruction, and the use of the DCAP are considered to be some best practices. In addition, the Department of Elementary and Secondary Education’s Inclusive Practices Guide serves as a model of resources the district can use to meet this challenge.
- Special education staff members need to design strategies which will allow students to be shared among programs and services. Students should have access to program options and choices. They do not always fit nicely into one model or service. The sharing of a student among special education staff and programs may enable the student to benefit from the expertise of other special education staff and other program designs. This recommendation applies to all the models of instruction and programs, including the in-classroom support model (inclusion), at all levels.
- The middle school needs to review the team design to ensure that it is consistent from grade to grade. As noted, there is no team in grade eight (8) currently. A review of the utilization of special education teachers should also be undertaken to determine if having them on a team has more benefits for students than having them accessing students on a pull-out basis. As noted, special education teachers in grades six (6) and seven (7) were removed from teams this school year.
- The middle school and high school schedule often dictates where students receive services. This often results in special education academic support having multiple grades of students with their special education teacher. Interviews indicated that teachers may not be able to meet the specialized instruction indicated in individual student’s IEPs. The district needs to consider minimizing having multiple grades together, and look to students being serviced by grade level or by the area of specialized instruction. A review of scheduling should occur, at both schools, to ensure there is flexibility in meeting student needs.
- Inclusive practices, expectations and co-teaching need to be formalized. The district needs to be clear about its commitment to inclusion at all school levels.
- There should be consideration of developing a scheduled block of time when all students are able to receive support and enrichment within the school day (e.g. flex block, advisory block).
- To assist with being proactive, the district needs to assure that the continuum of services offered is consistent building to building and level to level – preschool to kindergarten, elementary to middle school and middle school to high school. The

continuity of services needs to be in place as students transition through the district

- A review of classroom space and locations would benefit the district. Program space is lacking for the high school RISE program for Life Skills Instruction. Designing and equipping space at the high school needs to be strongly considered and addressed. The creation of space properly equipped will enhance services and vocational/job opportunities for students. Special Education programs should be provided in classrooms that are equal in scope and size to the general education classrooms. Special Education classes should also be located in the main flow of the school.
- A review of how specialized instruction is provided in the RISE and Life Skills classes should occur, to enhance opportunities for students to receive services in the inclusive environment.
- Strong consideration should also be given to revisiting and developing differentiated instruction and UDL across the district, and providing push in support for students. Interviewees indicated that it is difficult to meet student needs when servicing multi grades in classes that are not scheduled with students requiring similar instruction.
- The development of “power standards/essential skills” in each subject area, along with primary goals to focus upon, would be valuable to special education teachers as they work to ensure they are covering required information. As indicated earlier in the report, all staff need access to all curriculum and the essential skills required for students to master.
- As indicated earlier in the report, students are being identified based upon their program rather than their own individual needs. The district should consider a comprehensive change in the current names of the existing programs. A culture has developed whereby a student is considered or referred to as a program, rather than the student being identified as an individual regardless of their program affiliation. A change in program names/titles could provide an opportunity to direct the focus away from the program, and more on the student.

Data collection

A thorough review needs to be conducted of what data the district is collecting, to improve decision making and internal practices.

Explanation:

- All staff would benefit from additional training on performance data collection in all forms. There is a concern for the “in between(er)” students that performance data is not being collected in a manner that will drive the instruction for these students who are demonstrating slow or limited progress.

- The district offers an array of programs and support services that are based on the designated needs of the special education population. As discussed above, the RtI/MTSS efforts need to be reviewed and enhanced. Consideration needs to be given to what data will be collected and how the data should be viewed. General and special education staff would benefit from training on user-friendly data collection systems.
- Referral trends should be reviewed relative to how many referrals were made to the IST team at each level, and what the outcomes were. This data should be reviewed and assessed in relation to pre-referral and RtI/MTSS efforts. The data will assist in developing future professional development initiatives at the school and district level.
- The district should also review the findings of no eligibility throughout the district. This information will assist the administration in identifying referral trends and focusing on needed interventions.
- A procedure needs to be developed to ensure that all staff member schedules are submitted routinely at various times of the school year for review. Schedules should be collected at a minimum of three times, and should be submitted in a format that is consistent across the district. Having this data on file and readily available will assist with addressing staffing needs that arise throughout the year, and identify options that might better preserve student service delivery and teacher consultation time.
- Establishment of an annual review of program populations. An annual review of students placed in each program should be considered to ensure that the programs continue to meet the specific population for which they were developed. Teachers and building administrators should be consulted to assess their input. Because so much effort has been committed to the programs, assessing their continued effectiveness will benefit students, teachers, parents, and administrators.
- This review will also allow the special education department to remain proactive to the needs of students, such as identifying reasons for increased reading instruction demands at the middle and high schools, and addressing programs and services to address these factors.
- Data process and procedure needs to be developed to analyze, inform, drive, and integrate into instructional practices

4. Specialized Programs

The district needs to analyze the current profile and needs of its special education population, to strengthen its capacity to address these needs with high quality special education program options and components.

Explanation

- The district needs to establish entrance and exit criteria for the specialized programs and this needs to be shared with all staff. At the secondary level, special education staff need to ensure that general education is aware when a student is in one of their classes. Interviewees indicated a reluctance to modify the general education curriculum for special education students who are enrolled in general education classes.
- Ongoing analysis of students recommended to and placed in specialized programs needs to occur, to ensure that students meet the criteria and profile for the intended population of the program. This information will be helpful to the district in identifying other possible programs (based on needs) for consideration.
- As indicated earlier in the report, the district should review the need for designated service options/programs at the middle school level, to address students who may require more focused services for social and emotional needs.
- To meet the increasing social emotional needs of students within the district, development of programs at the various school levels may be beneficial. These programs will require dedicated professionals and oversight for coordination and continuity of care for students in order to be successful.
- There should be continued consultation with the Landmark Outreach Program to strengthen the LAHB programs throughout the district, to ensure high quality and specialized instruction to meet the language-based needs of students enrolled.
- Steps should be taken to identify supplemental specialized instructional material to support students with comprehensive learning needs.
- As new students enter the Post Graduate program designed for students whose comprehensive needs require special education services past Grade 12, the focus should be reviewed to ensure it continues to meet the needs of the student population.

5. Transition Activities

Transition practices should be structured in a more sequential and consistent manner between the various school levels.

Explanation:

- Each year, transition activities are conducted for students moving from one level to the next. The steps that are in place for transition seem to be structured. However, school-based personnel apparently view transition differently from preschool to elementary, from elementary to the middle schools, and from the

middle schools to the high school.

- Staff members are performing the necessary steps for transition, but there is a tendency for each school to shape the process somewhat differently. It would be beneficial to review the steps with all staff involved, to ensure that practices and procedures are being consistently followed. If the process needs updating, this would be an appropriate time, before transition activities begin.
- It is essential to have written procedures in place designating timelines for various activities. Definitions should also be included for the roles and responsibilities of those engaged in the transition activities/protocols at each level. It is recommended that the district develop very specific steps for the transition process from one level to the next.
- Sharing of information to determine the most appropriate programming and support services for students should not be left to a “move up day,” or one meeting held in the spring. Planning should begin in January or February, and communication should be structured throughout the spring, based on a set timeline for the various activities, ensuring that the actual transition of the student is completed in a manner that enables success.

6. Parent/Guardian Awareness and Support

The district needs to develop effective strategies to improve parent awareness and understanding of their child’s disability

Explanation:

- Parents are an essential part of the IEP process and their child’s education. The district needs to be open to their input, and have reasonable discussion that is respectful and mindful of their concerns. Although there may be disagreement, there should always be open dialogue to discuss the issues.
- The district needs to ensure they are working with and supporting the Special Education Parent Advisory Council. Training should be sponsored, for both staff and parents, to raise the level of awareness and appreciation of parents’ concerns and needs, and to focus on topics of mutual concern, such as data collection, student progress, and utilization of the IEP. These opportunities should be conducted jointly.
- It would be advantageous for the district to develop a parent engagement process/protocol for use across the district to engage parents more consistently. A systemic approach to what and how often information is shared would assist staff in working with parents.
- Parents would benefit from an increased awareness of the special education

process and programs that exist throughout the district. Consideration should be given to having entrance/exit criteria and program descriptors on the Special Education website, to allow parents the opportunity to understand the workings of placement and available services (note: this would be beneficial for staff as well).

- There needs to be a focus on assuring that parents are part of the Team process, and that they are able to have their questions/concerns addressed.
- Notifying parents when various staffing situations occur, or when there is a position that needs to be filled, is critical to ensuring trust between the district and families. As noted in this report, the district needs a protocol for staff to assist with parent communication. The protocol should include various topics, such as how often communication is expected, when to notify parents of various situations (when a position is not filled for a period of time, etc.), refraining from any financial references and from “we don’t do” responses, sharing student progress, and providing additional guidance.
- Parents need presentations on MTSS to support the schools’ initiatives.

PRESCHOOL/EARLY CHILDHOOD PROGRAMMING

The district needs to re-envision and create a high quality early childhood special education program and Integrated Preschool Program, to reflect the current profile and needs of students and families, and to incorporate best practices in early childhood education.

Explanation:

- The Pre-School program must be part of the comprehensive programming of the district. This approach will enable the district to address program growth and needs as they occur. The school system needs to be viewed as Preschool through Grade 12, rather than K-12. One way to begin addressing this is to consider having pre-school representation at principal and district special education administrative meetings. Services and staffing need to be assessed, to ensure that student needs can be met by teachers with the necessary background in special education, and early childhood skills and experience.
- The district should develop a Mission and Vision statement for the Integrated Preschool Program (IPS) to guide the structure, curriculum, teaching and learning experiences of the IPS now, and in the future, using the 7 Core Principles of the Guidelines for PreSchool Learning Experiences.
- The district needs to align the IPS curriculum with: Massachusetts Early Education and Care Standards and Curriculum for 3 and 4 year olds; Preschool and Kindergarten Standards in Social-Emotional Development and

Approaches to Play and Learning; Guidelines for Preschool Learning Experiences; Massachusetts Curriculum PreK-12; and the Massachusetts Pre-K Science, Technology, and Engineering Standards.

<https://www.mass.gov/eec-learning-standards-and-curriculum-guideline>

- Given today's changing needs of children and families, it is strongly recommended that the district continue its efforts to revamp the Integrated Preschool Program. With the efforts already underway, it is recommended that the "re-envisioned" program now take into the consideration the following:
 - a. Incorporate more options and time for children's learning opportunities, with children provided center options for targeted skill development, and teachers becoming facilitators and partners in children's learning, versus teacher-directed.
 - b. Embrace the development of thematic units of exploration, based on expressed areas of children's interest and research-based curriculum that aligns with the curriculum frameworks and state standards, rather than the traditional preschool themes. The curriculum should include literacy, math, social studies, and science.
 - c. Consider revising the structure of the IPS program, beginning with grouping children by age (or smaller ranges of age) within a classroom. For example, have classrooms specifically for children ages 2.9 years to 3.5 years; 3.5 to 4.5; and 4 to 5; each having expanded hours of learning opportunities to learn, explore, play and socialize.
 - e. Provide a variety of options for program hour attendance, starting with a minimum of 3.5 hours of learning, play and exploration. This could include an additional option of staying for lunch and socialization. There could also be extended hours enabling students to have a full day of classroom experience. The District may also consider offering a full-day program to coincide with work hours, providing extended day hours (in the early morning and late afternoon) for families.
 - f. Restructure enrollment to accommodate a minimum of three days' per week attendance at the program, with options for 4 or 5 days, creating a menu of family options. Eliminate the options of two days per week and afternoons only.
 - g. Provide children with comprehensive special needs a balance of opportunities during their school day, plus targeted skill development (if appropriate, ABA discrete trials).
 - h. Survey similar types of public schools and local early childhood centers for program hours and fee structures, as a baseline for

establishing new program hours and fees.

- i. Survey all families of preschool age children to determine options most favorable to families. The survey could inquire about options for specific number of days, and length of days (*e.g.* 3 hours per day, 4.5 hours including, full day ending at 3 PM, full day with extended program to 5:30 for after school care). This serves as a launching point to program expansion and gaining community support for the program.
 - j. Carefully examine the eligibility criteria for a special education placement. This will enable the district to restructure the IPS program.
 - k. Recalibrate the delivery of related services (speech and language therapy, physical therapy, and occupational therapy), with services being delivered in groups up to 4 students, and balanced between delivery of services in the classrooms and in therapy rooms.
 - l. Hire dual-certified early childhood special education teachers and work with current staff to seek supplemental certifications to strengthen the teaching practices of these professionals. The training of professionals influences the orientation of their teaching practices, classroom organization, and planning of curriculum activities. Thus, having dual-certified early childhood special education teachers will enhance the district's ability to provide high quality, developmentally appropriate, early childhood special education programming.
 - m. As an Early Learning Department, discuss and develop consensus on the following areas related to eligibility for special education and the development of an IEP:
 - 1) Establish clear eligibility guidelines and criteria for special education based on state and federal standards.
 - 2) Develop a guideline for what to offer in Pre-Academics, Behavior, Fine Motor, Gross Motor, Speech and Language, and Social/Emotional skill development for students with Low, Moderate or High Needs. This will enable IEP service delivery to more accurately and consistently address the needs of the student and their disability/disabilities.
- Provide the Integrated Preschool (IPS) Coordinator with a mentor, particularly as the program is re-envisioned. It might be advantageous to shift the IPS Coordinator position to become a full-time Integrated Preschool Program Director. That expanded role would call for extensive experience in early childhood programming and special education teaching. The role could have responsibility for coordinating all aspects of the preschool program (*e.g.* placement decisions, program options, curriculum); supervising and evaluating IPS teaching and paraprofessionals; problem-solving complex student and

- parent issues; serving as Team chairperson with responsibility for all the meetings and paperwork, and facilitating the transition from early intervention.
- Develop an Integrated Preschool Program (IPS) brochure and website.
 - Develop a Multi-Tiered System of Support to address the growth and development of early childhood age children in the various developmental domains, for those children who may be experiencing some developmental lags in specific areas. This may help address their needs without being identified with special needs.
 - The IPS Director could work with the Administrator of Elementary Special Education or Executive Director of Student Services to implement IPS staff professional development, specifically designed for the staff and student needs.
 - Staff should work with the IPS Coordinator to determine topics that would assist the staff in implementing excellent curriculum and its activities, enhancing the outcomes for IPS students and prioritizing professional development
 - With some preschool classrooms shifted to another school building, time should be allocated to allow preschool staff to coordinate and collaborate on program structure and curriculum, so that the program is cohesive across school buildings. The IPS Coordinator, Administrator of Elementary Special Education, Executive Director of Student Services, Superintendent, and the Director of Facilities need to take into consideration playground equipment and any physical space renovations to address student safety.

STAFFING

1. Special Education Teachers/Related Service Providers and Team Chairpersons

The district needs to assess staff utilization and allocation of professional resources to maximize effectiveness and efficiency in meeting the needs of students and the various special education programming options.

Explanation

- The district might want to consider prioritizing psychologists conducting evaluations and working directly with students. The Preschool Coordinator *could* have a dual role as Director of the Preschool and Special Education Team Chairperson, with much being dependent on the enrollment of the preschool.
- It would be beneficial to have professionals trained in special education whose primary responsibility is Special Education Team Chairperson(s). This person can service multiple school buildings.
- Clarify the roles of the Coordinators of Special Education at the elementary and secondary level.

- The district needs to consider having only direct service providers act as liaisons for the students they serve at the high school. It is unrealistic to expect personnel to act as liaisons for students that they are not servicing. Valuable time is lost and relevant student performance information may not be reported when this approach is used.
- The district needs to develop a process to allow continued access and review of staff schedules. This will assist in decision-making about staff assignments, and help identify overloads or available time for various staff.
- Develop and update job descriptions, with roles and responsibilities of each special education position in the district, and share them with staff.

2. Counselors and Counseling Services

The district needs to assess the roles and responsibilities of its clinical staff, including guidance counselors, school adjustment counselors, and psychologists, to maximize the use of their expertise and skill sets with students, staff, and families.

Explanation:

- Interviewees indicated a lack of understanding of the counselor role and the school adjustment counselor (SAC) role. Clarification and training for school personnel regarding the different roles each plays at each school level would provide all staff a clear understanding of the responsibilities of each position.
- The district needs to assure that SACs (school adjustment counselors) are always involved in the decision to add students to their own caseloads.
- Clinical supervision needs to be in place for the SACs and school psychologists on a consistent basis. Again as with the specific program staff, this group of professionals needs clinical supervision to assist with treatment planning, goal setting, providing guidance to school administrators about the level of risk a particular student may represent, and to assist with building capacity with staff understanding and management of complex students and families with mental health needs.

3. Paraprofessionals

The district needs to establish criteria by which paraprofessionals are assigned to a student, a group of students, a program, or a classroom.

Explanation:

- The district has a substantial number of paraprofessionals who provide beneficial services to students with disabilities (125.5 Full Time Equivalent (FTE))

paraprofessionals). However, it is not clear to all staff how final assignments are made to a special needs student, group of students, program, or classroom. The lack of criteria and understanding of the roles of paraprofessionals can lead to an overreliance and a potential “learned helplessness” of students over time.

- Given the number of paraprofessionals within special education, it would be beneficial for the district to maintain clear criteria indicating why a paraprofessional is being assigned to a student, a program, or a class. The reviewers were not made aware of any criteria that might exist for assigning a paraprofessional to a program or a student. Nor were they made aware of any criteria for determining the need for additional paraprofessional time or hiring, when indicated. Health and safety reasons are foremost in administrators’ minds, as well as the provision of assistance in substantially separate programs, but beyond that it becomes less clear as to “how” or “when” a paraprofessional should be utilized.
- In developing criteria, there should be efforts to ensure that paraprofessionals assigned to a program remain connected to the program to the maximum degree possible, and paraprofessionals assigned to specific classrooms remain consistent.
- The use of paraprofessionals has greatly expanded as students with disabilities increasingly are placed in general education classrooms. As the district continues to rely on these positions to support special needs students in general education classes and in substantially separate programs, it must provide more training opportunities. Paraprofessionals need more extensive knowledge of the various disabilities, curriculum frameworks, strategies of instruction and intervention, management of behavioral issues, provision of in-classroom support, and making curriculum accommodations and modifications. Paraprofessionals need a greater understanding of how instruction is provided to students with special needs.
- The district should also study the following common practices for paraprofessional staffing: trading paraprofessional positions for special education positions, increasing ownership by general education staff, time-limited assignments, and using assistants to free-up special education personnel from burdensome paperwork, so that the special education staff can spend more time with students. (“Alternatives to Overreliance on Paraprofessionals in Inclusive Schools.” Giangreco, M., Halvorsen, A., Doyle, M., Broer, S. Journal of Special Education Leadership, October 2004.
- The district needs to develop a handbook for paraprofessionals identifying their responsibilities, duties and other expectations.
- The district should consider creating job descriptions depending upon the paraprofessional’s assignment. The roles and responsibilities of the paraprofessionals should be reviewed and updated. The specific function of the paraprofessionals should be documented, so that school-based personnel have a full understanding of the paraprofessionals’ responsibilities. Practices and procedures should also be spelled out about how the assistants are to function in

various instructional settings, such as working with groups, working one-on-one, monitoring test taking, MCAS support, in-class support, etc. General education staff raised the concern that when paraprofessionals are working with students outside of the classroom, “What is the accountability of the position and to whom?” The reviewers saw that the accountability issue for paraprofessionals’ instruction is an ongoing concern, especially at the secondary level.

- General education teachers also need training on how to effectively utilize a paraprofessional in the classroom. Too often, both the teacher and the paraprofessional do not have a clear understanding of how the paraprofessional is expected to function in the general education classroom. A valuable resource can be underutilized when the function and purpose of the position are not understood.

4. Administrative Oversight

Administrative oversight of special education programming, services, and special education personnel needs to be redefined, with possible structural changes in the Department of Student Services.

Explanation:

- Given the turnover in important leadership roles, it is important to allow the current Interim or eventually the new Executive Director the opportunity to review the current administrative staffing for the department, and develop recommendations that will enable proper ongoing oversight.
- Procedures and policies can become unclear over time, and the district needs a formal review of procedures and policies. The most productive method is to form a committee with representation from all levels (preschool through high school) composed of general education, special education and administrative personnel. It is not clear to everyone how staff should be assessing disability categories, and ensuring proper decision-making. The reviewers found that these discrepancies are often related to how the district identifies/defines the category of special needs. A clear procedure for identification can resolve staff confusion. There may also be other areas that require clarity for the staff.
- The district needs to undertake a review of the roles and responsibilities of various special education personnel, to ensure necessary clarity. As new Special Education positions evolve over time, and staff change at the building level, there are also changes in administrators’ requests, expectations, and building needs. Specific responsibilities must be identified, clarified, and assigned to the appropriate position. Clarification is also needed for the roles and responsibilities of the Building Principals and the Executive Director of Student Services, in relation to programs and special education staff. Upon completion of this important task it is essential that it be shared with all constituents.
- The district has made a substantial investment in program development. It is not

in the best interest of the programs and the program personnel not to receive the ongoing oversight that they deserve. The district needs to determine who and how all programs are overseen, evaluated, and monitored.

- The Building Principals' and Executive Director of Student Services' roles and responsibilities as to programs and special education staff also require clarification. It is essential that the completed clarification decisions will be shared with all constituents.
- The district needs to consider developing a special education organizational chart. It was clear throughout the review that many staff have no clear understanding of the roles of various special education personnel. The district has developed many new positions, and the focus of many positions is not clear.
- The district needs to update job descriptions and ensure that all staff have an understanding of their role and the responsibilities.
- As noted, protocols need to be developed and implemented specifically in the areas of:

Transitions
Program Entrance/Exit Criteria
Inclusion
Co-Teaching
In-class Services
Assignment of paraprofessionals
Parent Communication

INCLUSIVE PRACTICES

Inclusive practices need to be a district priority to meet the needs of the students, with ongoing review, and strengthening opportunities within general education programs and classrooms.

Explanation:

- The district would benefit from developing a more purposeful pre-referral (IST/SST) process, and robust district-wide implementation of the UDL, MTSS, differentiation, and Tier 1 instruction. Proactive strategies include these general education initiatives, coupled with increased inclusion of special education students, and more constructive professional development experiences for all staff. These efforts will assist in reducing out of district placements and their related costs. In-districts costs will increase, but the district will develop better capacity to serve students in the district, and create options that will continue to serve the diverse special education population.
- There are varying degrees of implementation of the pre-referral (student support)

process throughout the district. Uniform practices are needed, aligned with the Massachusetts Tiered System of Supports (MTSS). A more deliberate structure is required for the process to be more effective at each school. Once the process is more uniform and consistent, referrals for special education will be more consistent, and the district may see a reduction in referrals.

- The district should continue to devote efforts and resources to develop a comprehensive district-wide model of Tiered Support Services. Massachusetts Tiered System of Supports (MTSS) can be implemented in all schools as a student support process for all learners, before considering a referral for Special Education. While the implementation may look somewhat different in each school, the underlying process should reflect a common set of values and processes used throughout the district.
- If utilized properly, the pre-referral (IST/SST) process is an effective tool. A referral to special education is considered legitimate when a student has been referred after going through the Pre-referral (IST/SST) process. There is currently a sense that the IST/SST process can be an obstacle to a referral, suggesting that it is “just another step to go through.” There are reported examples where parents will circumvent the process by writing a letter to the school administration and requesting an evaluation for special education. This cannot be completely prevented, but further education for parents and more effective use of the Pre-referral process can reduce parental referrals.
- There needs to be a data review of students who were processed through the pre-referral team, to determine who was found ineligible for special education. This analysis can provide the district with information about training that the pre-referral team members should undertake, so only legitimate referrals are processed.
- The Pre-referral (IST/SST) process is a general education process, and members should include general educators (including teachers). Special educators should be involved to provide insight on students based upon their expertise.
- On a consistent basis, building administrators need to participate as members of the IST/SST process. Research clearly demonstrates that more effective change occurs in teaching practices when building administrators engage in the process.
- On a scheduled basis, IST/SST team members should rotate through team memberships, so that all building staff members eventually participate in the process. Participation by all staff increases staff ownership.
- To gain a greater awareness and insight into effective strategies of intervention, professional development needs to be made available to the IST/SST teams. Coaching for team members should also be part of the training experience, so that their strategies of intervention can be assessed, revised, and expanded.
- An updated manual that specifically outlines the purpose and function of the

IST/SS Tteam should be developed. The manual should include the roles and responsibilities of team members, uniform applications that are consistently used, and a suggested list of intervention strategies based on the presenting student's central issue(s).

- Given that there are class levels in the Middle School and High School, all efforts have to be made to assure that special education students are not held back from accessing higher level courses when appropriate. Student placement must be based upon current assessment data.
- The district has focused this year on DEI (Diversity, Equity, and Inclusion), and interviewees indicated that they were not aware of “where special education students fit.” The district should take note, and make efforts to ensure that special education students are a part of the process.
- The district should provide additional support to high-risk students in reading and math, by a specialist or by interventions at the secondary level.

PROFESSIONAL DEVELOPMENT

The district needs to develop a more comprehensive approach to professional development for all school personnel, by focusing on general and special education topics.

Explanation:

- The district has done commendable work over recent years to provide professional development on numerous topics of curriculum and instruction to school-based personnel over recent years. There is still a need for professional development for all school personnel regarding many special education issues, such as: “best practices” for instructing students with disabilities, pre-referral (IST/SST) practices, the MTSS model, eligibility determination for services, dealing with challenging behaviors in the classroom, students with mental health needs, and working with different disabilities in the classroom, etc. Staff members want a greater understanding of the difference between a typical student who is struggling, and a student who is eligible for specialized instruction. They also want clarification of exactly what specialized instruction is.
- Interviewed staff expressed an interest in having more frequent and in-depth training opportunities that focus on general and relevant special education topics. They mentioned the following topics, in addition to those listed above:

Characteristics of a disability
Establishing rules in co-taught classes (for ourselves and for students)
How to utilize a paraprofessional

Executive Functioning
 Child development
 Crisis intervention
 Differentiated instruction
 Universal Design
 Trauma Sensitive Schools
 Co-teaching training
 The MTSS model
 Eligibility determination for services
 Classroom management
 Modifications and accommodations in the classroom
 Managing challenging classroom behaviors
 How to work as a team and foster effective communication
 Using the IEP as a learning tool
 How to deal with difficult team meetings
 Strategies for effective communication and collaboration with parents

- The district needs to design a district-wide training program that will increase general awareness of special education terminology, practices, procedures, regulations, and available services within the district. As an example, training in Universal Design would assist in melding general education and special education; *i.e.* instruction expected of all educators and support staff, and when does specialized instruction begin? There is a need to continue the effort to provide training on differentiated instruction, accommodations, and managing challenging behaviors within the classroom.
- All staff would benefit from training on effective use of a paraprofessional in their classroom. Teachers are confused about exactly what is the role and purpose for this in-classroom support. Teachers are not clear on effective strategies and approaches that should be implemented by the paraprofessionals.
- Paraprofessionals would benefit from greater training on the Curriculum Frameworks, managing challenging behaviors in the classroom, various instructional strategies, and how they should function within a general education classroom.
- There is a need to continue training on differentiated instruction, universal design for learning (UDL), accommodations, managing challenging behaviors within the classroom, and addressing the social emotional learning of students. The district may want to consider contacting Jessica Minahan, a specialist in the field of social emotional learning and behaviors.
- Staff can be better trained in classroom management and when it is necessary to call for support from the crisis team and administration. In addition, training is needed in crisis intervention, including de-escalation strategies.
- Registered Behavior Technician (RBT) training opportunities could be offered to paraprofessionals and Teaching Assistants.

- The district could provide structured professional development times at the preschool level on a more consistent and frequent basis, to ensure the ongoing development of high quality early childhood programming. This will be especially important if the program extends the day for young children, reimagines the preschool curriculum to be research-based, and addresses the early childhood state standards in English Language Arts, math, science, social studies, and social emotional learning.
- Develop a study group of general and special educators from all levels to explore issues related to “What is right” or “What is fair,” grading, accommodations, modifications, and workload.
- It is recommended that the district take advantage of the highly-skilled special education personnel by having them present at faculty meetings and other professional development opportunities to all staff.
- The district needs to develop specific professional development for the specialized programs within the system.

Hingham Public Schools

Special Education Program Evaluation



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

March 25, 2024



Purpose

- Identify trends and patterns in referrals and program placement in special education.
- Determine the effectiveness and utilization of current special education personnel.
- Determine the effectiveness of current programs and service interventions.
- Identify instructional strategies that are utilized throughout the district.
- Support the creation of a long-range plan that address the needs of the student population.



Methodology

- Document Review-Documents reviewed include program descriptions for in-district programs, job descriptions for department staff, census, and procedural practices for special education.
- Walk-throughs-This allowed observations of all special education settings, information conversations with principals, and meeting with numerous special education personnel.
- Observations-Observations among the specific programs were conducted.
- Interviews-Individual and group interviews were conducted.



Commendations

- District Commitment to Reflective Educational Practices and Inclusion
 - Gradual efforts to introduce Tiered System of Instruction, including Universal Design for Learning (UDL)
 - Support of elementary interventionists for general education and special education students
 - Professional development opportunities in regards to the new implementation of a new reading program.
 - A variety of after school activities at the middle and high school
 - Commitment to the social/emotional wellbeing of students



Commendations

- Special Education Instructional Programs
 - Developing a continuum of program and services for the various disability groups of students access the district at all levels
 - Commitment to inclusion
 - Curriculum modifications are made by special education teachers at the elementary level
 - Efforts to align instruction in the substantially separate programs
 - Strong commitment to developing specialized programs



Commendations

- Individualized Education Plans
 - Student IEPs provide a detailed picture of the student, their strength, and their needs, with disabilities clearly defined.
 - Assessment data is integrated into the student performance profile and what steps need to be taken.
 - Transition plans are complete where required.
 - Goals and benchmarks are measurable and are tied to the specific benchmark.



Commendations

- Special Education Administrative Personnel
 - Well-functioning Evaluation Team Chairperson model.
 - Dedicated Evaluation Team Chairs at the middle and high school level
 - Well-functioning central administrative personnel



Factors Affecting Programming and Services

- Increase in special education numbers from 12% over past five years.
- Create programs for the inclusion of students with special needs.
- Increased costs of special education programming including personnel, out-of-district tuition, and transportation.
- Increased costs can be driven by the impact of advocacy and legal proceedings related to special education.
- Provide access to technology advancements to support better access to their environment.
- Continual consideration of the needs of students with respect to program and service options.



Findings

Individual Education Program

- IEPs include a host of accommodations that are best practice, and not specific to the disability or the student.
- IEPs include measurable data to indicate performance levels yet inconsistently incorporate specific benchmark data within the goals and objectives.
- Calibration of service delivery among special educators and related services personnel to the particular needs of students is needed.
- Extended year services are often included in service delivery without school year data collection to document substantial regression.



Findings

Entrance/Exit Criteria

- Lack of understanding by school-based personnel as to what the entrance/exit criteria are for numerous special education programs and services.
- Speech and language eligibility should be calibrated system-wide.
- Criteria exist for physical and occupational therapies. Specific benchmarks for child development or particular test instrument used are needed.
- Some criteria exist for the placement in the Integrated Preschool Program.



Findings

Curriculum and Instruction

- Pull-out model of special education is the predominate model of providing services. Paraprofessionals provide support in the general education classroom.
- Augmentative Alternative Communication devices are available for students in specialized programs.
- Criteria for leveling of students in math must be clear to all involved in the process.
- Paraprofessionals provide support for students with disabilities in the general education classroom. The district needs to develop criteria for receiving such supports.
- Data is not consistently taken, analyzed and integrated into best practices, except for the programs that provide services to students on the autism spectrum (ASD) or students with similar needs.



Findings

Specialized Programming

- Programming for students with behavioral and emotional issues is limited.
- Criteria for specialized programming is needed.
- Specialized classrooms have one designated special education teacher and a minimum of one paraprofessional. Small group or individualized instruction is provided.



Findings

Transition Activities

- More consistent communication with respect to transitioning students from one level to the next across the district is needed.
- Transition between the levels for students with social emotional/behavioral concerns needs particular attention.



Findings

Parent/Guardian Awareness and Support

- Interviews indicated that parents are not always feeling welcomed or treated as Team equals.
- While staff engage with parents, there is no clear or consistent process/protocol used across the district to engage parents.
- Parents are inconsistently provided with team meeting summary notes at the conclusion of team meetings.



Findings

Preschool/Early Childhood Programming

- Placement is determined primarily by age and the recommended services in student IEPs.
- Enrollment process and class composition with less community peers limits opportunities for program development and enhancements.
- Speech and language and occupational therapist provide direct services to students.
- Implementation of research-based early childhood curriculum is needed.



Findings

Staffing

- Counseling is provided through a coordination of school counselors and school adjustment counselors at each level.
- Related service providers have manageable caseload. Coordination of therapies among providers is needed.
- Established criteria are not in place for the assignment and utilization of special education paraprofessionals to a program or a student.
- District has invested in the development of specialized programs but not in the necessary consultation and monitoring needed for effective programming.



Findings

Inclusive Practices

- The district has a commitment to inclusion of special education students in general education classrooms.
- Multi-Tiered Systems of Support have been established at the elementary level.
- DCAP has not been updated and is not currently utilized.



Findings

Professional Development

- There is a need for more frequent and in-depth training opportunities in multiple areas including eligibility determination, instructional and behavioral interventions, and grading of students with disabilities.
- Provide in-depth training of paraprofessionals is needed.
- Specialized professional development for staff who teach in substantially separate programs/specialized programs is needed.
- Support increased collaboration among special education staff.



Recommendations

- **Individualized Education Program**-IEPs need to be tailored to the individual needs of students and written to be understood by educators working with the students and parents.
- **Entrance/Exit Criteria**-There is a need for clear and concise entrance and exit criteria that are well established and followed for all special education program and services.
- **Curriculum and Instruction**-There needs to be a thorough review of evidence-based “best practice” that is applicable to the various special education instruction and support programs currently operating within the district.
- **Data Collection**-A thorough review needs to be conducted of what data the district is collecting, to improve decision making and internal practices.



Recommendations

- **Specialized Programs**-The district needs to analyze the current profile and needs of its special education population, to strengthen its capacity to address these needs with high quality special education program options and components.
- **Transition Activities**-Transition practices should be structured in a more sequential and consistent manner between the various levels.
- **Parent/Guardian Awareness and Support**-The district needs to develop effective strategies to improve parent awareness and understanding of their child's disability.
- **Preschool/Early Childhood Programming**-The district needs to re-envision and create a high quality early childhood special education program and Integrated Preschool Program, to reflect the current profile and needs of students and families.



Recommendations: Staffing

- **Special Education Teachers/Related Service Providers and Team Chairs**-The district needs to assess staff utilization and allocation of professional resources to maximize effectiveness and efficiency in meeting the needs of students and various special education programming options.
- **Counselors and Counseling Services**-The district needs to assess the roles and responsibilities of its clinical staff, including guidance counselors, school adjustment counselors, and psychologists, to maximize the use of their expertise and skill sets with students, staff, and families.
- **Paraprofessionals**-The district needs to establish criteria by which paraprofessionals are assigned to a student, a group of students, a program, or a classroom.
- **Administrative Oversight**-Administrative oversight of special education programming, services, and special education personnel needs to be redefined, with possible structural changes in the Department of Student Services.



Recommendations

- **Inclusive Practices**-Inclusive practices need to be a district priority to meet the needs of the students with ongoing review, and strengthening opportunities within general education programs and classrooms.
- **Professional Development**-The district needs to develop a more comprehensive approach to professional development for all school personnel, by focusing on general and special education topics.



Next Steps

- Review findings and recommendations with various stakeholder subgroups.
- Outline 3 three year plan to address areas of need identified in the report and present these in June to the School Committee.
- Research, develop and plan for social emotional and behavioral health programming.
- Continue to strengthen access to research based reading programs at all levels as part of MTSS.
- Support schedule development at the secondary level to best align special education services. Team at eighth grade level to support scheduling of special education students.
- Outline entry and exit criteria for current programming for students with disabilities.



DRAFT HPS STUDENT OPPORTUNITY ACT PLAN (2024-2027)

Section 1: Analyze Your Data and Select Student Groups for Focused Support

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

Data Sources:

- [DESE Student Outcomes Comparison Tool](#)
- [DESE School and District Performance Summary](#)
- [HPS MCAS Data Presentation Fall 2023](#)
- [HPS BOY MTSS Data Presentation Fall 2023](#)
- [HMS YRBS Report Fall 2023](#)
- [HHS YRBS Report Fall 2023](#)
- [HPS Attendance Data February 2024 \(Open Architects\)](#)

Analysis of 2023 demographics of the Hingham Public Schools student population (n=3,797) indicate that 88% of students identify as white, 4% Latino, 3% Asian, 3% Multi-Race/non-Latino, and 2% Black/African-American. 22% of HPS students were identified as High Needs, including 1% English learners, 17% students with disabilities, and 7% low-income.

In a review of 2023 MCAS data with an eye to subgroup disproportionality, it was observed that while exit outcomes in Grade 10 remain strong for HPS students across content areas and subgroups, continued attention is required to improve achievement outcomes for sub groups, including students with disabilities (SWD) and high needs (HN). While student achievement is nearing/exceeding pre-pandemic achievement levels in several grade levels across the district, with particularly strong gains in Gr. 3-5 Mathematics in Spring 2023, HPS data points to areas for targeted focus at the middle school level, including Grade 6 Math, Grade 8 Science and Grade 8 Math/ELA subgroups (SWD & HN).

Using a similar process to review our district's middle of year (MOY) 2023-2024 K-5 MTSS literacy data (K-3 Acadience/DIBELS; Gr. 3-5 iReady Reading), it was observed that kindergarten performance on the MOY Acadience early literacy assessment exceeded pre-pandemic levels, while students in Grades 1 and 2 had made significant gains but have not yet fully returned to pre-pandemic achievement. Students in Grade 3-5 ELA made significant gains from 2023 MOY to 2024 MOY. For example, at mid-year of 2024, students in Grade 3 achieved 129% of progress toward annual growth, as compared to 85% at mid-year of 2023. At the mid-year mark, students with disabilities in Grade 3-5 had made >100% progress toward annual growth. These gains are attributed in part to the adoption of a new evidence-based reading program *Into Reading*, and related professional development.

A review of MOY K-5 MTSS mathematics data (K-5 iReady Math) indicated that Kindergarten (50%) Gr. 1 (72%), Gr. 3 (63%), Gr. 4 (78%), and Gr. 5 (78%) made 50% or greater progress toward annual growth, while Grade 2 only achieved 46% progress toward annual growth. Similar patterns and trends were noted for K-5 students with disabilities.

In reviewing our district's Youth Risk Behavior Survey (YRBS) data, which is administered to students in Grades 7, 9 and 11, it was observed that social-emotional learning and promoting a sense of belonging should remain continued areas of focus for the district as we emerge from the pandemic. When asked "*How often do you feel a sense of belonging at school?*" on the YRBS, 10.5% of HHS students surveyed responded "*Never*" and 22.1% responded "*Occasionally.*" Similarly, when asked "*How often do you feel lonely?*" 14.4% of students responded "*Frequently*" while 4.5% responded "*All of the time.*"

In reviewing our district's attendance data, it was observed that as of MOY for the 2023-2024 school year Hingham Middle School had the highest rate of chronic absence, at 11.2%, with Hingham High at 9.7%. For the same time period, the HMS chronic absence rate for SWD is 16.8% and HHS was 15%. For students of color, 37.5% of Black students at HMS were chronically absent as of MOY in 2024. Post-pandemic, attendance remains a metric of focus for our district.

Based on our district's data described above, HPS needs to work on multiple fronts to effectively address the needs of all students.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups? Use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.

Below is a summary of a subset of district initiatives that have the greatest potential to address the subgroup disparities identified in our deeper analysis:

1. Elementary

- a. Continue to support and strengthen K-5 MTSS systems & structures in ELA & Math.
- b. Continue to emphasize robust early literacy instructional practices for grades pre-K to 3 through on-going professional development (e.g.--structured literacy; multi-sensory instructional practices).
- c. Implementation of an evidence-based K-5 math program.
- d. Expansion of preK offerings and further development of preK curriculum.
- e. Behavioral Health/SEL MTSS systems, structures, PD & programming.

2. Middle School:

- a. Continue to strengthen HMS MTSS systems & structures in ELA & Math.
- b. PD related to universally designed instructional practices in mathematics.
- c. Interventions to counter student absenteeism.
- d. Behavioral Health/SEL MTSS systems, structures, PD & programming.

3. High School Engagement and College Readiness:

- a. Behavioral Health/SEL MTSS systems, structures, PD & programming.
- b. Expand pathways and dual enrollment.

Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years?

The student groups identified with greatest disparities include students with disabilities (SWD) and high needs students (HN).

Section 2: Set Ambitious Three-Year Targets for Improving Student Achievement

DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers. Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.

Our district will adopt the three-year improvement targets established by DESE for the “Lowest Performing Students” group as our district’s SOA plan improvement targets.

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

N/A

Section 3: Engage Families/Caregivers and other Stakeholders

Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.

Our district provides multiple opportunities for engagement throughout the year and provides regular community updates regarding progress on strategic objectives and student data. Each fall, the district presents MCAS data to the Hingham School Committee and makes the presentation widely available to the community. Similarly, the district presents MTSS data to the Hingham School Committee at the beginning (BOY), middle (MOY), and end (EOY) of year, including analysis of early literacy data (Acadience-DIBELS) and ELA/Math iReady assessments. Both the MCAS and MTSS data sets are routinely analyzed for subgroup disproportionality. The district also engages the community by taking an inclusive process to strategic planning and initiative development. In the spring of 2022, the district conducted a collaborative strategic

planning process, which included a committee composed of various stakeholder groups, community surveys and focus groups. The process resulted in the development of a three-year strategic plan, which emphasizes many of the same evidence-based practices outlined below in the SOA as core objectives. During the 2022-2023 school year, the district similarly engaged community members in the development of a multi-year technology plan and professional development plan, utilizing focus groups and survey data. In 2022-2023, the district conducted a comprehensive Equity Audit with the support of an outside consultant, and utilized site visits, focus groups and surveys to identify achievement and opportunity gaps.

How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?

The district will conduct a district-wide climate survey to gather feedback and measure family engagement.

Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?

Hingham Public Schools engaged the following groups in the development of the SOA plan:

- Education Programming Subcommittee of Hingham School Committee–February 5th
- Special Ed Subcommittee of Hingham School Committee/SEPAC–February 12th
- Leadership Team/Administrative Council–February 15th
- Town-wide PTO–February 16th
- Hingham Education Association–Survey
- Hingham School Committee Meeting–March 25th

The primary concerns held by all stakeholder groups included expanding capacity to address social emotional learning (SEL) and mental health needs, to train all staff in high-leverage instructional practices designed for students with disabilities, and implementing a multi-tiered multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.

These priorities are reflected in the Evidence Based Practices that we are focusing on in our SOA Plan. We will continue to engage stakeholders with annual updates regarding progress toward the targets determined in the SOA plan.

Confirm you engaged with the following stakeholder groups in the development of this plan: Parents/Caregivers, Special Education Parent Advisory Council, English Learner Parent Advisory Council, School Improvement Council, and Educators.

Yes, our district engaged with Parents/Caregivers, Special Education Parent Advisory Council, School Improvement Council, and Educators. We do not have an English Learner Parent Advisory Council due to the low number of ELL students..

Confirm that your school committee voted to approve this plan and provide the date of the vote.

(APPROVAL PENDING–3-25-24)

Section 4: Select Evidence Based Programs to Address Disparities in Outcomes

Select the Focus Area(s) that your district will prioritize over the next three years to address the academic disparities identified in your data analysis. (See SOA Guidance p. 10) Which Evidence-Based Programs (EBPs) will your district implement within this Focus Area?

- ***FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces.***
 - **EBP 1.1B Enhanced Support for SEL and Mental Health:** Expand capacity to address social-emotional learning (SEL) and mental health needs of students and families (e.g., build knowledge and skills of staff, add specialized support staff, partner with community-based providers, strengthen plans for responding to behavioral health medical emergencies, etc.)

- ***FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.***
 - **EBP 1.2 A Effective Student Support System:** Implement key systems to build an effective approach to MTSS (e.g., using data to identify students' strengths and needs, matching students with appropriate supports, and monitoring progress)
 - **EBP 1.2 B Comprehensive Tiered Supports:** Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed

- ***FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning***
 - **EBP 2.2B High Leverage Practices for Students with Disabilities:** Train all staff in high-leverage instructional practices designed for students with disabilities. (e.g., providing scaffolded supports, explicit instruction, flexible grouping, and adapting curriculum and tasks based on students' specific learning goals)

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027). Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered. Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 1. This could include how support for these groups may differ from district-wide implementation efforts.

With regard to EBP 1.1B, **Enhanced Support for SEL and Mental Health**, the district currently has counseling staff ratios consistent with best practices. Each elementary school currently has a school counselor and adjustment counselor, and HMS has 4 school counselors and 2 adjustment counselors. HHS currently employs 8 school counselors and 2 adjustment counselors. The district currently employs two ABAs and is considering adding additional staffing/consultation in order to support the growing behavioral health needs in the district. In order to expand capacity to address social-emotional learning (SEL) and mental health needs of students and families, our district focus will include building knowledge and skills of staff through professional development In

2023-2024, the district partnered with Jessica Minahan, author of the *Behavior Code*, to provide PD for district leaders, special education and counseling staff. During the 2024-2025 school year, the district will expand the SEL/Behavioral PD offerings to general education staff, through continued work with Jessica Minahan. The district is also exploring future partnerships with Dr. Stuart Ablon of “Think Kids” to implement Collaborative Problem Solving. Leadership is also exploring the possibility of developing more specialized behavioral health programming in-district and is exploring the staffing and budget required to support such an initiative.

With regard to MTSS evidence-based practices EBP 1.2 A and EBP 1.2 B, the district has made significant progress in building out MTSS staffing, schedules and structures, with particular progress made at the elementary level. Elementary MTSS staffing currently includes 2 reading specialists and 1 math specialists per building, along with four interventionists per school. Aligned schedules have enabled maximized impact of the MTSS staff and structures, including time for job-embedded grade level professional learning communities (PLCs), have support robust data practices. MTSS data tools such as Acadience Dibels (K-3), iReady Reading (Gr. 3-5) and iReady Math (K-6) have allowed for analysis at BOY, MOY and EOY, along with regular progress monitoring. Continued district support for the MTSS staffing, systems, structures and data practices will continue to be major emphasis of the 2024-2027 SOA. During the next SOA cycle, increased focus will be placed on building out MTSS supports, structures, schedules and data practices at the secondary level, with a particular focus on HMS.

With regard to MTSS evidence-based practices, EBP 2.2B **High Leverage Practices for Students with Disabilities**, Universal Design for Learning and related best practices outlined in our district’s newly revised DCAP will be major areas for PD focus during the 2024-2027 SOA plan cycle. Professional development designed specifically to support universally designed secondary mathematics instruction will include HMS math workshops and coaching cycles, with the support of in-district math specialists and external professional development partners.

Which schools will be impacted by these efforts?

The 2024-2027 SOA efforts will impact all six schools in HPS.

What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25, FY26, FY27), across all funding sources?

Funding for current MTSS academic staffing levels, including K-12 reading and math specialists and interventionists, is estimated at 2.6 million. Current K-12 MTSS SEL staffing, including counselors, adjustment counselors, and ABAs, is similarly estimated at approximately 2.6 million. The intention of the district is to preserve funding for MTSS academic and SEL staff, with potential increases to accommodate additional ABA staffing. Current MTSS funding will also be adjusted annually to accommodate the COLA, steps and lanes to maintain current MTSS staffing levels.

Annual expenditures for professional development, including on-site workshop presenters, off-site workshops/conferences, graduate course reimbursement, and mentoring is estimated at approximately \$200K per

year. Current professional development funding will be adjusted to meet contractual agreements and additional professional development funding will also be sourced through grant funding.

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

The budget foundation categories include the *Professional Development* and *Classroom & Specialist Teacher* budget lines.

In addition to the lowest-performing student group target, what metrics will your district use to monitor progress in this Focus Area? Please keep in mind that you will be asked to report on progress on the target and metrics in your annual update to DESE starting next year.

- In addition to analysis of MCAS data, the district will continue to monitor MTSS academic data (Acadience/iReady), and MTSS SEL data (YRBS, attendance data).

Section 5: Summarize your District's Plan

In this section, you will write a brief executive summary of your three-year SOA plan. This section will be presented at the beginning of your plan in all public-facing documents to make it easier for stakeholders to review.

Submission Questions

Please write 1-2 paragraphs summarizing your 3-year SOA plan. open response Make sure the summary:

- ***Identifies the student groups you are targeting for accelerated improvement.***
- ***Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.***
- ***Explains at a high level the investments you plan to make and what will change in your district because of this plan.***

Hingham Public Schools has engaged in robust data analysis to identify areas of disproportionality and targeted areas for improvement for the 2024-2017 SOA plan. While many grade levels and subgroups across the district have made significant academic recovery post-pandemic, with some grade levels and subgroups meeting or exceeding pre-pandemic levels of achievement in ELA and Mathematics, analysis of academic data indicates the need for increased focus on the middle school years, with particular emphasis on Grade 6 and 8 students with disabilities (SWD) and high needs (HN) subgroups. District-wide MTSS data also points to the need for continued focus on Grades 1 and 2 students in both ELA and mathematics. Additionally, SEL data such as the Youth Risk Behavior Survey and attendance data, indicate the need for increased SEL support and related professional development.

Since 2020, the district has made significant progress in building out MTSS academic staffing, supports and structures, and a major emphasis of the 2024-2027 SOA plan will be to continue to build on the successes of the MTSS academic model. While elementary MTSS has been a particular area of emphasis in the years immediately

following COVID learning loss, the subsequent SOA plan will see increased emphasis on building out secondary MTSS academic supports, with a particular emphasis on mathematics across all tiers. Universal Design for Learning and related best practices outlined in our district's newly revised DCAP will be major areas for PD focus during the 2024-2027 SOA plan cycle. Professional development designed specifically to support universally designed secondary mathematics instruction will include HMS math workshops and coaching cycles, with the support of in-district math specialists and external professional development partners. Continued emphasis on robust early literacy instructional practices will include PD related to multi-sensory instruction & structured literacy.

During the course of the 2024-2027 SOA plan, the district will also continue to expand capacity to address social-emotional learning (SEL) and mental health/behavioral needs of students and families, through continued work on the MTSS social emotional supports and structures. Our district focus will include building knowledge and skills of staff through professional development, working with partners such as Jessica Minihan and other SEL experts. District leadership is also exploring the possibility of developing more specialized behavioral health programming in-district and is exploring the staffing and budget required to support such an initiative.



2024-2027

Student Opportunity Act Plan

Presented to Hingham School Committee March 25, 2024

**Dr. Margaret Adams, Superintendent
Kathryn Roberts, Assistant Superintendent**

Overarching Goal of Student Opportunity Act

To ensure that every student in the Commonwealth has access to a high-quality public education.



Student Opportunity Act Plans

- SOA Plans required every 3 years, last submitted in March 2020.
- The SOA plan is not a comprehensive strategic plan; outlines a **subset of district initiatives** to address disparities in learning experiences and outcomes for student subgroups.
- Outlines evidence-based programs and strategies that will improve the educational experiences and outcomes of all students, **including English learners, students with disabilities, and low-income students.**
- SOA Plan is not tied to the level of grant allocation.

SOA Plan Development: Data Sources

- [DESE Student Outcomes Comparison Tool](#)
- [DESE School and District Performance Summary](#)
- [HPS MCAS Data Presentation Fall 2023](#)
- [HPS BOY MTSS Data Presentation Fall 2023](#)
- [HMS YRBS Report Fall 2023](#)
- [HHS YRBS Report Fall 2023](#)
- [HPS Attendance Data](#)

SOA Plan Development: Stakeholder Input

- Hingham SC Education Programming Subcommittee (2/5/24)
- Hingham SC Special Ed Subcommittee w/SEPAC (2/12/24)
- Administrative Council (2/15/24)
- Town-wide PTO (2/16/24)
- Hingham Education Association Survey (3/15/24)
- Hingham School Committee Vote (3/25/24)

SOA Focus Areas & Evidence-Based Practices

FOCUS AREA 1.1: Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces.

EBP 1.1B: *Enhanced Support for SEL and Mental Health:* Expand capacity to address social-emotional learning (SEL) and mental health needs of students and families (e.g., build knowledge and skills of staff, add specialized support staff, partner with community-based providers, strengthen plans for responding to behavioral health medical emergencies, etc.)

SOA Focus Areas & Evidence-Based Practices

FOCUS AREA 1.2: Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.

EBP 1.2 A: Effective Student Support System Implement key systems to build an effective approach to MTSS

EBP 1.2 B: Comprehensive Tiered Supports Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed

SOA Focus Areas & Evidence-Based Practices

FOCUS AREA 2.2: Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

EBP 2.2B: **High Leverage Practices for Students with Disabilities** Train all staff in high-leverage instructional practices designed for students with disabilities. (e.g., providing scaffolded supports, explicit instruction, flexible grouping, and adapting curriculum and tasks based on students' specific learning goals)

SOA Plan Timeline & Next Steps

- School Committee Vote (3/25/24)
- Submitted on GEMS portal by April 1st



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Kathryn M. Roberts

Assistant Superintendent of Schools

TO: Hingham School Committee
Dr. Margaret Adams, Superintendent

FROM: Kathryn Roberts, Assistant Superintendent

DATE: March 25, 2024

RE: Student Opportunity Act Plan (2024-2027)

The Massachusetts ***Student Opportunity Act*** (Chapter 132 of the Acts of 2019) calls for every district and charter school in the state to develop 3-year plans, referred to as SOA plans, that identify strategies for addressing persistent disparities in achievement among student subgroups, including English learners, students with disabilities, and low-income students. SOA plans are not intended to serve as comprehensive district strategic plans, but rather are intended to highlight a subset of the district's overall initiatives, focusing on evidence-based programs and strategies aligned to improve the educational experiences and outcomes of all students. Districts submitted initial 3-year SOA plans in March of 2020 to outline strategies for the 2020-2023 school years, and have been requested by DESE to develop and submit new plans for 2024-2027.

In order to identify 2024-2027 district SOA plan priorities, the HPS leadership team first analyzed and disaggregated data (e.g.--MCAS, MTSS, YRBS, attendance data) to identify areas of need and potential subgroup disproportionality. It was noted that while many grade levels and subgroups across the district have made significant academic recovery post-pandemic, with some grade levels and subgroups meeting or exceeding pre-pandemic levels of achievement in ELA and Mathematics, analysis of academic data indicates the need for increased focus on the middle school years, with particular emphasis on Grade 6 and 8 students with disabilities (SWD) and high needs (HN) subgroups. District-wide MTSS data also point to the need for continued focus on Grades 1 and 2 students in both ELA and mathematics. Additionally, SEL data such as the Youth Risk Behavior Survey and measures of chronic absenteeism, indicate the need for increased SEL support and related professional development.

After the initial round of data analysis by the leadership team, additional feedback was sought from the following stakeholder groups in order to inform plan development:

- Education Programming Subcommittee of Hingham School Committee (2/5/24)
- Special Ed Subcommittee of Hingham School Committee/SEPAC (2/12/24)
- Administrative Council (2/15/24)
- Town-wide PTO (2/16/24)
- Hingham Education Association–Survey (3/15/24)

Below is a summary of the proposed SOA plan focus areas, identified through the data analysis and stakeholder feedback process, along with an outline of related evidence based practices (EBPs) to address subgroup disparities:

- ***FOCUS AREA 1.1 Promote students’ physical and mental health and wellness in welcoming, affirming, and safe spaces.***
 - EBP 1.1B **Enhanced Support for SEL and Mental Health:** Expand capacity to address social-emotional learning (SEL) and mental health needs of students and families (e.g., build knowledge and skills of staff, add specialized support staff, partner with community-based providers, strengthen plans for responding to behavioral health medical emergencies, etc.)
- ***FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.***
 - EBP 1.2 A **Effective Student Support System:** Implement key systems to build an effective approach to MTSS (e.g., using data to identify students’ strengths and needs, matching students with appropriate supports, and monitoring progress)
 - EBP 1.2 B **Comprehensive Tiered Supports:** Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed
- ***FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning***
 - EBP 2.2B **High Leverage Practices for Students with Disabilities:** Train all staff in high-leverage instructional practices designed for students with disabilities. (e.g., providing scaffolded supports, explicit instruction, flexible grouping, and adapting curriculum and tasks based on students’ specific learning goals)

Once discussed and approved by the School Committee, the SOA plan will be submitted to DESE via the GEMS portal, due April 1st.

MEMORANDUM

TO: Dr. Margaret Adams, Superintendent of Schools
FROM: Derek Smith, Hingham Middle School Principal
RE: Establishment of a Fee for HMS Summer Preparation Camp
DATE: March 20, 2024

We wish to request that a fee of \$350.00 for families be established to fund a Summer Preparation Camp at Hingham Middle School for the summer of 2024. This program would assist rising sixth graders in preparing for the transition from elementary to middle school, work on organizational skills, and help students feel more confident and comfortable about the move to middle school.

This will be an eight day camp hosted at the Middle School. We are looking at potentially running the program from July 29th to August 8th. We hope to have teachers and specialists who may sign-up to teach the program as well as include a cohort of student volunteers as student leaders.

The tuition will go towards the stipends for staff, facilities fees and supplies.

Thank you for your consideration of this request.

Sincerely,

Derek Smith
Principal
Hingham Middle School



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To: Hingham School Committee Members

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

Date: 3/25/2024

Subject: Instituting a Middle School Chromebook Fee In Hingham

The Law as it relates to Transportation fees

Public schools may not charge a fee for students to enroll or to participate in required or elective courses given for academic credit. Under [Chapter 71, Section 48](#) of the Massachusetts General Laws, school districts must purchase at public expense textbooks and other instructional materials and supplies intended for use and re-use over a period of years. Districts then in turn "loan" those instructional materials free of charge to students, who must return them at the end of the school year. The exception to this general rule is consumable supplies - those supplies that typically are used up by students during the course of the year. Schools may ask students to supply their own notebooks or binders, papers, pencils and pens, and tissues. ESE does advise schools to keep these types of consumable materials on hand so that students who do not have such supplies will not miss any instruction. ***In contrast, costly tools such as a tablet or other computer or graphing calculator fall in the category of instructional materials and supplies that, similar to textbooks, are intended for schools to purchase and use and reuse over a period of years. If such technology is required, the school may encourage each student to purchase these devices. Students are likely to do so because they may need those devices for future classes and other use outside of school. We advise schools to be prepared to provide such devices free of charge to students whose families do not choose to buy them or cannot afford to do so. If students need such devices to complete out-of-school assignments, schools must provide that access.***

Based on the interpretation of this guidance, Hingham could possibly charge a technology fee where chrome books can be provided to students at a cheaper cost than is available commercially and have a policy in place to ensure that students who can not afford them are provided a chrome book free of charge.

Number of students Eligible to be charged a fee by School

At the Middle School this would be charged to the rising sixth grade class this year. That would be approximately 250 students. The cost of the chromebooks could be estimated at \$250.

Estimated revenue to be Collected

250 x \$250 = \$62,500

Review of other School Districts

Review of other School Districts demonstrates that for neighboring school districts this is not done but rather an insurance or replacement cost is charged to students.

Town	Chrome Book Fees
Norwell	Tech Maintenance Fee: \$40/year (MS/HS) Repairs: \$150 Replacements: \$299 Chargers: \$38
Milton	Chromebook Insurance - \$30/year
Hanover	N/A
Scituate	Replacement (Lost/Stolen): \$299 Repairs (3rd time): TBD
East Bridgewater	N/A
Rockland	N/A
Abington	Replacement (Lost/malicious damage): \$400 Case: \$25

W. Bridgewater	Replace Screen: \$50 Replace Keyboard: \$60 Missing USB Charger: \$35 Replace Exterior Shell: \$27-\$35 Replace Device: \$220
Braintree	Insurance: \$35/year Replacement/Major Repairs: \$75 Charger Replacement: \$35
Pembroke	Broken Screen: \$50-\$125 Outer shell: \$50-\$100 Charger: \$30 Keyboard: \$40 Defacing: \$100 Replacement: \$300-\$330
Middleborough	Replacement: \$100-\$350 Screen: \$100 Keyboard/Touchpad: \$50 Power cord: \$30
Carver	Entire Device: \$250 Screen: \$25 Keyboard: \$20 Battery: \$40 Motherboard: \$120 Mouse: \$20 LCD Bezel/Plastic: \$20 Top case: \$30 Bottom case: \$15
Bridgewater/Raynham	Sticker Replacement: \$10 Charger: \$20 Keyboard: \$50 Screen: \$75 Lost/Accidental/Malicious Damage: \$175
Cohasset	N/A
Randolph	Fee: \$30/year
Hull	N/A
Duxbury	Protection Plan - \$35/device; charge extra/separately for repairs where families did not sign up for the protection plan.
Marshfield	Chrome book charger replacement fee if lost - \$35 and Chromebook insurance \$ 35/year
Stoughton	N/A
Plymouth	Charger: \$25 Screen: \$40 Keyboard: \$70 Replacement Device: \$200
Silver Lake Regional 7-12	Insurance: \$25/year Keyboard: \$50 Screen: \$100 Charger: \$38 Replacement Device: \$280
Old Rochester Regional SD 7-12	Insurance: \$25/year

Recommendation

While reviewing neighboring towns a chrome book fee is not widely charged to families. Families are typically charged insurance or replacement costs for damaged chrome books. The fee to be charged would also not be enough to result in any major impact to

the budget. At this time the School Administration suggests providing reminders to parents about the importance of paying for the insurance that has been recommended to students and to possibly consider instituting a replacement costs for families who do not utilize the insurance to ensure that any costs of repairs and maintenance are not borne by the school department once a chrome book has been provided to students. At this time the school administration recommends a replacement cost of \$200 for any chrome books that are damaged but an insurance contract has not been purchased by parents. This replacement cost of \$200 would be less than the cost of the chromebook given wear and tear of the device.

Motion

To implement a replacement cost of \$200 for any chromebooks that are damaged during the school year and are not covered by insurance for replacement or repair of the device.



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To: Hingham School Committee Members

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

Date: 3/25/2024

Subject: Instituting a Transportation Fee In Hingham

The Law as it relates to Transportation fees

All children in grades kindergarten through six who reside more than two miles from the school they are entitled to attend, and the nearest school bus stop is more than one mile from their residence, and all children residing in regional school districts in grades kindergarten through twelve are entitled to transportation. Exceptions to this policy may be made when road conditions do not provide for the children's physical safety and when students' health makes this service essential.

This would mean that all students in grades K-6 who live less than 2 miles from their school may be charged a bus fee, and all students in grades 7-12.

Number of students Eligible to be charged a fee by School

HPS Proposed Bus Fees 2024-2025					
	Current Ridership	Proposed (includes walkers)	K-6 (1-2miles)	7-12	Revenue
East School	417	447	330	0	82,500
Foster School	211	392	208	0	52,000
Plymouth River School	287	353	65	0	16,250
South School	319	475	234	0	58,500
Middle School	816	877	36	543	135,750
High School	430	480		430	107,500
St. Pauls School	88	88		12	3,000
Derby Academy	68	68		0	
Su Escuela Academy	21	21		0	
Total Students	2657	3151	873	985	
Projected Income @ \$250		-	\$218,250	\$246,250	\$455,500

The Cost of Implementing a Fee To Hingham

The following outlines the potential costs of implementing a bus fee:

- The cost of Bus Cards and Readers is estimated at \$12,000.
- Administrative Costs to Implement & Collect Fees are projected at \$4,000.
- Transportation policies, rules, and guidelines will need to be established.
- Additional Buses may be needed - We may need more buses at Foster, which will cost approximately an additional \$20,000 annually.
- The implementation of a bus fee may result in additional traffic in town and at the schools as families opt to drive their students instead.
- As more families opt to drive their students to school, the town may also experience increased pollution.
- The total monetary cost for implementing the bus fee is \$36,000.

Potential Bus Fee

A potential Hingham bus fee estimate could be approximately \$250 per student with a family copy of \$575 for a family of 3 or more students. Based on the fees instituted on other neighboring Towns we believe this fee to be reasonable.

Town	Grades 7-12	Grades K-6 Within 2 Miles	Family Cap	Comments
Norwell	\$250	\$0	\$500	
Cohasset	\$350	\$350	\$590	
Milton	\$325	\$325	\$650	
Hanover	\$300	\$0	No Cap	9-12 only
Scituate	\$240	\$240	\$460	
Duxbury	\$250	\$250	\$500	
Marshfield	\$180	\$180	\$360	

Options

The school committee has the following options to consider:

1. A fee for grades 7 -12 only would raise revenue of \$246,250
2. A fee for elementary for less than 2 miles and all grades 7-12. Revenue from this option will be \$455,500
3. No fee to be charged this year to be reconsidered next year.

Recommendation

Based on the costs of implementing the fees, including increased traffic and pollution, which we do not have a monetary value on, as well as the financial burden this puts on families, the Administration recommends that the implementation of a bus fee be placed on hold at this point and reconsidered next year.



March 25, 2024

Hingham Public Schools
220 Central Street
Hingham, MA 02043
Attention: Nes Correnti, Chair,
School Committee
Attention: Margaret Adams, Ed.D.
Superintendent

Re: The Dock at Hingham High School

Dear Nes and Margaret:

Enclosed is a check in the amount of \$180,000 representing a second gift from Hingham Sports Partnership, Inc. ("HSP") toward the cost to design and build the Dock as HSP has envisioned and discussed with you and your predecessors over the past 2.5 years. The enclosed donation is intended to be used solely for Dock-related expenses and will cover the value of the designer contract recently executed with Golemme. The enclosed contribution and future donations that will follow from HSP in connection with the Dock project are contingent upon the Dock project moving forward.

Pursuant to Town requirements and past practice, we presume that these funds will be deposited into a gift account to be maintained by the Town of Hingham for the purposes stated herein.

We look forward to working with you to realize our shared goal of the continued improvement of Hingham High School's facilities for the benefit of all students.

Sincerely yours,

Deb McCarthy

Deb McCarthy, President
Hingham Sports Partnership

Enclosure





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Memo

To: School Committee Members

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

CC: Dr. Margaret Adams

Date: March 25, 2024

Subject: Hingham Sports Partnership Donation towards the Construction of the Dock

Policy

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

Donation:

As an update an Owner's Project Manager ("OPM") has been engaged and a Designer for the Dock Project. The OPM for the project is SOCOTEC AE Consulting, LLC. The fee for the OPM is \$97,750 and for the Designer/Architect is \$180,000. The designer of the project is Golemme Architecture and Design.

To start the procurement process and begin plans for constructing the Wellness Center, HSP had contributed \$100,000 to Hingham Public Schools. With the designer and OPM now engaged HSP is contributing an additional \$180,000 to Hingham Public Schools to ensure that all commitments are adequately funded.

HSP has raised \$1.2 million so far towards the construction of the Dock and the goal is to raise \$1.5 million. The next phase in this project is to obtain a design for the project and to move towards procuring a contractor. The plan is to begin construction in the summer of 2024.

The School Committee, at this time, is being asked to approve the donation of \$180,000 from Hingham Sports Partnership.

Motion:

To accept a donation of \$180,000 from Hingham Sports Partnership which is to fund the OPM and architect of the DOCK.



Joann Bellis
Director of Fine Arts, K-12

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

From: Joann Bellis, Director of Fine Arts K-12

Date: March 21, 2024

Re: Art Display Boards for East and Foster School - 2024 Arts Alliance Grant

We received notification that the Hingham Public Schools was successful in its application for a grant amount totaling \$2,000 from the Hingham Arts Alliance. The Hingham Arts Alliance is a 501c3 community organization that provides support, advocacy, and awareness for the arts in Hingham schools and arts organizations in and around Southeast Massachusetts.

The Hingham grant award, in the amount of \$2,000, will be used to fund six portable art display boards for East Elementary School and six portable art display boards for Foster Elementary School. These portable art display boards will be used annually for art display at the K-12 Art Show and annually for art display at the building level throughout the regular school year. Boards are also commonly used at community events such as hobby nights, Get Smart About Art events, class presentations, class art critiques, or local community celebrations. For example, the Hingham Historical Society borrowed HPS panels this year to display Hingham student artwork at their Boston Tea Party Art Show. To date, Foster School and East School are the only schools in the district that do not have their own art display panels. Providing these two schools with panels will allow art teachers more equitable access to display options. Art display panels will increase teachers' ability to display student work more regularly, efficiently, and frequently.

Respectfully submitted,

Joann Bellis, Director of Fine Arts K-12

Declaration of Surplus Materials

Approval needed at School Committee Meeting dated March 25, 2024

Details of items to declare as surplus:

- Books from the South Library
- Maytag Model MVWX655DW1 Series C70342489 Washing Machine

Reasons for declaring the items as surplus:

- The library books attached include books in poor condition - mold, broken spines, or other conditions which make them unable to continue to be circulated, outdated copyright years, or poor circulation for the past ten years.
- The Maytag Washing Machine is over 7 years old and has been used by many departments at the High School and is currently no longer functioning.

Motion:

To declare as surplus library books from the South Library listed and to authorize the Library Coordinator to dispose of them at the least cost to Hingham.

To declare as surplus a Maytag Washing Machine Model MVWX655DW1 Series C70342489 and to authorize the director of Business and Support Services to Dispose of it at the least cost to Hingham.

Library Weeding Log

South Elementary School

Removed From: 1/1/2024 Removed To: 2/29/2024

2/12/2024 - Copies Removed: 57

Amos Fortune, free man. (Removed: 1)

Author: Yates, Elizabeth, 1905- LCCN: 50-7154 Published: 1950

Call Number	Barcode	Price	Acquired	Removed By
92 FOR	00001643		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/20/2018	

Was Available -- Weeded -- Total Circulations: 3

Cal Ripken, Jr. : play ball! (Removed: 1)

Author: Herman, Gail, 1959- ISBN: 0-8037-2415-2 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
92 RIP	T 7528	\$13.99	9/12/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/6/2008	

Was Available -- Weeded -- Total Circulations: 11

Carry on, Mr. Bowditch; illustrated by John O'Hara Cosgrave, II. (Removed: 1)

Author: Latham, Jean Lee. Published: 1955

Call Number	Barcode	Price	Acquired	Removed By
92 BOW	00001360		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/19/2011	

Was Available -- Weeded -- Total Circulations: 9

The country artist : a story about Beatrix Potter (Removed: 1)

Author: Collins, David R. ISBN: 0-87614-344-3 (lib. bdg.) Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
92 POT	T 53026	\$18.95	8/27/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/9/2004	

Was Available -- Weeded -- Total Circulations: 1

Dwight David Eisenhower, president (Removed: 1)

Author: Van Steenwyk, Elizabeth. ISBN: 0-8027-6670-6 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
92 EIS	00002047		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		1/7/2019	

Was Available -- Weeded -- Total Circulations: 6

Eleanor everywhere : the life of Eleanor Roosevelt (Removed: 1)

Author: Kulling, Monica. ISBN: 0-679-98996-X Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
92 ROO	T 7550	\$11.99	9/12/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		1/2/2013	

Was Available -- Weeded -- Total Circulations: 7

2/12/2024 - Copies Removed: 57

Franklin D. Roosevelt, gallant president (Removed: 1)

Author: Feinberg, Barbara Silberdick. ISBN: 0-688-00433-4 Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
92 ROO	00003215		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		2/11/2014	

Was Available -- Weeded -- Total Circulations: 10

The Helen Keller story. (Removed: 1)

Author: Peare, Catherine Owens. ISBN: 0-690-04793-2 Published: 1959

Call Number	Barcode	Price	Acquired	Removed By
92 KEL	00004681	\$10.00	3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage		9/17/2018	

Was Available -- Weeded -- Total Circulations: 31

Helen Keller : toward the light (Removed: 1)

Author: Graff, Stewart. LCCN: 65-14550 /AC/r903 Published: 1965

Call Number	Barcode	Price	Acquired	Removed By
92 KEL	00004679		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage		1/6/2020	

Was Available -- Weeded -- Total Circulations: 22

I WAS A TEENAGE PROFESSIONAL WRESTLER. (Removed: 1)

Author: LEWIN, TED

Call Number	Barcode	Price	Acquired	Removed By
92 LEW	T 14950	\$4.95	10/3/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
NON-FICTION SECTION	Infrequent Circulation		4/14/2003	

Was Available -- Weeded -- Total Circulations: 1

John Elway (Removed: 1)

Author: Andersen, T. J. ISBN: 0-89686-367-0 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
92 ELW	00003650		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Outdated		10/1/2018	

Was Available -- Weeded -- Total Circulations: 22

John Young, space shuttle commander (Removed: 1)

Author: Westman, Paul. ISBN: 0-87518-223-2 (lib. bdg.) Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
92 YOU	00004505		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/12/2005	

Was Available -- Weeded -- Total Circulations: 3

2/12/2024 - Copies Removed: 57**Judy Blume's story (Removed: 1)**

Author: Lee, Betsy, 1949-

ISBN: 0-87518-209-7

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
92 BLU	00005095	\$10.00	3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/22/2014	

Was Available -- Weeded -- Total Circulations: 6

Ludwig Beethoven and the chiming tower bells, (Removed: 1)

Author: Wheeler, Opal.

LCCN: 43-116

Published: 1942

Call Number	Barcode	Price	Acquired	Removed By
92 BEE	00005544		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/24/2018	

Was Available -- Weeded -- Total Circulations: 10

Make way for Sam Houston (Removed: 1)

Author: Fritz, Jean.

ISBN: 0-399-21303-1

Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
92 HOU	00000552		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/6/2003	

Was Available -- Weeded -- Total Circulations: 1

Meet Abraham Lincoln (Removed: 1)

Author: Cary, Barbara

ISBN: 0-394-81966-7

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
92 LIN	T 22943	\$2.00	11/1/2004	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		2/27/2018	

Was Available -- Weeded -- Total Circulations: 5

Meet George Washington. (Removed: 1)

Author: Heilbroner, Joan

Call Number	Barcode	Price	Acquired	Removed By
92 WAS	T 14531	\$2.99	4/26/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		1/14/2014	

Was Available -- Weeded -- Total Circulations: 7

Meriwether Lewis and William Clark (Removed: 1)

Author: Fitz-Gerald, Christine Maloney.

ISBN: 0-516-03061-2

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
920 FIT	00004073		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		1/18/2011	

Was Available -- Weeded -- Total Circulations: 2

2/12/2024 - Copies Removed: 57**Once Upon a Time (Removed: 1)**

Author: Bunting, Eve

ISBN: 1-878450-59-X

Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
92 BUN	T 21575		1/13/2003	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/16/2009	

Was Available -- Weeded -- Total Circulations: 3

Peggy Fleming : cameo of a champion (Removed: 1)

Author: Van Steenwyk, Elizabeth.

ISBN: 0-07-067167-2

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
92 FLE	00002932		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/24/2008	

Was Available -- Weeded -- Total Circulations: 4

Peter Tschaikowsky and the Nutcracker Ballet. (Removed: 1)

Author: Wheeler, Opal.

LCCN: 59-5843

Published: 1959

Call Number	Barcode	Price	Acquired	Removed By
92 TSC	00001879		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/15/2013	

Was Available -- Weeded -- Total Circulations: 1

Playing with Words (Removed: 1)

Author: Howe, James.

ISBN: 1-878450-40-9

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
92 HOW	T 21578		1/13/2003	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
Biography	Infrequent Circulation			

Was Available -- Weeded -- Total Circulations: 0

Presenting Judy Blume (Removed: 1)

Author: Weidt, Maryann N.

ISBN: 0-8057-8208-7 (alk. paper)

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
92 BLU	00002012		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/29/2013	

Was Available -- Weeded -- Total Circulations: 7

Profiles in courage. (Removed: 1)

Author: Kennedy, John F. (John Fitzgerald), 1917-1963.

LCCN: 64-17696

Published: 1964

Call Number	Barcode	Price	Acquired	Removed By
920 KEN	00002254		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		12/15/2003	

Was Available -- Weeded -- Total Circulations: 2

2/12/2024 - Copies Removed: 57**Raggin' : a story about Scott Joplin (Removed: 1)**

Author: Mitchell, Barbara, 1941- ISBN: 0-87614-310-9 (lib. bdg.) Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
92 JOP	T 53030	\$18.95	8/27/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation			

Was Available -- Weeded -- Total Circulations: 0

Selma Burke, Artist (Removed: 1)

Author: Jackson, Garnet Nelson ISBN: 0-8136-5240-5 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
92 BUR	T 16905	\$10.00	5/26/1999	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
NON-FICTION SECTION	Infrequent Circulation		2/6/2013	

Was Available -- Weeded -- Total Circulations: 6

Sorrow's kitchen : the life and folklore of Zora Neale Hurston (Removed: 1)

Author: Lyons, Mary (Mary E.) ISBN: 0-684-19198-9 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
92 HUR	00004612		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		2/3/2010	

Was Available -- Weeded -- Total Circulations: 1

The Story of the Author of The Baby-Sitters Cluc (Removed: 1)

Author: Becker, Margot R. ISBN: 0-590-45877-9 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
92 MAR	T 14037		6/18/1999	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
NON-FICTION SECTION	Outdated		12/19/2013	

Was Available -- Weeded -- Total Circulations: 7

Tiger Woods : driving force (Removed: 1)

Author: Stewart, Mark. ISBN: 0-516-20971-X Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
92 Woo	T 40040	\$22.00	1/18/2002	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Outdated		2/1/2016	

Was Available -- Weeded -- Total Circulations: 12

To the point : a story about E.B. White (Removed: 1)

Author: Collins, David R. ISBN: 0-87614-345-1 (lib. bdg.) Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
92 WHI	T 53032	\$18.95	8/27/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation			

2/12/2024 - Copies Removed: 57

Was Available -- Weeded -- Total Circulations: 0

Value of adventure : Story of Sacagawea (Removed: 1)

Author: Johnson, Ann.

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
92 SAC	00005785		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/5/2019	

Was Available -- Weeded -- Total Circulations: 7

The value of boldness : the story of Captain Cook (Removed: 1)

Author: Johnson, Ann Donegan.

ISBN: 0-86679-025-X

Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
92 COO	00000319		5/20/2015	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation			

Was Available -- Weeded -- Total Circulations: 0

The value of caring : the story of Eleanor Roosevelt (Removed: 1)

Author: Johnson, Ann Donegan.

Published: 1977

Call Number	Barcode	Price	Acquired	Removed By
92 ROO	00005784		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/6/2011	

Was Available -- Weeded -- Total Circulations: 4

The value of compassion : the story of Florence Nightingale (Removed: 1)

Author: Johnson, Ann Donegan.

ISBN: 0-86679-041-1

Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
92 NIG	00003605		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/12/2012	

Was Available -- Weeded -- Total Circulations: 6

The value of courage : the story of Jackie Robinson (Removed: 1)

Author: Johnson, Spencer.

Published: 1977

Call Number	Barcode	Price	Acquired	Removed By
92 ROB	00005783		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage		4/24/2023	

Was Available -- Weeded -- Total Circulations: 9

The value of curiosity : the story of Christopher Columbus (Removed: 1)

Author: Johnson, Spencer.

Published: 1977

Call Number	Barcode	Price	Acquired	Removed By
92 COL	00005980		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/2/2014	

Was Available -- Weeded -- Total Circulations: 1

2/12/2024 - Copies Removed: 57**The value of determination : the story of Helen Keller (Removed: 1)**

Author: Johnson, Ann Donegan.

Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
92 KEL	00005990		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/15/2013	

Was Available -- Weeded -- Total Circulations: 5

The value of facing a challenge : the story of Terry Fox (Removed: 1)

Author: Johnson, Ann Donegan.

Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
92 FOX	00005984		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		12/19/2001	

Was Available -- Weeded -- Total Circulations: 2

The value of fantasy : the story of Hans Christian Andersen (Removed: 1)

Author: Johnson, Spencer.

ISBN: 0-916392-43-0

Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
92 AND	00003113		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/23/2011	

Was Available -- Weeded -- Total Circulations: 2

The value of foresight : the story of Thomas Jefferson (Removed: 1)

Author: Johnson, Ann Donegan.

ISBN: 0-916392-42-2

Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
92 JEF	00001069		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/5/2015	

Was Available -- Weeded -- Total Circulations: 6

The value of friendship : the story of Jane Addams (Removed: 1)

Author: Johnson, Ann Donegan.

ISBN: 0-916392-45-7

Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
92 ADD	00003123		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/11/2011	

Was Available -- Weeded -- Total Circulations: 6

The value of helping : the story of Harriet Tubman (Removed: 1)

Author: Johnson, Ann Donegan.

ISBN: 0-916392-41-4

Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
92 TUB	00001071		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/18/2011	

Was Available -- Weeded -- Total Circulations: 5

2/12/2024 - Copies Removed: 57**The value of honesty : the story of Confucius (Removed: 1)**

Author: Johnson, Spencer.

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
92 CON	00005778		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/21/2013	

Was Available -- Weeded -- Total Circulations: 7

The value of humor : the story of Will Rogers (Removed: 1)

Author: Johnson, Spencer.

Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
92 ROG	00005997		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation			

Was Available -- Weeded -- Total Circulations: 0

The value of humor : the story of Will Rogers (Removed: 1)

Author: Johnson, Spencer.

ISBN: 0-916392-05-8

Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
92 ROG	00002873		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/10/2011	

Was Available -- Weeded -- Total Circulations: 4

The value of imagination : the story of Charles Dickens (Removed: 1)

Author: Johnson, Spencer.

Published: 1977

Call Number	Barcode	Price	Acquired	Removed By
92 DIC	00005779		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/1/2014	

Was Available -- Weeded -- Total Circulations: 5

The value of kindness : the story of Elizabeth Fry (Removed: 1)

Author: Johnson, Spencer.

Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
92 FRY	00005780		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		1/9/2017	

Was Available -- Weeded -- Total Circulations: 5

The value of learning : the story of Marie Curie (Removed: 1)

Author: Johnson, Ann Donegan.

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
92 CUR	00001896		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/29/2011	

Was Available -- Weeded -- Total Circulations: 2

2/12/2024 - Copies Removed: 57

The value of love : the story of Johnny Appleseed (Removed: 1)

Author: Johnson, Ann Donegan.

Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
92 APP	00005776		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		4/14/2011	

Was Available -- Weeded -- Total Circulations: 5

The value of respect (Removed: 1)

Author: Johnson, Ann Donegan.

Published: 1977

Call Number	Barcode	Price	Acquired	Removed By
92 LIN	00005547		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		2/13/2012	

Was Available -- Weeded -- Total Circulations: 6

The value of responsibility : the story of Ralph Bunche (Removed: 1)

Author: Johnson, Ann Donegan.

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
92 BUN	00005977		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/20/2011	

Was Available -- Weeded -- Total Circulations: 4

The value of saving : the story of Benjamin Franklin (Removed: 1)

Author: Johnson, Spencer.

ISBN: 0-916392-17-1

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
92 FRA	00004857		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/5/2012	

Was Available -- Weeded -- Total Circulations: 6

The value of self-discipline : the story of Alexander Graham Bell (Removed: 1)

Author: Johnson, Ann Donegan.

ISBN: 0-7172-8176-0

Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
92 BEL	00003442		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/21/2011	

Was Available -- Weeded -- Total Circulations: 3

The value of truth and trust : the story of Cochise (Removed: 1)

Author: Johnson, Ann Donegan.

Published: 1980

Call Number	Barcode	Price	Acquired	Removed By
92 COC	00005979		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/3/2012	

Was Available -- Weeded -- Total Circulations: 1

2/12/2024 - Copies Removed: 57

Venus and Serena : The Grand Slam Williams Sisters. (Removed: 1)

Author: Gutman, Bill

Call Number	Barcode	Price	Acquired	Removed By
920 GUT	T 21548	\$4.50	1/8/2003	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
PB BIO	Infrequent Circulation		4/27/2017	

Was Available -- Weeded -- Total Circulations: 8

Vincent van Gogh (Removed: 1)

Author: Lucas, Eileen.

ISBN: 1-57505-038-2

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
92 GOG	T 53011	\$17.50	8/27/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		5/1/2018	

Was Available -- Weeded -- Total Circulations: 7

Yankee in the White House: John Quincy Adams. (Removed: 1)

Author: Hoehling, Mary Duprey, 1914-

Published: 1970

Call Number	Barcode	Price	Acquired	Removed By
92 ADA	00005975		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/26/2014	

Was Available -- Weeded -- Total Circulations: 11

2/6/2024 - Copies Removed: 1

Short & shivery : thirty chilling tales (Removed: 1)

Author: San Souci, Robert D.

ISBN: 0-385-23886-X

Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
398.2 SAN	00001227		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Poor Condition/Damage		4/30/2021	

Was Available -- Weeded -- Total Circulations: 48

1/29/2024 - Copies Removed: 10

Alice-by-accident (Removed: 1)

Author: Banks, Lynne Reid, 1929-

ISBN: 0-380-97865-2

Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 25000	\$14.95	1/29/2001	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/25/2004	

Was Available -- Weeded -- Total Circulations: 2

Anna of Byzantium (Removed: 1)

Author: Barrett, Tracy, 1955-

ISBN: 0-385-32626-2

Published: 1999

1/29/2024 - Copies Removed: 10

Call Number	Barcode	Price	Acquired	Removed By
F BAR	T 7503	\$14.95	9/12/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation			

Was Available -- Weeded -- Total Circulations: 0

Dead letter (Removed: 1)

Author: Byars, Betsy. ISBN: 0-14-038138-4 (pbk.) Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
FIC Bya	T 17613	\$10.80	3/24/1999	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/26/2017	

Was Available -- Weeded -- Total Circulations: 11

How can a frozen detective stay hot on the trail? (Removed: 1)

Author: Bailey, Linda. ISBN: 0-8075-3400-5 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
FIC Bai	T 17621	\$11.40	3/24/1999	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		3/16/2015	

Was Available -- Weeded -- Total Circulations: 3

How come the best clues are always in the garbage? (Removed: 1)

Author: Bailey, Linda. ISBN: 0-8075-3410-2 (pbk.) Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
FIC Bai	T 17622	\$11.40	3/24/1999	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/9/2008	

Was Available -- Weeded -- Total Circulations: 1

Nothing but the truth : a documentary novel (Removed: 1)

Author: Avi, 1937- ISBN: 0-531-08559-7 (lib. bdg.) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
FIC AVI	00004167		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/11/2006	

Was Available -- Weeded -- Total Circulations: 1

Otis Spofford (Removed: 1)

Author: Cleary, Beverly Published: 1953

Call Number	Barcode	Price	Acquired	Removed By
FIC CLE	T 15708	\$10.00	2/25/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
FICTION	Infrequent Circulation		2/12/2009	

Was Available -- Weeded -- Total Circulations: 6

1/29/2024 - Copies Removed: 10**Stealing freedom (Removed: 1)**

Author: Carbone, Elisa Lynn.

ISBN: 0-679-99307-X

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
F CAR	T 7728	\$18.99	9/12/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		2/1/2011	

Was Available -- Weeded -- Total Circulations: 4

Tales from an African drum. (Removed: 1)

Author: Chetin, Helen, 1922-

ISBN: 0-15-284200-4

Published: 1970

Call Number	Barcode	Price	Acquired	Removed By
FIC CHE	00000241		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		10/10/2003	

Was Available -- Weeded -- Total Circulations: 1

Who's got Gertie? and how can we get her back? (Removed: 1)

Author: Bailey, Linda.

ISBN: 0-8075-9062-2

Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
FIC Bai	T 17637	\$11.40	3/24/1999	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
	Infrequent Circulation		9/27/2006	

Was Available -- Weeded -- Total Circulations: 2

1/24/2024 - Copies Removed: 12**China (Removed: 1)**

Author: Charley, Catherine.

ISBN: 0-8114-2789-7 (lib. bdg.)

Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
951 CHA	T 51004		10/15/2001	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			5/20/2019	

Was Available -- Weeded -- Total Circulations: 22

China (Removed: 1)

Author: Jacobsen, Karen.

ISBN: 0-516-01102-2

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
951 JAC	00004337		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			5/6/2008	

Was Available -- Weeded -- Total Circulations: 12

China (Removed: 1)

Author: Miyazima, Yasuhiko.

ISBN: 1-55532-207-7 (lib. bdg.)

Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
951 CHI	00001278	\$22.60	3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			6/9/2014	

1/24/2024 - Copies Removed: 12

Was Available -- Weeded -- Total Circulations: 10

Danny and the dinosaur (Removed: 1)

Author: Hoff, Sydney, 1912- LCCN: 58-7754 Published: 1958

Call Number	Barcode	Price	Acquired	Removed By
ER HOF	T 7185	\$15.89	5/17/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			10/21/2019	

Was Lost on 5/25/2023 -- Weeded -- Total Circulations: 11

Do you remember the color blue? : and other questions kids ask about blind (Removed: 1)

Author: Alexander, Sally Hobart. ISBN: 0-670-88043-4 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
305.9 ALE	T 27023	\$15.99	4/25/2001	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/24/2014	

Was Available -- Weeded -- Total Circulations: 1

Explorers of the ancient world (Removed: 1)

Author: Simon, Charnan. ISBN: 0-516-03053-1 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
910.92 SIM	00004336		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/19/2002	

Was Available -- Weeded -- Total Circulations: 1

The five Chinese brothers, (Removed: 1)

Author: Bishop, Claire Huchet. ISBN: 0-698-20044-6 Published: 1938

Call Number	Barcode	Price	Acquired	Removed By
E 398.2 BIS	T 24408	\$11.95	10/23/2009	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method

Was Available -- Weeded -- Total Circulations: 0

Handtalk (Removed: 1)

Author: Charlip, Remy. ISBN: 0-590-07766-X Published: 1974

Call Number	Barcode	Price	Acquired	Removed By
419 CHA	00001853		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/1/2010	

Was Available -- Weeded -- Total Circulations: 1

The jazz man. (Removed: 1)

Author: Weik, Mary Hays, 1898- LCCN: 66-5715 Published: 1966

Call Number	Barcode	Price	Acquired	Removed By
FIC WEI	00002300		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/20/2006	

Was Available -- Weeded -- Total Circulations: 3

1/24/2024 - Copies Removed: 12

Mei Li, (Removed: 1)

Author: Handforth, Thomas, 1897- LCCN: 38-27994 Published: 1938

Call Number	Barcode	Price	Acquired	Removed By
E HAN	00005652		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/26/2015	

Was Available -- Weeded -- Total Circulations: 10

The Netherlands (Removed: 1)

Author: Jacobsen, Karen. ISBN: 0-516-01137-5 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
949.2 JAC	00003986		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			1/30/2006	

Was Available -- Weeded -- Total Circulations: 2

The trumpeter of Krakow (Removed: 1)

Author: Kelly, Eric Philbrook, 1884-1960. Published: 1966

Call Number	Barcode	Price	Acquired	Removed By
FIC KEL	00005276		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/26/2004	

Was Available -- Weeded -- Total Circulations: 1

1/23/2024 - Copies Removed: 10

Additives (Removed: 1)

Author: Nottridge, Rhoda. ISBN: 0-87614-609-4 (pbk.) Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
641.3 NOT	T 17320		10/21/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/13/2018	

Was Available -- Weeded -- Total Circulations: 12

Fannie in the kitchen : the whole story from soup to nuts of how Fannie Fa (Removed: 1)

Author: Hopkinson, Deborah. ISBN: 0-689-81965-X Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
641.5 HOP	T 25191	\$16.00	3/11/2002	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/18/2011	

Was Available -- Weeded -- Total Circulations: 5

Fiber (Removed: 1)

Author: Inglis, Jane. ISBN: 0-87614-608-6 (pbk.) Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
641.3 ING	T 17322		10/21/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/13/2018	

1/23/2024 - Copies Removed: 10

Was Available -- Weeded -- Total Circulations: 3

Food from the sea (Removed: 1)

Author: Rogers, Daniel, 1955- ISBN: 0-531-18388-2 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
641.6 ROG	00005502		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/27/2018	

Was Available -- Weeded -- Total Circulations: 7

Ginnie and Geneva cookbook (Removed: 1)

Author: Woolley, Catherine. ISBN: 0-688-22018-5 (.) Published: 1975

Call Number	Barcode	Price	Acquired	Removed By
641.5 WOO	00002737		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			1/13/2016	

Was Available -- Weeded -- Total Circulations: 22

Lorito, the parrot (Removed: 1)

Author: Anders, Rebecca. ISBN: 0-87614-068-1 Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
636.6 AND	00000275		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			4/3/2006	

Was Available -- Weeded -- Total Circulations: 6

Proteins (Removed: 1)

Author: Inglis, Jane. ISBN: 0-87614-607-8 (pbk.) Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
641.3 ING	T 17323		10/21/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/13/2018	

Was Available -- Weeded -- Total Circulations: 6

Snacks and celebrations (Removed: 1)

Author: Gibbons, Penny, Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
641.5 GIB	00006100		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			1/13/2016	

Was Available -- Weeded -- Total Circulations: 22

Sugar is sweet : and so are lots of other things (Removed: 1)

Author: Haines, Gail Kay. ISBN: 0-689-31723-9 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
613.2 HAI	00001406		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/18/2008	

Was Available -- Weeded -- Total Circulations: 3

1/23/2024 - Copies Removed: 10**Vitamins (Removed: 1)**

Author: Nottridge, Rhoda.

ISBN: 0-87614-610-8 (pbk.)

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
641.3 NOT	T 17325		10/21/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/13/2018	

Was Available -- Weeded -- Total Circulations: 5

1/19/2024 - Copies Removed: 66**Adelbert the penguin, (Removed: 1)**

Author: Hutchins, Ross E.

LCCN: 69-11278

Published: 1969

Call Number	Barcode	Price	Acquired	Removed By
598.47 HUT	00002440		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/15/2006	

Was Available -- Weeded -- Total Circulations: 11

Amazing spiders (Removed: 1)

Author: Schnieper, Claudia.

ISBN: 0-87614-342-7 (lib. bdg.)

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
595.4 SCH	00003746		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/5/2014	

Was Available -- Weeded -- Total Circulations: 7

Animal architecture (Removed: 1)

Author: Dewey, Jennifer.

ISBN: 0-531-05930-8

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
591.56 DEW	00004713		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			6/27/2022	

Was Available -- Weeded -- Total Circulations: 1

An ant colony (Removed: 1)

Author: Fischer-Nagel, Heiderose.

ISBN: 0-87614-333-8 (lib. bdg.)

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
595.79 FIS	00003733		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			6/27/2022	

Was Available -- Weeded -- Total Circulations: 4

Astronomer (Removed: 1)

Author: Graham, Ian, 1953-

ISBN: 0-531-17314-3

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
520 GRA	00004172		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			4/15/2003	

1/19/2024 - Copies Removed: 66

Was Available -- Weeded -- Total Circulations: 1

Bald eagle (Removed: 1)

Author: Morrison, Gordon. ISBN: 0-395-87328-2 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
598.9 MOR	T 7510	\$16.00	9/12/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			4/7/2011	

Was Available -- Weeded -- Total Circulations: 7

Bats (Removed: 1)

Author: Johnson, Sylvia A. ISBN: 0-8225-1461-3 (lib. bdg.) Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
599.4 JOH	00003462		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/27/2012	

Was Available -- Weeded -- Total Circulations: 9

Beginner's guide to playing chess (Removed: 1)

Author: Caldwell, Susan. ISBN: 0-7460-0135-5 Published: 1980

Call Number	Barcode	Price	Acquired	Removed By
794.1 CAL	00000408		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			10/23/2019	

Was Available -- Weeded -- Total Circulations: 12

Birds of the northern seas (Removed: 1)

Author: Graham, Ada. ISBN: 0-385-12565-8 Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
598.4 GRA	00000989		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/20/2017	

Was Available -- Weeded -- Total Circulations: 7

Comebacks : heroic returns (Removed: 1)

Author: Jennings, Jay. ISBN: 0-382-24109-6 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
796.09 JEN	00004082		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/24/2014	

Was Available -- Weeded -- Total Circulations: 3

Coral reefs : cities of the ocean (Removed: 2)

Author: Wicks, Maris. ISBN: 978-1-62672-146-3 Published: 2016

Call Number	Barcode	Price	Acquired	Removed By
577.5 WIC	T 49755	\$19.99	9/20/2016	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method

Was On Order -- Deleted -- Total Circulations: 0

1/19/2024 - Copies Removed: 66

Call Number	Barcode	Price	Acquired	Removed By
577.7 WIC	T 80268	\$17.14	8/17/2017	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			12/6/2023	

Was Out for Repairs -- Deleted -- Total Circulations: 28

Dictionary of dinosaurs (Removed: 1)

Author: Rosenbloom, Joseph. ISBN: 0-671-34038-7 Published: 1980

Call Number	Barcode	Price	Acquired	Removed By
567.9 ROS	00001097		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			6/5/2017	

Was Available -- Weeded -- Total Circulations: 10

Dinosaurs (Removed: 1)

Author: Cohen, Daniel. ISBN: 0-385-23414-7 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
567.9 COH	00004769	\$15.00	3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			6/5/2017	

Was Available -- Weeded -- Total Circulations: 37

Dogs working for people. (Removed: 1)

Author: Foster, Joanna. ISBN: 0-87044-124-8 Published: 1972

Call Number	Barcode	Price	Acquired	Removed By
E 636.73 FOS	00005105		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			5/7/2019	

Was Out for Repairs -- Deleted -- Total Circulations: 31

The drop in my drink : the story of water on our planet (Removed: 1)

Author: Hooper, Meredith. ISBN: 0-670-87618-6 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
553.7 HOO	T 7549	\$16.99	9/12/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			4/11/2003	

Was Available -- Weeded -- Total Circulations: 1

Easy costumes you don't have to sew (Removed: 1)

Author: Chernoff, Goldie Taub. ISBN: 0-590-07491-1 Published: 1975

Call Number	Barcode	Price	Acquired	Removed By
E 745.54 CHE	00000964		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			10/29/2014	

Was Available -- Weeded -- Total Circulations: 2

1/19/2024 - Copies Removed: 66**Exploring the world of birds : an Equinox guide to avian life (Removed: 1)**

Author: Forsyth, Adrian.

ISBN: 0-920656-98-6 (bound)

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
598 FOR	00002999		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/20/2003	

Was Available -- Weeded -- Total Circulations: 3

Extraordinary stories behind the invention of ordinary things (Removed: 1)

Author: Wulffson, Don L.

ISBN: 0-688-41978-X

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
609 WUL	T 16018		3/19/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			10/25/2013	

Was Available -- Weeded -- Total Circulations: 4

First steps in ballet (Removed: 1)

Author: Mara, Thalia.

Published: 1955

Call Number	Barcode	Price	Acquired	Removed By
792.8 MAR	00005803	\$15.00	3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			4/13/2012	

Was Available -- Weeded -- Total Circulations: 9

The Golden book of snakes and other reptiles (Removed: 1)

Author: Lindblom, Steven

ISBN: 0-307-65852-X

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
597.96 LIN	T 15834		3/5/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			5/5/2017	

Was Available -- Weeded -- Total Circulations: 21

The Hoboken chicken emergency (Removed: 1)

Author: Pinkwater, Daniel Manus, 1941-

ISBN: 978-1-41692810-2

Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
BOTB PB FIC PIN	T 75629	\$5.99	10/23/2015	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/3/2023	

Was Out for Repairs -- Deleted -- Total Circulations: 16

House sparrows everywhere (Removed: 1)

Author: Arnold, Caroline.

ISBN: 0-87614-696-5

Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
598.87 ARN	00001436		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			5/11/2005	

Was Available -- Weeded -- Total Circulations: 1

1/19/2024 - Copies Removed: 66

How birds live (Removed: 1)

Author: Bremner, Tony.

ISBN: 0-86020-158-9

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
598.25 BRE	00001881		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/6/2008	

Was Available -- Weeded -- Total Circulations: 6

I am a dancer (Removed: 1)

Author: Haney, Lynn.

ISBN: 0-399-20724-4

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
792.8 HAN	00001829		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/16/2017	

Was Available -- Weeded -- Total Circulations: 11

Jetliner : from takeoff to touchdown (Removed: 1)

Author: Chant, Christopher.

ISBN: 0-531-03461-5 (lib. bdg.)

Published: 1982

Call Number	Barcode	Price	Acquired	Removed By
621.43 CHA	00003317		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/28/2021	

Was Available -- Weeded -- Total Circulations: 16

Jewelry (Removed: 1)

Author: Robson, Denny.

ISBN: 0-531-17427-1

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
745.594 ROB	00006105		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			12/21/2011	

Was Available -- Weeded -- Total Circulations: 12

Lasers (Removed: 1)

Author: Johnson, Jim, 1943-

ISBN: 0-8172-1400-3

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
621.36 JOH	00003202		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/28/2018	

Was Available -- Weeded -- Total Circulations: 16

Lasers and holograms (Removed: 1)

Author: Graham, Ian, 1953-

ISBN: 0-531-17264-3 (lib. bdg.)

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
621.36 GRA	00004173		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			12/19/2017	

Was Available -- Weeded -- Total Circulations: 7

1/19/2024 - Copies Removed: 66**Letters From The Sand (Removed: 1)**

Author: United States Post Office

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
769.56 UNI	T 16966		6/16/1999	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/26/2013	

Was Available -- Weeded -- Total Circulations: 16

The living ocean (Removed: 1)

Author: Ormond, Rupert.

ISBN: 0-516-00624-X

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
574.92 ORM	00003274		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/27/2019	

Was Available -- Weeded -- Total Circulations: 21

Making fantastic aliens and spaceships (Removed: 1)

Author: Green, Jen.

ISBN: 0-531-17366-6

Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
745.592 GRE	00001549		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			1/29/2010	

Was Available -- Weeded -- Total Circulations: 8

Moments of courage : bravery under pressure (Removed: 1)

Author: Jennings, Jay.

ISBN: 0-382-24108-8 (lib. bdg.)

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
796.09 JEN	00002006		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			5/3/2004	

Was Available -- Weeded -- Total Circulations: 1

Monkeys : the Japanese macaques (Removed: 1)

Author: Bix, Cynthia Overbeck.

ISBN: 0-8225-1464-8 (lib. bdg.)

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
599.8 OVE	00003248		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/25/2016	

Was Available -- Weeded -- Total Circulations: 24

Naturalist (Removed: 1)

Author: Stidworthy, John, 1943-

ISBN: 0-531-17356-9

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
508 STI	00001393		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method

Was Available -- Weeded -- Total Circulations: 0

1/19/2024 - Copies Removed: 66

Nature Detective: How to Solve Outdoor Mysteries. (Removed: 1)

Author: Docekal, Eileen M.

Call Number	Barcode	Price	Acquired	Removed By
574.078 DOC	00020460	\$7.95	1/9/2003	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
PB NF				

Was Available -- Weeded -- Total Circulations: 0

Nature's great balancing act : in our own backyard (Removed: 1)

Author: Norsgaard, E. Jaediker (Ernestine Jaediker). ISBN: 0-525-65028-8

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
574.5 NOR	00003798		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/8/2005	

Was Available -- Weeded -- Total Circulations: 2

Nicky the nature detective (Removed: 1)

Author: Svedberg, Ulf, 1935-

ISBN: 9-12958786-7

Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
508 SVE	00005540		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method

Was Available -- Weeded -- Total Circulations: 0

A night and day in the desert (Removed: 1)

Author: Dewey, Jennifer.

ISBN: 0-316-18210-9

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
574.9 DEW	00002032		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/24/2004	

Was Available -- Weeded -- Total Circulations: 1

Ocean Life (Removed: 1)

Author: Parker, Steve

ISBN: 0-7858-0418-8

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
574.9 PAR	00020983		1/8/2003	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/15/2012	

Was Available -- Weeded -- Total Circulations: 22

Our wet world : exploring earth's aquatic ecosystems (Removed: 1)

Author: Collard, Sneed B.

ISBN: 0-88106-267-7

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
578.76 COL	T 7664	\$16.95	9/12/2000	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			12/6/2021	

Was Available -- Weeded -- Total Circulations: 8

1/19/2024 - Copies Removed: 66**Pandas of the world (Removed: 1)**

Author: Masui, Mitsuko

ISBN: 0-89346-314-0

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
599.74 MAS	T 16194		4/3/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/28/2021	

Was Available -- Weeded -- Total Circulations: 26

Penguins (Removed: 1)

Author: Johnson, Sylvia A.

ISBN: 0-8225-1453-2

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
598.47 JOH	00001106		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			1/9/2014	

Was Available -- Weeded -- Total Circulations: 20

Penguins (Removed: 1)

Author: Whitlock, Ralph.

ISBN: 0-8172-1078-4

Published: 1977

Call Number	Barcode	Price	Acquired	Removed By
598.47 WHI	00004579		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			4/27/2018	

Was Available -- Weeded -- Total Circulations: 10

The Prehistoric world (Removed: 1)

Author: Warwick Press.

Published: 1975

Call Number	Barcode	Price	Acquired	Removed By
560 PRE	00006058		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/13/2018	

Was Available -- Weeded -- Total Circulations: 31

Pterosaurs, the flying reptiles (Removed: 1)

Author: Sattler, Helen Roney.

ISBN: 0-688-03995-2

Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
567.9 SAT	00020341		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			4/4/2018	

Was Available -- Weeded -- Total Circulations: 10

The rabbit in the fields (Removed: 1)

Author: Coldrey, Jennifer.

ISBN: 1-55532-086-4

Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
599.332 COL	00003492		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/24/2022	

Was Available -- Weeded -- Total Circulations: 8

1/19/2024 - Copies Removed: 66

The Sea World book of penguins (Removed: 1)

Author: Todd, Frank S.

ISBN: 0-15-004040-7

Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
598.47 TOD	00003218		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/8/2017	

Was Available -- Weeded -- Total Circulations: 18

Seals, sea lions, and walruses (Removed: 1)

Author: Rabinowich, Ellen.

ISBN: 0-531-04106-9

Published: 1980

Call Number	Barcode	Price	Acquired	Removed By
599.74 RAB	00003127		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/25/2007	

Was Available -- Weeded -- Total Circulations: 15

Shadow theater : games and projects (Removed: 1)

Author: Bailey, Vanessa.

ISBN: 0-531-17270-8

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
791.5 BAI	00004131		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/14/2023	

Was Available -- Weeded -- Total Circulations: 2

The skeleton book; an inside look at animals, (Removed: 1)

Author: Livaudais, Madeleine.

ISBN: 0-8027-6125-9

Published: 1972

Call Number	Barcode	Price	Acquired	Removed By
596 LIV	00002580		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			5/5/2017	

Was Available -- Weeded -- Total Circulations: 9

Small inventions that make a big difference (Removed: 1)

Author: photographs by Joseph H. Bailey ; art by John Huehnergarth.

ISBN: 0-87044-503-0 (lib. bdg.)

Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
608 SMA	00006084		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/24/2013	

Was Available -- Weeded -- Total Circulations: 7

Snakes (Removed: 1)

Author: Johnson, Sylvia A.

ISBN: 0-8225-1484-2 (lib. bdg.)

Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
597.96 JOH	00003545		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/15/2018	

Was Available -- Weeded -- Total Circulations: 27

1/19/2024 - Copies Removed: 66**Snakes (Removed: 1)**

Author: Robson, Denny.

ISBN: 0-531-17355-0

Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
597.96 ROB	00001455		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			2/4/2013	

Was Available -- Weeded -- Total Circulations: 21

Songbirds : based on the television series, Wild, wild world of animals (Removed: 1)

Author: Earnest, Don, 1938-

ISBN: 0-913948-18-7

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
598.2 EAR	00002968		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			11/22/2013	

Was Available -- Weeded -- Total Circulations: 7

Spotted owl : bird of the ancient forest (Removed: 1)

Author: Guiberson, Brenda Z.

ISBN: 0-8050-3261-4 (acid-free paper)

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
598.9 GUI	T 15892		3/10/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			12/7/2017	

Was Available -- Weeded -- Total Circulations: 7

Stokes bird feeder book : the complete guide to attracting, identifying, a (Removed: 1)

Author: Stokes, Donald W.

ISBN: 0-316-81733-3 (pbk.)

Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
598 STO	T 24680	\$9.95	5/19/2010	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method

Was Available -- Weeded -- Total Circulations: 0

Surtsey : the newest place on Earth (Removed: 1)

Author: Lasky, Kathryn.

ISBN: 1-56282-301-9 (lib. bdg.)

Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
508.491 LAS	T 6776	\$15.89	4/18/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/16/2002	

Was Available -- Weeded -- Total Circulations: 3

Telescopes (Removed: 1)

Author: Bender, Lionel.

ISBN: 0-531-17265-1

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
522 BEN	00001399		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			9/10/2003	

Was Available -- Weeded -- Total Circulations: 2

1/19/2024 - Copies Removed: 66**Television and video (Removed: 1)**

Author: Graham, Ian, 1953-

ISBN: 0-531-17281-3 (lib. bdg.)

Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
621.388 GRA	00002002		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			1/31/2019	

Was Available -- Weeded -- Total Circulations: 6

Tundra swans (Removed: 1)

Author: Lavies, Bianca.

ISBN: 0-525-45273-7

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
598.41 LAV	T 15718		2/25/1998	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			3/27/2017	

Was Available -- Weeded -- Total Circulations: 2

Vultures (Removed: 1)

Author: Stone, Lynn M.

ISBN: 0-87614-768-6

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
598.91 STO	00001604		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			1/21/2005	

Was Available -- Weeded -- Total Circulations: 3

The war with Grandpa (Removed: 1)

Author: Smith, Robert Kimmel.

ISBN: 0-440-49276-9

Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
BOTB PB FIC SMI	T 75160		2/5/2015	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			12/18/2023	

Was Out for Repairs -- Deleted -- Total Circulations: 19

Weird and wacky inventions (Removed: 1)

Author: Murphy, Jim, 1947-

ISBN: 0-517-53318-9

Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
608 MUR	00002929		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			5/25/2016	

Was Available -- Weeded -- Total Circulations: 4

Wetlands (Removed: 1)

Author: Matthews, Downs.

Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
574.52 MAT	00006062		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			1/10/2022	

Was Available -- Weeded -- Total Circulations: 8

1/19/2024 - Copies Removed: 66

Whales (Removed: 1)

Author: Bright, Michael.

ISBN: 0-8317-9408-9

Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
599.5 BRI	00005436		3/14/1997	scdaly
Sublocation	Reason	Funding Source	Last Circ.	Disposal Method
			12/12/2005	

Was Available -- Weeded -- Total Circulations: 8

Deleted: 5, Transferred: 0, Weeded: 151