

## HINGHAM SCHOOL COMMITTEE

Planning Session

September 17, 2022 at 8:30 AM

### MEETING MINUTES

Call to Order: The meeting was called to order at 8:31 AM by Michelle Ayer.

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

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

Members of the Advisory Committee present included: Vice-Chair Nancy MacDonald, Lyndsey Kruzer

Also present: Select Board member Chair Bill Ramsey

Visitors Present: There were no members of the public present.

#### **Report on staffing audit**

Dr. Adams shared the information from the FY23 staffing audit that represents the current status of the school staffing. The purpose of the staffing audit was to document and review the allocation of staff across the schools and levels and use that information to help inform the FY24 budget planning process.

#### **School Committee goals and priorities for the 2022-2023 school year**

The School Committee discussed developing goals and priorities for the full committee and each subcommittee.

#### **Review and update School Committee operating policies**

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

On a motion by Nes Correnti and seconded by Jen Benham

It was voted: To adopt the School Committee Operating Protocols for the 2022-2023 School Year

Michelle Ayer – aye

Nes Correnti – aye

Jen Benham- aye

Kerry Ni- aye

Tim Dempsey – aye

Matt Cosman - aye

Alyson Anderson – aye

**Elect a delegate for the annual MASC conference**

On a motion by Michelle Ayer and seconded by Nes Correnti

It was voted: To nominated Kerry Ni to serve as the committee's delegate for the annual MASC conference

Michelle Ayer – aye

Nes Correnti – aye

Jen Benham- aye

Kerry Ni- aye

Tim Dempsey – aye

Matt Cosman - aye

Alyson Anderson – aye

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

There were none

**Adjourn**

On a motion by Nes Correnti and seconded by Jen Benham

It was voted: To adjourn at 11:28 AM

Michelle Ayer – aye

Nes Correnti – aye

Jen Benham- aye

Kerry Ni- aye

Tim Dempsey – aye

Matt Cosman - aye

Alyson Anderson – aye

Respectfully Submitted By:

Jen Benham

Documents Included:

 09.17.2022 Saturday workshop Agenda.pdf 

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 2021-2022 SC Operating Protocols.pdf 

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 Staffing Audit (1).pdf 

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 Staffing Audit Presentation.pdf 

**HINGHAM SCHOOL COMMITTEE**  
**October 24, 2022 at 7:00 PM**  
**Meeting Minutes**

School Committee Chair Michelle Ayer was participating remotely and read the statement regarding remote meetings. Chair Ayer informed the committee that if they lost remote connection during the meeting, then Committee member Kerry Ni would conduct the meeting.

The meeting was called to order at 7:00 PM by Kerry Ni.

**School Committee members present:** Secretary Jen Benham, Kerry Ni, Tim Dempsey, Alyson Anderson

**School Committee members participating remotely:** Chair Michelle Ayer and Vice-Chair Nes Correnti

**School Committee members absent:** Matt Cosman was absent at the beginning of the meeting and joined to participate remotely at 8:14 PM.

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

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

Also present: Executive Assistant Sherry Robertson, and Student Advisory Representative Nathan Tesler

**Visitors present:** Phaedre Sassano, June Gustafson, Jacqueline Beaupre, Amy Jackson

Remote Visitors: There were approximately 9 people participating remotely.

Michelle Ayer read the following statement for those participating by zoom. This meeting is being offered remotely as an alternate means of public access pursuant to an Order issued by the Governor of Massachusetts dated March 12, 2020 Suspending Certain Provisions of the Open Meeting Law. Attendees were advised that the meeting and all communications during the meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law.

Any participant who wished to record the meeting was asked to notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording. Chair Ayer advised that the Harbor Media was recording the session. No other participants indicated that they would be recording the meeting.

**Approval of minutes**

- On a motion by Jen Benham and seconded by Kerry Ni  
It was **voted** to approve the minutes of the School Committee meeting held on October 11, 2022

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

## **Questions and Comments**

There were no public questions or comments at this time.

## **Superintendent's Report**

Dr. Adams reported on several news items in the district which included:

- The Hingham Public Schools Fine Arts Department announced that there will be an 83-student production of The Music Man this December.
- The Hingham High School Unified Sports Programs Received a National Banner of Recognition from the Special Olympics.

## **METCO Update**

Dr. Adams introduced METCO Director Amy Jackson who reported that there are 45 students in the district's METCO program, and that she hopes to petition as part of the FY24 METCO grant to increase the number of students next year. She stated that there is now a late bus provided for those students who wish to participate in after school extracurricular activities. She shared her visions for the program, and upcoming workshops for families. Ms. Jackson stated that there will be upcoming workshops that will be provided to students, and that the first one will be focused on internet safety.

At this time, some attendees viewing the meeting on Zoom indicated that there were some technical difficulties with the audio and after trying to make some adjustments with the microphones, Amy Jackson repeated her report from the beginning.

## **Preliminary Budget Calendar FY 24**

Dr. Adams noted the proposed budget meeting calendar that is in the meeting packet which contains the dates of the budget hearings and presentations leading up to the Spring Town Meeting 2023.

## **FY 22 Budget Final Summary Update**

Director of Business and Support Services Aisha Oppong noted the final FY22 Final Budget to Actual Explanations summary in the meeting packet and stated that the Finance/Capital & Facilities Subcommittee has reviewed it as well.

## **South Shore Educational Collaborative Update**

Dr. Adams stated that she recently attended a meeting of the South Shore Educational Collaborative Board of Directors and they reviewed the FY22 financial report and looked at the FY23 budget information which is in the meeting packet.

## **Special Education Increase Out of District**

Dr. Adams noted the information in the packet received from the state's Operational Services Division which indicates an analysis showing an estimated 14% rate of inflation for FY24.

## **Communications**

### **Communications Received by the Superintendent**

Dr. Adams had no further communications to report at this time.

### **Student Communications**

Student Representative Nathan Tesler reported that the Student Advisory Committee has assigned a member as a liaison for each school to take the opportunity to get younger students' perspectives. He also stated that the Student Advisory Committee has been working to spread awareness among students about participation in the Special Town Meeting, if they are eligible to vote.

### **Other Communications**

none

### **Unfinished Business**

none

### **New Business**

#### **Proposed student trip to NY in March 2023**

Hingham High School teacher Phaedre Sassano presented a proposed overnight field trip to NYC. The trip is being offered to music students in grades 9-12. The trip involves attending concert programs at Lincoln Center and the New York Philharmonic, as well as student and faculty performances at Julliard. The trip will take place March 30<sup>th</sup>-April 2<sup>nd</sup>, 2023 via motor coach with a total of 18 students and 3 chaperones. Ms. Sassano provided information regarding costs, trip insurance, and financial aid.

- On a motion by Jen Benham and seconded by Kerry Ni  
It was **voted** to approve the student trip to New York City in March of 2023

Michelle Ayer – aye

Jen Benham – aye

Nes Correnti - aye

Tim Dempsey – aye

Kerry Ni – aye

Alyson Anderson – aye

#### **Program Review Process**

Interim Assistant Superintendent Kathryn Roberts explained that the program review process is a multi-year, systemic cycle of improvement. She gave an overview of the program review phases and explained that each review is a two-year process. Ms. Roberts also noted that the meeting packet contained a proposed curriculum program review schedule.

#### **Renaming the Curriculum Subcommittee**

Chair of the Curriculum Subcommittee Tim Dempsey gave a brief background, noting that the Curriculum Subcommittee was new last year, and the committee felt that the name does not explain what they do, as they are not focused on classrooms. He proposed a name change to the Educational Programming Committee.

- On a motion by Tim Dempsey and seconded by Alyson Anderson  
It was **voted** to approve the name change of the Curriculum Subcommittee to now be known as The Education Programming Committee

Michelle Ayer – aye

Jen Benham – aye

Nes Correnti - aye

Tim Dempsey – aye

Kerry Ni – aye

Alyson Anderson – aye

#### **2022 Proposed (MASC) Resolutions**

Kerry Ni read the descriptions of each of the 2022 proposed Massachusetts Association of School Committees (MASC) Resolutions and the Committee voted on whether to support each one.

- On a motion by Kerry Ni and seconded by Jen Benham  
It was **voted**: To vote in support of resolution #1 as proposed by the MASC Board of Directors related to sanctuary laws for transgender students

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

- On a motion by Kerry Ni and seconded by Jen Benham  
It was **voted**: To vote in support of resolution #2 related to the increasing of the maximum balance allowed by the Special Education reserve fund

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

- On a motion by Kerry Ni and seconded by Jen Benham  
It was **voted**: To vote in support of resolution #3 related to membership of the Board of Elementary and Secondary Education

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

- On a motion by Kerry Ni and seconded by Jen Benham  
It was **voted**: To vote in support of resolution #4 related to preserving local governance of Massachusetts schools

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

- On a motion by Kerry Ni and seconded by Jen Benham  
It was **voted**: To vote in support of resolution #5 related to personal financial literacy education

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

Alyson Anderson – aye

Committee member Matt Cosman joined remotely at this time (8:14PM).

The Committee discussed resolution #6 which related to a regional school assessment reserve fund, and agreed that since Hingham did not belong to a regional district they would not vote against nor in favor of the resolution.

- On a motion by Kerry Ni and seconded by Jen Benham  
It was **voted**: To vote **No Action** with regard to resolution #6 which is related to the establishment of a regional school assessment reserve fund

Michelle Ayer – aye

Jen Benham – aye

Nes Correnti - aye

Tim Dempsey – aye

Kerry Ni – aye

Alyson Anderson – aye

Matt Cosman - aye

### **FY 23 Connecting Activities Grant**

Dr. Adams reviewed the information about the grant from the South Shore MassHire South Shore Workforce Board. Dr. Adams stated that the grant is for \$7,000 and is funded by the Massachusetts Department of Elementary and Secondary Education. She stated that activities funded include career development education, a job fair and career exploration event, as well as a community service day.

- On a motion by Jen Benham and seconded by Kerry Ni  
It was **voted** to approve the partnership between the Hingham Public Schools and the City of Quincy/South Shore MassHire South Shore Workforce Board and accept the \$7,000 grant

Michelle Ayer – aye

Jen Benham – aye

Nes Correnti - aye

Tim Dempsey – aye

Kerry Ni – aye

Alyson Anderson – aye

Matt Cosman - aye

### **METCO Grant**

Dr. Adams stated that the Hingham Public Schools has been awarded three mini-grants for \$1,800, \$1,500, and \$1,000 provided by METCO Headquarters and that the grants will provide culturally-oriented school performing arts activities through Dialogues on Diversity.

- On a motion by Jen Benham and seconded by Kerry Ni  
It was **voted** to accept all three grants from METCO

Michelle Ayer – aye

Jen Benham – aye

Nes Correnti - aye

Tim Dempsey – aye

Kerry Ni – aye

Alyson Anderson – aye

Matt Cosman - aye

### **Declaration of Surplus**

Director of Business and Support Services Aisha Oppong explained that the school librarians are working their way through materials that are no longer in use and the list in the packet is of books and cassettes that are out of circulation, or damaged. Dr. Adams noted that some of these books listed are almost 20 years old.

- On a motion by Jen Benham and seconded by Kerry Ni  
It was **voted** to declare as surplus the High School Library titles listed and to authorize the Director of Business and Support Services to dispose of the books and cassettes at the least cost to Hingham.

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

### **Subcommittee and Project Reports/Warrants Signed**

- Matt Cosman reported that the East Elementary School Council recently held its first meeting and the focus was on drafting a School Improvement Plan
- Alyson Anderson reported that the Hingham Arts Alliance had its annual Arts Walk this past weekend, and noted that the drama department has an upcoming performance of The Music Man. She also reported that the Plymouth River Elementary School Council has a meeting this week.
- Tim Dempsey reported that there is a SEPAC event this week at the Library which is a conversation with a guest speaker about Dyslexia. He also reported that the Special Education Subcommittee will be meeting on October 27<sup>th</sup> and that the Hingham Education Foundation had a successful event at the Paragon Boardwalk and will be having its Spelling Bee on November 6<sup>th</sup>.
- Kerry Ni reported that the Salary and Negotiations Subcommittee is meeting on October 26<sup>th</sup> and on November 1<sup>st</sup>. She also reported that the Middle School Council will be scheduling a meeting soon.
- Jen Benham reported that she attended the South School PTO meeting last week and will be attending the South School Council meeting on October 26<sup>th</sup>.
- Nes Correnti reported that there are warrants in the packet. She also reported that the Foster Elementary School Council will be meeting this week.
- Michelle Ayer reported that the High School Council met last week. She also encouraged the community to attend the upcoming Special Town Meeting.

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

none

- On a motion by Jen Benham and seconded by Kerry Ni  
It was voted: To adjourn at 8:44PM

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

Respectfully Submitted By: Jen Benham

## Documents Included:

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 2.1 Minutes of the School Committee Meeting held on October 11, 2022.pdf 

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 10.24.2022 Agenda.pdf 

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 Item 4.0 HPS Fine Arts Department presents an 83-student production, The Music Man - Press Release.pdf

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 Item 4.0 Unified Sports PR.pdf 

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 Item 4.1 METCO School Committee .pdf 

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 Item 4.2 Budget Calendar FY24.pdf 

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 Item 4.3 Final Summary FY22 - Budget to Actual - Discussion Document.pdf 

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 Item 4.3 Summary Final FY22 Budget to Actual.pdf 

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 Item 4.4 SSEC Update to SC.pdf 

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 Item 4.5 CIF\_MemoFY24.pdf 

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 Item 7.1 proposed student trip to NY March 2023.pdf 

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 Item 7.2 HPS--Suggested Protocol for Program Review.pdf 

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 Item 7.4 MASC\_2022\_Resolutions-Report.pdf 

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 Item 7.5 FY23 Connecting Activities Hingham Contract - Unsigned.pdf 

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 Item 7.6 METCO Grant School Committee .pdf 

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 Item 7.7 Surplus - Library Material -10-24-22.pdf 

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 Item 7.7 WeedingLogReportfrom - HS - 10-24-22.pdf 

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 Item 8 warrants.pdf 

**HINGHAM SCHOOL COMMITTEE**  
**November 14, 2022 at 7:00 PM**  
**North Hearing Room 3<sup>rd</sup> Floor**  
**Town Hall**  
**210 Central Street**  
**Hingham, MA 02043**

**or Remote via Zoom**

Dial-in number: 1-929-205-6099

Meeting ID: 857 6891 3629

Passcode: 454336

Website: <https://zoom.us/join>

**MEETING AGENDA**

1. Call to Order

2. Approval of minutes

2.1 Minutes of the School Committee meeting held on September 24, 2022

2.2 Minutes of the School Committee meeting held on October 24, 2022

3. Questions and Comments

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

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

4. Superintendent's Report

4.1 MSBA Pause for Accelerated Building Repairs

4.2 Out of District Special Education Tuition Costs

4.3 Professional Development Course Catalog

5. Communications
  - 5.1 Communications Received by the Superintendent
  - 5.2 Student Communications
  - 5.3 Other Communications
  
6. Unfinished Business
  
7. New Business
  - 7.1 To discuss KIA elementary strings pilot and act as appropriate
  - 7.2 To discuss KIA PreK Foster Spanish Immersion and act as appropriate
  - 7.3 To discuss South School Improvement Plan and act as appropriate
  - 7.4 To discuss Plymouth River School Improvement Plan and act as appropriate
  - 7.5 To discuss the 2022 MCAS data
  - 7.6 To hear a First Quarter Financial Update
  - 7.7 To receive an update on the MASC Conference
  
8. Subcommittee and Project Reports  
Warrants Signed
  
9. Other items as may not reasonably be known 48 hours in advance of the meeting
  
10. Adjourn

Next School Committee Meetings:  
November 28, 2022 at 7:00 PM  
December 12, 2022 at 7:00 PM

This meeting is being offered remotely as an alternate means of public access pursuant to Chapter 107 of the Acts of 2022 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

## **Hingham Middle School Celebrates One Book, One School Day with Varsha Bajaj**

Friday, November 4, 2022 - Hingham Middle School (HMS) is thrilled to announce the celebration of One Book, One School Day. This year's book *Count Me In*, by Varsha Bajaj, was assigned as summer reading to all middle school students. The author's visit was funded by a grant provided by the Hingham Education Foundation.

The celebrated author visited Hingham and offered thought-provoking perspectives to students as well as inspiration to young readers and writers. Bajaj smoothly transitioned from what inspired her as a young reader into asking the same of Hingham students. The presentation elicited thoughtful questions from students for the author such as how long it takes to write a book or what inspired the colors of the cover.

The event was a culmination of the One Book, One School initiative that began with students and staff reading Varsha Bajaj's book, *Count Me In*. *Count Me In* is a compelling story about standing up for what is right, social change, and activism. This contemporary novel tells the story of an Indian-American seventh-grader who sees the effects of a racist incident in her life and realizes she can't just passively stand by. By using her own gifts and talents, she works to help her community (and the reader) to understand our world is better when we embrace diversity and stand united. As Bajaj stated in her presentations, "Books cross boundaries." The committee selected this novel to "help students see that they can make a difference in their community and the lives of others through their actions. We feel it not only compliments the district-wide theme of Hingham Together, but also empowers students to stand up for what is right," said Hingham Middle School staff, Melissa Goldman and Lauren Ciocca.

One Book, One School has been a tradition at HMS since 2016. Through the years, students have read books about the water situation in South Sudan, the state of our oceans, the refugee crisis, appreciation of our unique qualities, and 9/11. In selecting books, the committee looks to expand students' knowledge of the world, build empathy, and empower students to make a difference. On the first half day of the school year, students and staff participate in a day of learning focused on the themes of the selected books. Throughout the school year, the book becomes a touchstone for in-class discussions and extra-curricular events. For more information about previous selections, please see the [HMS One Book One School website](#).



# Massachusetts School Building Authority

**Deborah B. Goldberg**  
*Chairman, State Treasurer*

**James A. MacDonald**  
*Chief Executive Officer*

**John K. McCarthy**  
*Executive Director / Deputy CEO*

**November 2, 2022**  
**FOR IMMEDIATE RELEASE**

**CONTACT: Matt Donovan**  
**(617)720-4466**

## **Board of Directors Vote to Pause the 2023 Accelerated Repair Program**

BOSTON—The Massachusetts School Building Authority (“MSBA”) Board of Directors, at the October 26<sup>th</sup> meeting, reviewed and supported a staff recommendation to temporarily pause the MSBA’s Accelerated Repair Program (the “ARP”) and not accept ARP Statements of Interest (“SOIs”) in 2023. The ARP provides funding for the repair or replacement of roofs, windows, and boilers in schools that are otherwise structurally, functionally, and educationally sound.

The action to temporarily pause the ARP provides additional space in the MSBA’s Annual Project Approval Cap, which could be used to offset a portion of increases in certain funding limits for the MSBA’s Core Program, while minimizing the reduction in invitations to the MSBA’s grant program.

The Board vote to temporarily pause the ARP does not apply to the MSBA’s Core Program, and the 2023 SOI opening for the Core Program is planned for January 2023. This vote also does not apply to ARP projects that have already been invited into the MSBA’s grant program, including ARP invitations that were approved by the Board of Directors at the October 26, 2022 meeting.

The unanticipated market volatility and supply chain issues have significantly affected project bid results. The 2022 bids by Districts with Core Program projects show that five of the 16 projects that have reported bid results to the MSBA, received bids in excess of budget estimates. Ten of the 16 projects have obtained, or are preparing to seek, additional funding through an additional appropriation or the use of American Rescue Plan Act funding. To date, five projects that are in the bidding phase have received approval for additional project funding, and one project funding vote failed at Town meeting.

ARP projects have a similar history of bid results with projects now estimating unit prices in excess of MSBA funding limits, such as roofing estimated in excess of \$50/sf with the MSBA funding limit at \$35/sf. Additionally, staff shortages at the district level and for consultants have led to delays in processing the current projects within the ARP timelines. Higher costs have resulted in some districts withdrawing their SOIs. In addition, supply chain issues have affected construction schedules intended to be timed for completion during the summer when the building is unoccupied.

As a result, the MSBA staff has been and will continue to review potential changes to the funding policies for Core Program districts, including a review of the reimbursable construction cost per square foot amount. The potential changes could apply to districts that have not yet received Project Scope and Budget approval as of the December 21, 2022 Board of Directors meeting.



THE COMMONWEALTH OF MASSACHUSETTS  
Executive Office for Administration and Finance  
**OPERATIONAL SERVICES DIVISION**

One Ashburton Place, Suite 1017  
Boston, MA 02108-1552

**OPERATIONAL SERVICES DIVISION**

Gary J. Lambert  
Assistant Secretary for Operational Services

Charles D. Baker  
Governor

Karyn E. Polito  
Lieutenant Governor

Michael J. Heffernan  
Secretary

To: Michael J Heffernan, Secretary  
Executive Office for Administration and Finance  
Commonwealth Superintendents  
From: Gary J. Lambert, Assistant Secretary for Operational Services  
Operational Services Division  
Date: October 1, 2022  
Re: **Estimated Rate of Inflation for Fiscal Year 2024**

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The Operational Services Division is required by M.G.L. Chapter 7, Section 22N, to submit an "estimated rate of inflation for social service programs" to the Secretary of the Executive Office for Administration and Finance by October 1<sup>st</sup> of each year for consideration in preparation of the Governor's annual budget recommendation.

The Operational Services Division is also required by the above statute to notify Commonwealth Superintendents of this estimated rate of inflation for their use in planning for increases to Approved Private Special Education programs.

Attached is the Operational Services Division's analysis which results in an estimated rate of inflation of 14% for Fiscal Year 2024.

Should you or your staff require further information regarding the estimated rate of inflation, please contact Jacqueline Brown at (617) 720-3371.

cc: Catharine Hornby, Undersecretary, Executive Office for Administration and Finance  
Bran Shim, Assistant Secretary for the Budget and Fiscal Operations, Executive Office for Administration and Finance  
James Cowdell, Chief of Staff, Executive Office for Administration and Finance  
Olivia Graham, Chief Financial Officer





EXECUTIVE OFFICE FOR ADMINISTRATION AND FINANCE  
OPERATIONAL SERVICES DIVISION

ESTIMATED RATE OF INFLATION - FISCAL YEAR 2024

October 1, 2022

OPERATIONAL SERVICES DIVISION

COMPONENT	PERCENTAGE OF TOTAL EXPENSES	FACTOR	SOURCE	REFERENCE	ADJUSTED PERCENTAGE
PERSONNEL	48.94%	1.047	ECI	NORTHEAST	51.24%
PAYROLL TAX	4.47%	1.050	ECI	SERVICE OCCUPATIONS	4.69%
FRINGE BENEFITS	6.46%	1.050	ECI	SERVICE OCCUPATIONS	6.78%
OCCUPANCY	6.67%	1.054	CPI	BOSTON	7.03%
DIRECT CARE CONSULTANT	1.99%	1.047	ECI	NORTHEAST	2.08%
TEMPORARY HELP	0.10%	1.047	ECI	NORTHEAST	0.10%
CLIENTS & CAREGIVERS REIM.	4.36%	1.000	Note 1		4.36%
SUBCONTRACTED DIRECT CARE	7.55%	1.047	ECI	NORTHEAST	7.90%
STAFF TRAINING	0.16%	1.047	ECI	NORTHEAST	0.17%
STAFF MILEAGE/TRAVEL	0.24%	1.175	CPI	BOSTON	0.28%
MEALS	1.64%	1.065	CPI	BOSTON	1.75%
CLIENT TRANSPORTATION	1.12%	1.175	CPI	BOSTON	1.31%
INCID. MEDICAL/MEDICINE/PHAR.	0.25%	1.035	CPI	BOSTON	0.26%
CLIENT PERSONAL ALLOWANCES	0.20%	1.000	Note 1		0.20%
PROVISION MAT. GOODS/SVS./BEN.	2.22%	1.000	Note 1		2.22%
DIRECT CLIENT WAGES	0.09%	1.000	Note 1		0.09%
OTHER COMM. PROD/SVS.	0.04%	1.000	Note 1		0.04%
PROG. SUPPLIES/MATERIALS	1.26%	1.146	CPI	BOSTON	1.45%
OTHER EXPENSE	0.52%	1.080	CPI	BOSTON	0.56%
TOTAL DIRECT ADMIN EXP. (PROG.)	2.29%	1.080	CPI	BOSTON	2.47%
ADMINISTRATION	9.45%	1.080	CPI	BOSTON	10.20%
<b>TOTAL</b>	<b>100.00%</b>				<b>105.18%</b>

**Note 1:**  
Inflation is not applicable for "pass through" items.

**Percentage of Total Expenses:**  
The Percentage of Total Expenses is based on FY 2021 Uniform Financial Report data.

**Sources:**  
ECI: The Employment Cost Index represents a 12 month average change to 6/30/21.  
CPI: The Consumer Price Index represents a 12 month average change to 7/31/21.

Workforce Stability Factor  
8.82%  
14.00%



October 25, 2022

## **Special Education Private Schools in Massachusetts Receive a 14% Hike in Tuition Rates for FY24; Local Towns and Schools Districts Will Pay for the Increase.**

### **FAQ**

- **What is the most recent update about state approved private special education tuitions for FY24?**

The Operational Services Division (OSD) of the Commonwealth of Massachusetts Executive Office for Administration and Finance has set a 14% inflation factor for M.G.L. approved private special education program tuitions for purchase by cities and towns, beginning July 1, 2023 (FY24).

- **What is the OSD and what authority do they have to set tuition rates?**

The OSD is an executive branch agency of the Commonwealth of Massachusetts. The agency falls under the Executive Office for Administration and Finance, and has a variety of responsibilities, including setting tuition prices for more than 200 approved special education programs in approximately 100 private schools. These schools accommodate students with needs that cannot be met by their current school district. OSD also sets prices for services not included in tuition, such as one-to-one aides.

The OSD is required by M.G.L. Chapter 7, Section 22N, to submit an "estimated rate of inflation for social service programs," including MGL Ch. 71B approved private school programs to the Secretary of the Executive Office for Administration and Finance by October 1st of each year for consideration in preparation of the Governor's annual budget recommendation.

The OSD is also required by the above statute to notify Commonwealth Superintendents of this estimated rate of inflation for their use in planning for increases to Approved Private Special Education programs.

- **What is the OSD's recent determination?**

The estimated rate of inflation for FY 2023/24 has been set at **14.0%**, and consists of two components: a 5.18% cost of living adjustment (COLA) and an 8.82% "Workforce Stability Factor."

- **What expenditures does the OSD rate increase apply to?**

Per 808 CMB 1.06, the rate increase applies to MGL Ch. 71B approved private school programs in Massachusetts, as well as to private schools that are located outside of the Commonwealth in states where there is no established state rate or price setting mechanism. The OSD also sets prices for services not included in tuition, such as one-to-one aides.

- **Is the OSD's October 1 estimate final, or just preliminary?**

This is unclear. The Governor's proposed FY24 budget must include an increase such as the one determined by OSD, but it is unclear if such a steep and unprecedented tuition hike will make it into the budget, especially during a transition year.

- **Doesn't the statute governing the work of the OSD include language that price increases must be fair to both the school district and the provider of services?**

Absolutely. MGL Chapter 7, Section 22N states explicitly: "The bureau (OSD) shall have the responsibility for prescribing the methods to be used in determining the prices to be reimbursed to providers of special education programs by governmental units. The methods prescribed by the division in determining prices shall incorporate cost containment standards and shall be fair to both governmental units and providers."

The OSD's determination is unfair and unreasonable.

- **What are the historical OSD increases for MGL Ch. 71B approved private school programs?**

From FY'11 through FY'23, the average tuition increase was 1.87% with a low of 0.75% (FY'11) to a high of 2.72% (FY'21).

Historical OSD Inflation Figures (October 1 Memo)

FY'11	0.75%
FY'12	1.69%
FY'13	2.13%
FY'14	1.80%
FY'15	1.53%
FY'16	1.40%

FY'17	1.83%
FY'18	1.15%
FY'19	2.33%
FY'20	1.63%
FY'21	2.72%
FY'22	2.26%
FY'23	2.54%
FY'24	14.00%*

\*(5.18% COLA & 8.82% "Workforce Stability Factor")

- **What is the 'workforce stabilization factor?'**

The "workforce stabilization factor," which is included in the OSD's FY24 rate calculation, is intended to mitigate a 'fiscal cliff' created by the cessation on 6/30/23 of supplemental funding provided to private schools in FY22 and FY23 to assist with recruitment, hiring and retention of qualified staff. This supplemental funding includes:

- FY22 EAASES Workforce Grants	\$79,722,544
- FY22 EAASES II Workforce Grants	\$20,000,000
- FY23 EAASES Workforce Grants	\$136,550,720

The FY23 EAASES Workforce Grants are described at the following link, which clarifies that "[a]pproximately \$140M in state funding has been made available for this program based on a 14% increase in the OSD-approved price for students in each program..."

<https://www.doe.mass.edu/federalgrants/esser/eaases/>.

- **What is the estimated total cost of the OSD rate increase, statewide?**

A conservative estimate of the fiscal impact of the OSD calculation is a whopping \$92,807,590.

This amount represents 14% of FY21 school district expenditures on in-state private school tuitions (function code 9300), or \$662,911,356 - the most recent data available from DESE. Of course, the actual cost to districts is likely to be higher, to account for three additional years of inflation (since FY21) and the fact that OSD rates apply not only to private school programs located within Mass (function code 9300), but to out of state schools (function code 9200) in states where there is no established state rate or price setting mechanism, and to the cost of services not included in tuition, such as one-to-one aides.

The impact on each district will vary, but is expected to be a significant budgetary increase for all.

- **When does the OSD rate increase go into effect?**

The 14% rate increase would go into effect for FY 2023/24, funded by local appropriations from cities and towns. If approved, school districts would need to obtain sufficient appropriation from their cities and towns to cover the 14% increase in FY24.

- **Will Circuit Breaker reimburse the cost of this increase in FY24?**

No. The payments to private schools would not be reimbursed until FY25.

- **Is the current, statewide Circuit Breaker appropriation sufficient to cover the anticipated cost of the OSD increase in FY25?**

No. It is highly unlikely that the current appropriation would be sufficient to cover the cost of the OSD increase, while holding districts harmless at the current reimbursement rate.

For context, the current year state-wide appropriation for Circuit Breaker is \$441,031,605. The \$92.8 million estimated cost of the OSD rate increase represents a full 21% of the entire state-wide appropriation. Without significant additional state appropriation for this line item, the OSD increase would surely crowd out the reimbursement of existing instructional and/or transportation expenditures.

In addition, nearly all of the Circuit Breaker appropriation is expended each year to reimburse instructional costs, tuition and transportation claims. In FY22, 99% of the statewide appropriation was spent on reimbursements to districts, compared to 94% in FY21 and 93% in FY20. At these expenditure levels, there is little to no surplus appropriation remaining to cover the increase.

An extraordinary increase in the cost of tuition would certainly diminish the amount of money that each district receives, further diminishing its effect on mitigating the financial burden to each district.

- **Are the additional Circuit Breaker funds promised by SOA sufficient to offset the OSD increase?**

Under the Student Opportunity Act (SOA), districts are expected to receive additional Circuit Breaker reimbursement to cover the cost of out-of-district transportation expenses, phased in as follows: 25% of FY21 claims (paid in FY22), 50% in FY22, 75% in FY23 and 100% in FY24.

It is possible that the amount of additional reimbursement for out-of-district transportation will be adequate to reimburse districts for the OSD increase, once this reimbursement is fully phased-in. Based on FY22 Circuit Breaker reimbursement data provided by DESE, the imputed value of out-of-district transportation expenses claimed in FY21 was about \$105 Million, which is roughly equivalent to the estimated cost of the OSD increase. (In FY22, DESE reimbursed 75% of eligible FY21 transportation claims totaling \$26,221,3561. Since only 25% of total out-of-district transportation expenses were eligible to be claimed for FY21, it follows that the total value of out-of-district transportation costs incurred in FY21 was approximately \$105 Million.) If this experience is representative of future year claims, it is possible that the additional revenue provided by SOA will be adequate to reimburse districts for the OSD increase, once this reimbursement is fully phased-in.

However, re-allocating the SOA funds to support the OSD increase will have the effect of eliminating the forward progress made under the Act to reimburse districts for these transportation expenses. A recent report issued by State Auditor Suzanne M. Bump entitled "Fulfilling the Promise of Local Aid by Strengthening State-Local Partnerships," highlights pupil transportation as an under-funded service area, and calls for the state to continue to meet the financial commitments of SOA with respect to Circuit Breaker reimbursement for out-of-district transportation.

- **Can districts apply for Extraordinary "Pothole" Relief in FY24 to offset the impact of the OSD cost increase?**

Maybe. Districts are eligible to request emergency 'pothole' relief in the current year, when claimable special education costs exceed 125% of the previous year's claimed costs. Unfortunately, the source of the pothole funding is the same statewide appropriation for Circuit Breaker, which will now be stretched even further, given the extraordinary OSD increase. In addition, districts will not qualify for extraordinary relief given the 14% OSD rate increase alone; other tuition increases would be necessary to meet the 125% eligibility threshold.

- **Are private special education schools offering signing bonuses?**

Some are offering signing bonuses of up to \$10,000 to recruit staff. Check out the Massachusetts Association of Approved Special Education Schools (MAAPS) website: <https://maaps.org/jobs/>. Most local districts simply do not have the financial resources to offer such bonuses and asking for a 14% rate hike to help support these kinds of recruitment strategies would be untenable. Additionally, school districts and private schools often compete for the same pool of qualified personnel, further complicating recruitment in public schools.

- **Is some additional level of funding appropriate for private special education schools?**

Yes, it is fair and reasonable for OSD to propose a rate hike that may even go beyond what it has historically provided (i.e., an average 1.87% over the last 13 fiscal years), especially given inflationary and workforce pressures all schools, public and private, are facing.

All schools are struggling to fill positions to serve special education students. It's an incredibly tight and unpredictable labor market, and it is reasonable to provide some increase to help obtain and retain qualified staff.

But local school districts do not have the ability to impose a 8.82% "workforce stability" salary increase on the local community and taxpayers. OSD should consider a phased-in rate increase over the next several years as a way to help local districts plan for and anticipate fair, reasonable, and sustainable private special education tuition increases that will not adversely impact educational programs and students, including in district special education students, in local districts.

- **What can we do to mitigate the impact of the OSD determination?**

Cities and Towns should immediately advocate for:

1. Fiscal relief in FY24, the year in which the OSD increase will take effect. This fiscal relief could take the form of additional, one-time state funds for districts that could offset the impact of this extraordinary increase on city and town budgets.
2. A three-year, phased implementation of the workforce stability factor increase. A phased approach is needed to help school districts and private education schools achieve sustainable budget increases that will not adversely impact educational programs for students and staff.
3. A significantly expanded Circuit Breaker appropriation at the state level. Significant additional funds will be needed to hold districts harmless at the current reimbursement rate, if the OSD's recommended increase goes into effect.
4. The creation of a statewide Special Education Commission. The charge would be to look comprehensively at the fiscal sustainability of special education service delivery in Massachusetts, examine the underlying cause of increasingly complex student needs, and evaluate the adequacy of the underlying structure that supports these students in Massachusetts. The Commission also could make recommendations that inform practices and approaches going forward.

- **What are the next steps?**

Each school district should:

1. Use the template provided to calculate the estimated additional cost of the 14% OSD increase and estimate the impact of that increase on their FY24 budget.
2. Make their School Committee, City or Town Boards, Finance Committees and local SEPACs aware of the OSD determination and its potential fiscal impact;

share this FAQ document broadly.

3. Quickly engage with their local legislator using the template letter, for the purpose of effecting meaningful change on the FY24 state budget.
4. Contact the Commissioner of Education to describe how this extraordinary increase could adversely impact educational programs and students.





## Hingham Together

# Professional Development Catalog 2022 - 2023

## Navigating Our Future

### **CONTACT INFORMATION**

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## Mission Statement

Together with students, staff, families and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.

## Core Values

The Hingham Public Schools' **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values was established:

- **Inclusivity and belonging**
- **Community well-being**
- **Lifelong learning**
- **Student centered**
- **Personal excellence**
- **Innovative learning**
- **Civic and global responsibility**

## Vision Statement

All students will embark on a lifelong journey to flourish with empathy and confidence.

## Theory of Action

Through effective collaboration, two-way communication to ensure an inclusive culture and a sense of belonging, aligned, high-quality PK-12+ curriculum, innovative research-based practices, data-informed instruction, and strong leadership, equitable and inclusive environments, funding to provide effective, safe, and modern facilities, and a system of resources and support to ensure consistency in leadership, and a diverse staff that reflects the student, we will cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.

## 2022-2023 Early Release Calendar

<b>Elementary Early Release Days</b>	<b>Secondary Early Release Days</b>	
<u>PRS and Foster: 11:30 AM dismissal</u> <u>South and East: 12:00 PM dismissal</u>	<u>Middle School: 11:00 AM dismissal</u> <u>High School: 11:30 AM dismissal</u>	
<b><u>K-5</u></b>	<b><u>HMS</u></b>	<b><u>HHS</u></b>
October 5, 2022 Universally Designed Math Instruction	October 5, 2022 Gr. 6-12 Safe Schools PD	October 5, 2022 Gr. 6-12 Safe Schools PD
November 2, 2022 Universally Designed Math Instruction	November 2, 2022 Department PD	November 2, 2022 Department PD
November 16, 2022 (Conference Day)		
November 23, 2022 (Holiday)	November 23, 2022 (Holiday)	November 23, 2022 (Holiday)
December 7, 2022 Universally Designed Math Instruction	December 7, 2022 Department PD	December 7, 2022 Department PD
January 4, 2023 K-5 Safe Schools PD	January 4, 2023 Department PD	January 4, 2023 Department PD
February 1, 2023 (Conference Day)	February 1, 2023 MPY-Bullying PD	February 1, 2023 Mental Health Awareness I
March 1, 2023 Universally Designed Math Instruction	March 1, 2023 Department PD	March 1, 2023 Mental Health Awareness II
April 5, 2023 (Conference Day)	April 5, 2023 Second Step PD	April 5, 2023 Department PD
May 3, 2023 K-5 Reading Program	May 3, 2023 Department PD	May 3, 2023 Department PD
	May 26, 2023 10:30 AM- Gr. 5 Move-up Department PD	
June 7, 2023 Building PD	June 7, 2023 Department PD	June 7, 2023 Department PD

## Building Based Professional Development

### East School

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
<b>East Elementary Faculty Meetings</b>  <i>EESFM-22</i>	Monthly	10	<u>Instructor:</u> Jonathan Hawes
	<u>Purpose:</u> Focus topics to include MTSS and inclusive instructional practices. <u>Product:</u> Implementation of MTSS and inclusive practices <u>Strategic Initiatives:</u> 2-2		
<b>East Elementary School Council</b>  <i>EESC-22</i>	Monthly	10	<u>Instructor:</u> Jonathan Hawes
	<u>Purpose:</u> Develop and monitor progress regarding school improvement. <u>Product:</u> School Improvement Plan <u>Strategic Initiatives:</u> 1-1		
<b>East Elementary Faculty Council</b>  <i>EEFC-22</i>	Monthly	10	<u>Instructor:</u> Jonathan Hawes
	<u>Purpose:</u> Collaborate with building principal to review staff feedback, school processes, and procedures to support building operations and school climate. <u>Product:</u> Communications to staff summarizing faculty council discussions. <u>Strategic Initiatives:</u> 1-1, 1-2		
<b>East Elementary Equity &amp; Inclusion Team</b>  <i>EEEIT-22</i>	Monthly	10	<u>Instructor:</u> Jonathan Hawes
	<u>Purpose:</u> Review school processes, procedures, and instructional practices to support an equitable and inclusive learning environment. <u>Product:</u> Communications to school community regarding equity initiatives <u>Strategic Initiatives:</u> 3-2		
<b>East Elementary IST Team</b>  <i>EEIST-22</i>	Various	10	<u>Instructor:</u> Jonathan Hawes
	<u>Purpose:</u> Identify necessary supports to promote individual student success. <u>Product:</u> IST plan <u>Strategic Initiatives:</u> 2-1, 2-2, 3-1		
<b>East Elementary Crisis Response Team</b>  <i>EECRT-22</i>	Monthly	10	<u>Instructor:</u> Jonathan Hawes
	<u>Purpose:</u> Develop and review processes and procedures for crisis response. <u>Product:</u> Crisis response plan <u>Strategic Initiatives:</u> 1-2		
<b>East Elementary Green Team</b>  <i>EEGT-22</i>	Monthly	10	<u>Instructor:</u> Jonathan Hawes
	<u>Purpose:</u> Collaborate with community members to support green initiatives. <u>Product:</u> Green-themed programming calendar <u>Strategic Initiatives:</u> 1-1		

## Foster School

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
<b>Foster Elementary Faculty Meetings</b>  <i>FEFM-22</i>	Monthly	10	<u>Instructor:</u> Matt Scheufele
	<u>Purpose:</u> Focus topics to include MTSS and inclusive instructional practices. <u>Product:</u> Implementation of MTSS and inclusive practices <u>Strategic Initiatives:</u> 2-2		
<b>Foster Elementary School Council</b>  <i>FESC-22</i>	Monthly	10	<u>Instructor:</u> Matt Scheufele
	<u>Purpose:</u> Develop and monitor progress regarding school improvement. <u>Product:</u> School Improvement Plan <u>Strategic Initiatives:</u> 1-1		
<b>Foster Elementary Faculty Council</b>  <i>FEFC-22</i>	Monthly	10	<u>Instructor:</u> Matt Scheufele
	<u>Purpose:</u> Collaborate with building principal to review staff feedback, school processes, and procedures to support building operations and school climate. <u>Product:</u> Communications to staff summarizing faculty council discussions. <u>Strategic Initiatives:</u> 1-1, 1-2		
<b>Foster Elementary Equity &amp; Inclusion Team</b>  <i>FEEIT-22</i>	Monthly	10	<u>Instructor:</u> Matt Scheufele
	<u>Purpose:</u> Review school processes, procedures, and instructional practices to support an equitable and inclusive learning environment. <u>Product:</u> Communications to school community regarding equity initiatives <u>Strategic Initiatives:</u> 3-2		
<b>Foster Elementary IST Team</b>  <i>FEIST 22</i>	Various	10	<u>Instructor:</u> Matt Scheufele
	<u>Purpose:</u> Identify necessary supports to promote individual student success. <u>Product:</u> IST plan <u>Strategic Initiatives:</u> 2-1, 2-2, 3-1		
<b>Foster Elementary Crisis Response Team</b>  <i>FECRT-22</i>	Monthly	10	<u>Instructor:</u> Matt Scheufele
	<u>Purpose::</u> Develop and review processes and procedures for crisis response. <u>Product:</u> Crisis response plan <u>Strategic Initiatives:</u> 1-2		
<b>Foster Elementary Green Team</b>  <i>FEGT-22</i>	Monthly	10	<u>Instructor:</u> Matt Scheufele
	<u>Purpose::</u> Collaborate with community members to support green initiatives. <u>Product:</u> Green-themed programming calendar <u>Strategic Initiatives:</u> 1-1		

## Plymouth River School

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
<b>PRS Elementary Faculty Meetings</b>  <i>PRSEFM-22</i>	Monthly	10	<u>Instructor:</u> Gregory Lamothe
	<u>Purpose:</u> Focus topics to include MTSS and inclusive instructional practices. <u>Product:</u> Implementation of MTSS and inclusive practices <u>Strategic Initiatives:</u> 2-2		
<b>PRS Elementary School Council</b>  <i>PRSESC-22</i>	Monthly	10	<u>Instructor:</u> Gregory Lamothe
	<u>Purpose:</u> Develop and monitor progress regarding school improvement. <u>Product:</u> School Improvement Plan <u>Strategic Initiatives:</u> 1-1		
<b>PRS Elementary Faculty Council</b>  <i>PRSEFC-22</i>	Monthly	10	<u>Instructor:</u> Gregory Lamothe
	<u>Purpose:</u> Collaborate with building principal to review staff feedback, school processes, and procedures to support building operations and school climate. <u>Product:</u> Communications to staff summarizing faculty council discussions. <u>Strategic Initiatives:</u> 1-1, 1-2		
<b>PRS Elementary Equity &amp; Inclusion Team</b>  <i>PRSEEIT-22</i>	Monthly	10	<u>Instructor:</u> Gregory Lamothe
	<u>Purpose:</u> Review school processes, procedures, and instructional practices to support an equitable and inclusive learning environment. <u>Product:</u> Communications to school community regarding equity initiatives <u>Strategic Initiatives:</u> 3-2		
<b>PRS Elementary IST Team</b>  <i>PRSEIST-22</i>	Various	10	<u>Instructor:</u> Gregory Lamothe
	<u>Purpose:</u> Identify necessary supports to promote individual student success. <u>Product:</u> IST plan <u>Strategic Initiatives:</u> 2-1, 2-2, 3-1		
<b>PRS Elementary Crisis Response Team</b>  <i>PRSECR-22</i>	Monthly	10	<u>Instructor:</u> Gregory Lamothe
	<u>Purpose:</u> Develop and review processes and procedures for crisis response. <u>Product:</u> Crisis response plan <u>Strategic Initiatives:</u> 1-2		
<b>PRS Elementary Green Team</b>  <i>PRSEGT-22</i>	Monthly	10	<u>Instructor:</u> Gregory Lamothe
	<u>Purpose:</u> Collaborate with community members to support green initiatives. <u>Product:</u> Green-themed programming calendar <u>Strategic Initiatives:</u> 1-1		

## South School

Description/#	Dates/Times	PDPs	Instructor
<b>South Elementary Faculty Meetings</b>  <i>SEFM-22</i>	Monthly	10	<u>Instructor:</u> Mary Eastwood
	<u>Purpose:</u> Focus topics to include MTSS and inclusive instructional practices. <u>Product:</u> Implementation of MTSS and inclusive practices <u>Strategic Initiatives:</u> 2-2		
<b>South Elementary School Council</b>  <i>SESC-22</i>	Monthly	10	<u>Instructor:</u> Mary Eastwood
	<u>Purpose:</u> Develop and monitor progress regarding school improvement. <u>Product:</u> School Improvement Plan <u>Strategic Initiatives:</u> 1-1		
<b>South Elementary Faculty Council</b>  <i>SEFC-22</i>	Monthly	10	<u>Instructor:</u> Mary Eastwood
	<u>Purpose:</u> Collaborate with building principal to review staff feedback, school processes, and procedures to support building operations and school climate. <u>Product:</u> Communications to staff summarizing faculty council discussions. <u>Strategic Initiatives:</u> 1-1, 1-2		
<b>South Elementary Equity &amp; Inclusion Team</b>  <i>SEEIT-22</i>	Monthly	10	<u>Instructor:</u> Mary Eastwood
	<u>Purpose:</u> Review school processes, procedures, and instructional practices to support an equitable and inclusive learning environment. <u>Product:</u> Communications to school community regarding equity initiatives <u>Strategic Initiatives:</u> 3-2		
<b>South Elementary IST Team</b>  <i>SEISTT-22</i>	Various	10	<u>Instructor:</u> Mary Eastwood
	<u>Purpose:</u> Identify necessary supports to promote individual student success. <u>Product:</u> IST plan <u>Strategic Initiatives:</u> 2-1, 2-2, 3-1		
<b>South Elementary Crisis Response Team</b>  <i>SECRT-22</i>	Monthly	10	<u>Instructor:</u> Mary Eastwood
	<u>Purpose:</u> Develop and review processes and procedures for crisis response. <u>Product:</u> Crisis response plan <u>Strategic Initiatives:</u> 1-2		
<b>South Elementary Green Team</b>  <i>SEGT-22</i>	Monthly	10	<u>Instructor:</u> Mary Eastwood
	<u>Purpose:</u> Collaborate with community members to support green initiatives. <u>Product:</u> Green-themed programming calendar <u>Strategic Initiatives:</u> 1-1		

## Hingham Middle School

Description/#	Dates/Times	PDPs	Instructor
<b>HMS Faculty Meetings</b>  <i>HMSFM-22</i>	Monthly	10	<u>Instructor:</u> Derek Smith
	<u>Purpose:</u> Focus topics to include promoting a safe and supportive school environment and integration of inclusive instructional practices. <u>Product:</u> Implementation of supportive and inclusive practices <u>Strategic Initiatives:</u> 2-2		
<b>HMS School Council</b>  <i>HMSSC-22</i>	Monthly	10	<u>Instructor:</u> Derek Smith
	<u>Purpose:</u> Develop and monitor progress regarding school improvement. <u>Product:</u> School Improvement Plan <u>Strategic Initiatives:</u> 1-1		
<b>HMS Faculty Council</b>  <i>HMSFC-22</i>	Monthly	10	<u>Instructor:</u> Derek Smith
	<u>Purpose:</u> Collaborate with building principal to review staff feedback, school processes, and procedures to support building operations and school climate. <u>Product:</u> Communications to staff summarizing faculty council discussions <u>Strategic Initiatives:</u> 1-1, 1-2		
<b>HMS Equity &amp; Inclusion Team</b>  <i>HMSEIT-22</i>	Monthly	10	<u>Instructor:</u> Derek Smith
	<u>Purpose:</u> Review school processes, procedures, and instructional practices to support an equitable and inclusive learning environment. <u>Product:</u> Communications to school community regarding equity initiatives <u>Strategic Initiatives:</u> 3-2		
<b>HMS IST Team</b>  <i>HMSIST-22</i>	Various	10	<u>Instructor:</u> Derek Smith
	<u>Purpose:</u> Identify necessary supports to promote individual student success. <u>Product:</u> IST plan <u>Strategic Initiatives:</u> 2-1, 2-2, 3-1		
<b>HMS Crisis Response Team</b>  <i>HMSCRT-22</i>	Monthly	10	<u>Instructor:</u> Derek Smith
	<u>Purpose:</u> Develop and review processes and procedures for crisis response. <u>Product:</u> Crisis response plan <u>Strategic Initiatives:</u> 1-2		
<b>HMS One Book, One School Committee</b>  <i>HMSOBOS-22</i>	Monthly	15	<u>Instructor:</u> Lauren Ciocca & Melissa Goldman
	<u>Purpose:</u> Participants will read and discuss current middle-grade novels to help choose the annual OBOS title and plan events for students and staff. <u>Product:</u> OBOS programming calendar <u>Strategic Initiatives:</u> 1-1		

## Hingham High School

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
<b>HHS Faculty Meetings</b>  <i>HHSFM-22</i>	Monthly	10	<u>Instructor:</u> Rick Swanson
	<u>Purpose:</u> Focus topics to include promoting a safe and supportive school environment and integration of inclusive instructional practices. <u>Product:</u> Implementation of supportive and inclusive practices <u>Strategic Initiatives:</u> 2-2, 3-1		
<b>HHS School Council</b>  <i>HHSSC -22</i>	Monthly	10	<u>Instructor:</u> Rick Swanson
	<u>Purpose:</u> Develop and monitor progress regarding school improvement. <u>Product:</u> School Improvement Plan <u>Strategic Initiatives:</u> 1-1		
<b>HHS Faculty Council</b>  <i>HMSFC -22</i>	Monthly	10	<u>Instructor:</u> Rick Swanson
	<u>Purpose:</u> Collaborate with building principal to review staff feedback, school processes, and procedures to support building operations and school climate. <u>Product:</u> Communications to staff summarizing faculty council discussions <u>Strategic Initiatives:</u> 1-1, 1-2		
<b>HHS Equity &amp; Inclusion Team</b>  <i>HHSIT -22</i>	Monthly	10	<u>Instructor:</u> Rick Swanson & Kara Roth
	<u>Purpose:</u> Review school processes, procedures, and instructional practices to support an equitable and inclusive learning environment. <u>Product:</u> Communications to school community regarding equity initiatives <u>Strategic Initiatives:</u> 3-2		
<b>HHS IST Team</b>  <i>HHSISTT-22</i>	Various	10	<u>Instructor:</u> Rick Swanson
	<u>Purpose:</u> Identify necessary supports to promote individual student success. <u>Product:</u> IST plan <u>Strategic Initiatives:</u> 2-1, 2-2, 3-1		
<b>HHS Crisis Response Team</b>  <i>HMSCRT -22</i>	Monthly	10	<u>Instructor:</u> Rick Swanson
	<u>Purpose:</u> Develop and review processes and procedures for crisis response. <u>Product:</u> Crisis response plan <u>Strategic Initiatives:</u> 1-2		
<b>HHS Green Team</b>  <i>HHSGT -22</i>	Monthly	10	<u>Instructor:</u> Rick Swanson
	<u>Purpose:</u> Collaborate with community members to support green initiatives. <u>Product:</u> Green-themed programming calendar <u>Strategic Initiatives:</u> 1-1		

## Department-Based Professional Development

### K-5 Computer Science

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
K-5 Computer Science Department Meetings  <i>CSDM -22</i>	Monthly	10	<u>Instructor:</u> Jenny Cina
	<p><u>Purpose:</u> Focus topics to include best-practices in DLCS instruction, including implementation of standards-based, inclusive classroom practices</p> <p><u>Product:</u> Standards-based DLCS lessons with embedded inclusive practices.</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		
K-5 Computer Science Early Release Workshop Series  <i>CSERWS -22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Jenny Cina
	<p><u>Purpose:</u> Develop standards-based DLCS unit guides with embedded inclusive practices.</p> <p><u>Product:</u> DLCS unit guides</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		

### K-12 Counseling

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
K-12 School Counseling Department Meetings  <i>SCDM -22</i>	Monthly	10	<u>Instructor:</u> Heather Rodriguez
	<p><u>Purpose:</u> Focus topics to include best-practices in school counseling, including addressing post-Covid trauma</p> <p><u>Product:</u> Communications to school community RE: best practices in SEL</p> <p><u>Strategic Initiatives:</u> 3-1, 5-3</p>		
K-12 School Counseling Early Release Workshop Series  <i>SCERWS -22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Heather Rodriguez
	<p><u>Purpose:</u> Exploration and development of SEL curriculum.</p> <p><u>Product:</u> SEL unit guides</p> <p><u>Strategic Initiatives:</u> 3-1, 5-3</p>		
Restorative Justice Tier I  <i>RJT1-22</i>	10/3 & 10/12/22	15	<u>Instructor:</u> Suffolk University
	<p><u>Purpose:</u> Introduction to Restorative Justice Tier I community circles.</p> <p><u>Product:</u> Implementation of restorative practices</p> <p><u>Strategic Initiatives:</u> 3-1, 3-2</p>		

## K-12 ELA/Reading

Description/#	Dates/Times	PDPs	Instructor
K-5 Literacy Specialist Meetings <i>K5LSM-22</i>	Bi-Monthly	20	<u>Instructor:</u> Mary Andrews
	<p><u>Purpose:</u> Focus topics to include best practices in literacy instruction, including implementation of standards-based, inclusive classroom practices</p> <p><u>Product:</u> Standards-based literacy lessons with embedded inclusive practices.</p> <p><u>Strategic Initiatives:</u> 2-2, 2-4, 2-5</p>		
K-5 Reading Program Pilot Team <i>K5RPPT-22</i>	Monthly	15	<u>Instructor:</u> Mary Andrews
	<p><u>Purpose:</u> To develop unit guides and lesson calendar for reading program pilot.</p> <p><u>Product:</u> Pilot program unit guides.</p> <p><u>Strategic Initiatives:</u> 2-2, 2-4, 2-5</p>		
K-5 Reading Program Early Release Workshop <i>K5RPERW-22</i>	<u>Early Release:</u> 5/3/23	2	<u>Instructor:</u> Mary Andrews
	<p><u>Purpose:</u> Orientation to new district reading program</p> <p><u>Product:</u> Completion of program activation.</p> <p><u>Strategic Initiatives:</u> 2-2, 2-4, 2-5</p>		
Keys to Literacy <i>KTL-22</i>	Various	30	<u>Instructor:</u> Keys to Literacy
	<p><u>Purpose:</u> Build capacity to embed the Keys to Literacy comprehension and vocabulary routines throughout K-8 instruction.</p> <p><u>Product:</u> K-8 lessons w/ embedded KTL routines</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5</p>		
Empowering Writers <i>EW-22</i>	TBD	10	<u>Instructor:</u> Empowering Writers
	<p><u>Purpose:</u> Implementation of evidence-based writing program. (Offering for Gr. 2 teachers &amp; new Gr. 3-5 teachers).</p> <p><u>Product:</u> Gr. 2-3 writing lessons</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5</p>		
Gr. 6-12 ELA Department Meetings <i>HMSED-22</i> <i>HHSED-22</i>	Monthly	10	<u>Instructor:</u> Mary Andrews
	<p><u>Purpose:</u> Focus topics to include best-practices in ELA instruction, including implementation of standards-based, inclusive classroom practices</p> <p><u>Product:</u> Standards-based ELA lessons with embedded inclusive practices.</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		
Gr. 6-12 ELA Early Release Workshop Series <i>ELAERP-22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Mary Andrews
	<p><u>Purpose:</u> Develop standards-based DLCS unit guides with embedded inclusive practices.</p>		

Description/#	Dates/Times	PDPs	Instructor
	<u>Product:</u> ELA unit guides <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		

### K-12 Family & Consumer Science

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Gr. 6-12 F&CS Department Meetings <i>FCSDM -22</i>	Monthly	10	<u>Instructor:</u> Lauren Beischel
	<u>Purpose:</u> Focus topics to include best-practices in F&CS instruction, including implementation of standards-based, inclusive classroom practices <u>Product:</u> Standards-based F&CS lessons with embedded inclusive practices <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		
Gr. 6-12 F&CS Early Release Workshop Series <i>FCSPD -22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Lauren Beischel
	<u>Purpose:</u> Develop standards-based F&CS unit guides with embedded inclusive practices. <u>Product:</u> F&CS unit guides <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		

### K-12 Fine Arts

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Gr. 6-12 Fine Arts Department Meetings <i>FADM-22</i>	Monthly	10	<u>Instructor:</u> Joann Bellis
	<u>Purpose:</u> Focus topics to include best-practices in Fine & Performing Arts instruction, including implementation of standards-based, inclusive classroom practices <u>Product:</u> Standards-based Fine Arts lessons with embedded inclusive practices. <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		
K-12 Fine Arts Early Release Workshop Series <i>FAPD-22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Joann Bellis
	<u>Purpose:</u> Develop standards-based Fine Arts unit guides with embedded inclusive practices. <u>Product:</u> ELA unit guides <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		

## K-12 Health & Wellness

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Gr. 6-12 Health Department Meetings <i>HDM-22</i>	Monthly	10	<u>Instructor:</u> Karen Beatty
	<p><u>Purpose:</u> Focus topics to include best-practices in Health instruction, including implementation of standards-based, inclusive classroom practices</p> <p><u>Product:</u> Standards-based Health lessons with embedded inclusive practices.</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		
Gr. 6-12 Health Early Release Workshop Series <i>HPD-22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Karen Beatty
	<p><u>Purpose:</u> Develop standards-based Health unit guides using the SHAPE protocol (Society of Health and Physical Educators).</p> <p><u>Product:</u> Health unit guides</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		
Mindfulness Practices for Educators <i>MPFE21</i> <i>MPFE-2</i> <i>MPRE-3</i>	<u>Session 1:</u> 10/26-12/2/22	5	<u>Instructor:</u> Rose Papuga
	<u>Session 2:</u> 1/25-3/18		
	<u>Session 3:</u> 3/22-5/3/22		
<p><u>Purpose:</u> This wellness PD will help teachers cultivate a mindfulness practice through meditation, breathwork and yoga, then implement mindful based approaches in the classroom. Google classroom will be used for videos and discussion.</p> <p><u>Product:</u> Implementation of mindfulness practices</p> <p><u>Strategic Initiatives:</u> 3-1</p>			

## K-12 Industrial Technology

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
K-12 Industrial Technology Department Meetings <i>ITDM-22</i>	Monthly	10	<u>Instructor:</u> Dr. Paul Pawlowski
	<p><u>Purpose:</u> Focus topics to include best-practices in industrial technology</p> <p><u>Product:</u> Standards-based Industrial Technology lessons with embedded inclusive practices.</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		

K-12 Industrial Technology Early Release Workshop Series <i>ITPD-22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Dr. Paul Pawlowski
	<u>Purpose:</u> Develop standards-based Industrial Technology unit guides with embedded inclusive practices. <u>Product:</u> Industrial Technology unit guides <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		

### K-12 Mathematics

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
K-5 Math Specialist Meetings <i>K5MS-22</i>	Bi-Monthly	20	<u>Instructor:</u> David Jewett
	<u>Purpose:</u> Focus topics to include best-practices in math instruction, including implementation of standards-based, inclusive classroom practices <u>Product:</u> Standards-based literacy lessons with embedded inclusive practices. <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		
Lesley Math Coaching Workshops <i>LMCW-22</i>	<u>Various</u>	20	<u>Instructor:</u> Lesley University
	<u>Purpose:</u> Build best practices in mathematics coaching <u>Product:</u> Mathematics coaching cycles <u>Strategic Initiatives:</u> 2-2, 2-5		
Foundations of Fractions <i>FF-22</i>	11/21, 11/22	10	<u>Instructor:</u> Foundations of Fractions
	<u>Purpose:</u> Focus topics to include best practices in instruction of fractions for K-5 math specialists and interventionists. <u>Product:</u> K-5 fraction lessons <u>Strategic Initiatives:</u> 2-2, 2-5		
Gr. 6-12 Math Department Meetings <i>MDM-22</i>	Monthly	10	<u>Instructor:</u> David Jewett
	<u>Purpose:</u> Focus topics to include best-practices in Mathematics instruction including emphasis on mathematical discourse. <u>Product:</u> Standards-based Mathematics lessons with embedded inclusive practices. <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		
Gr. 6-12 Math Early Release Workshop Series	Early Release (Department PD)	15	<u>Instructor:</u> David Jewett
	<u>Purpose:</u> Develop standards-based Mathematics unit guides with embedded		

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
<i>MPD-22</i>	inclusive practices. <u>Product:</u> Mathematics unit guides <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		

## K-12 Nursing

Description/#	Dates/Times	PDPs	Instructor
K-12 Nursing Department Meetings <i>NDM-22</i>	Monthly	10	<u>Instructor:</u> Heidi Vigneau
	<u>Purpose:</u> Focus topics to include best-practices in school nursing, including COVID mitigation. <u>Product:</u> Communications to school community RE: health guidance <u>Strategic Initiatives:</u> 1-1, 3-1, 5-3		
K-12 Nursing Early Release Workshop Series <i>NERPD-22</i>	Early Release	15	<u>Instructor:</u> Heidi Vigneau, SNAP
	<u>Purpose:</u> Implementation of digital tools, such as SNAP software, to enhance nursing capacity <u>Product:</u> Protocols for SNAP nursing software <u>Strategic Initiatives:</u> 4-3, 5-3		

## K-12 Physical Education

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
K-12 Physical Education Department Meetings <i>PEDM-22</i>	Monthly	10	<u>Instructor:</u> Erika Shinney
	<u>Purpose:</u> Focus topics to include best-practices in physical education. <u>Product:</u> Standards-based physical education lessons with embedded inclusive practices. <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		
K-12 Physical Education Early Release Workshop Series <i>PEPD-22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Erika Shinney
	<u>Purpose:</u> Exploration of Adapted Physical Education and PLT4M tools. <u>Product:</u> Standards-based physical education lessons with embedded inclusive practices. <u>Strategic Initiatives:</u> 2-2, 2-5, 4-3, 5-3		

## K-12 Science

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Gr. 6-12 Science Department Meetings <i>SDMS -22</i>	Monthly	10	<u>Instructor:</u> Michelle Romano
	<p><u>Purpose:</u> Focus topics to include best-practices in science instruction, including implementation of standards-based, inclusive classroom practices</p> <p><u>Product:</u> Standards-based science lessons with embedded inclusive practices.</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		
Gr. 6-12 Science Early Release Workshop Series <i>SERPDS - 22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Michelle Romano
	<p><u>Description:</u> HMS focus on implementation of phenomenon-based science instruction utilizing the Open Sci Ed curriculum; HHS focus on ambitious science teaching and equitable grading practices.</p> <p><u>Product:</u> Phenomenon-based unit guides; equitable assessments</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		

## K-12 Social Studies

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Social Studies Department Meetings <i>SSDMS -22</i>	Monthly	10	<u>Instructor:</u> Andy Hoey
	<p><u>Description:</u> Focus to include implementation of MA frameworks and standards-based inclusive classroom practices</p> <p><u>Product:</u> Implementation of standards-based, inclusive classroom practices</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		
Social Studies Early Release Workshop Series <i>SSERPDS - 22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Andy Hoey
	<p><u>Description:</u> Focus on creating and integrating equitable learning opportunities in social studies for all students. To include workshops with <i>Facing History &amp; Ourselves</i>.</p> <p><u>Product:</u> Implementation of standards-based, equitable instructional practices</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		
Grade 3 Social Studies Book Study	Monthly	15	<u>Instructor:</u> Megan Whoriskey
	<p><u>Description:</u> Review of several trade and picture books for potential use in the</p>		

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
<a href="#">SSBS3-22</a>	updated Grade 3 social studies curriculum <u>Product:</u> Interactive notebook for use in all HPS Grade 3 social studies classrooms <u>Strategic Initiatives:</u> 2-2, 2-5		
Native Homelands & Settler Colonialism  <a href="#">NHSC - 22</a>	Various	10	<u>Instructor:</u> Andy Hoey & Hingham Historical Society
	<u>Description:</u> Explore how indigenous lives and landscapes were impacted by 17th century English settlements in the area now known as New England. <u>Product:</u> Lesson plan integrating indigenous experience <u>Strategic Initiatives:</u> 2-2, 2-5		

### K-12 Special Education

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
K-5 Special Education Department Meetings  <a href="#">ESEDM - 22</a>	Monthly	10	<u>Instructor:</u> Charleen Fabrizio
	<u>Purpose:</u> Focus topics to include best-practices in Special Education, including IEP and goal writing. <u>Product:</u> IEP plans <u>Strategic Initiatives:</u> 2-1, 5-3		
<b>NOTE:</b> K-5 Special Educators will join <i>K-5 Universally Designed Mathematics Instruction (UDLMATH-22)</i> and <i>K-5 Reading Program (K5RPERW-22)</i> early release workshops.			
Gr. 6-12 Special Education Department Meetings  <a href="#">SSEDM-22</a>	Monthly	10	<u>Instructor:</u> Danielle Wetmore
	<u>Purpose:</u> Focus topics to include best-practices in Special Education, including IEP and goal writing via GoalBook, and integration of ViewSonic. <u>Product:</u> IEP plans <u>Strategic Initiatives:</u> 2-1, 5-3		
Gr. 6-12 Special Education Early Release Workshop Series  <a href="#">SSEER - 22</a>	Early Release (Department PD)	15	<u>Instructor:</u> Danielle Wetmore
	<u>Purpose:</u> Focus topics to include best-practices in Special Education, including IEP and goal writing via GoalBook, and integration of ViewSonic. <u>Product:</u> IEP plans <u>Strategic Initiatives:</u> 2-1, 4-3, 5-3		

## K-12 World Language

Description	Dates/Times	PDPs	Instructor/Strategic Alignment
World Language Department Meetings  <i>WLDP -22</i>	Monthly	10	<u>Instructor:</u> Erica Pollard
	<p><u>Description:</u> Focus to include implementation of new MA frameworks and standards-based inclusive classroom practices.</p> <p><u>Product:</u> Implementation of standards-based inclusive classroom practices</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		
World Language Early Release PD  <i>WLER- 22</i>	Early Release (Department PD)	15	<u>Instructor:</u> Erica Pollard
	<p><u>Purpose:</u> Develop standards-based World Language unit guides with embedded inclusive practices.</p> <p><u>Product:</u> World Language unit guides</p> <p><u>Strategic Initiatives:</u> 2-2, 2-5, 5-3</p>		

## District-Wide Professional Development

### Annual Trainings

Description	Dates/Times	PDPs	Instructor
Annual Civil Rights & Policy Training  <i>CRP -22</i>	September 2022	N/A	<u>Instructor:</u> Asst. Supt./ Principals
	<u>Description:</u> Annual review of state and federal law relative to civil rights, bullying, and anti-bias, and review of related school policies and procedures. <u>Product:</u> Attestation of completion <u>Strategic Initiatives:</u> 1-2, 3-3, 3-4		
Medical Emergencies Training  <i>HT -22</i>	September 2022	N/A	<u>Instructor:</u> HPS Nurses
	<u>Description:</u> Training on medical emergencies, including anaphylaxis. <u>Product:</u> Attestation of completion <u>Strategic Initiatives:</u> 1-2		
Educator Evaluation Training  <i>CRP -22</i>	September 2022	N/A	<u>Instructor:</u> Principals
	<u>Description:</u> Training on components of Educator Evaluation system. <u>Product:</u> Educator Evaluation implementation <u>Strategic Initiatives:</u> 1-2		
Restraint Training  <i>RT-22</i>	Fall 2022	N/A	<u>Instructor:</u> Dr. Suzanne Vinnes
	<u>Description:</u> Training on restraint prevention, behavior support, policy and requirements when restraint is used. <u>Product:</u> Attestation of completion <u>Strategic Initiatives:</u> 1-2		

### Elementary Curriculum Committees

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Elementary Curriculum Committees  <i>KGLC-22</i> <i>IGLC-22</i> <i>2GLC-22</i> <i>3GLC-22</i> <i>4GLC-22</i> <i>5GLC-22</i>	Monthly	10	<u>Instructor:</u> K-12 Directors
	<u>Purpose:</u> Grade level meetings to discuss best practices in curriculum and instruction. <u>Product:</u> Horizontally and vertically articulated curriculum <u>Strategic Initiatives:</u> 2-2, 2-5, 5-3		

## English Language Learners

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
<u><i>Unlocking English Learners' Potential: Strategies for Making Content Accessible for English Learners</i></u>  <a href="#">ELL-22</a>	Asynchronous	15	<u>Instructor:</u> Erica Pollard & Katie Roberts
	<p><u>Purpose:</u> Asynchronous book study of <i>Unlocking English Learners' Potential: Strategies for Making Content Accessible for English Learners</i>. Access via Google Classroom join code: <b>4wesuyk</b>.</p> <p><u>Product:</u> Lesson plans integrating best practices to support English learners.</p> <p><u>Strategic Initiatives:</u> 2-2, 3-2</p> <p><u>NOTE:</u> Please note this offering supports re-licensure requirements, but does NOT fulfill SEI <u>endorsement</u> (see below).</p>		
<p><b><u>SEI Endorsement:</u></b>            Educators may use annual course reimbursement to pursue SEI endorsement.  <u>Check out the following SEI providers for current offerings:</u></p> <p><a href="https://www.doe.mass.edu/retell/For-Cost.html">https://www.doe.mass.edu/retell/For-Cost.html</a></p> <p>French River Collaborative: <a href="http://www.frec.org/full-teacher-courses.html">http://www.frec.org/full-teacher-courses.html</a> (virtual options)            North River Collaborative: <a href="https://app.smartedu.net/nrc/pd/">https://app.smartedu.net/nrc/pd/</a> (Access through SMART PD portal)            RIBAS Associates: <a href="https://ribasassociates.ecwid.com/Courses-&amp;-Workshops-c28139424">https://ribasassociates.ecwid.com/Courses-&amp;-Workshops-c28139424</a>            Denty Connection: <a href="https://www.thedentyconnection.com/courses">https://www.thedentyconnection.com/courses</a></p>			

## Equity & Inclusion

Description	Dates/Times	PDPs	Instructor/Strategic Alignment
<u><i>Disability Visibility</i></u> Book Study  <a href="#">GFEBs -22</a>	TBD	10	<u>Instructor:</u> Jill Jope
	<p><u>Description:</u> This book group will meet over the course of the year to read and discuss <i>Disability Visibility: First Person Stories From The Twenty-First Century</i>, edited by Alice Wong. This group is open to all Hingham High faculty and staff who would like to explore themes related to disability and ableism in our work, our lives, and our broader communities. The group will engage in informal discussions bringing our own responses and perspectives to the table. There will be opportunities to reflect on our professional practices as well as to invite the wisdom and experiences shared by the multitude of authors into our personal and professional lives. Access info via Google Classroom join code: <b>qjcl2u7</b>.</p> <p><u>Product:</u> Implementation of inclusive practices</p> <p><u>Strategic Initiatives:</u> 3-2</p>		

Description	Dates/Times	PDPs	Instructor/Strategic Alignment
<i>Grading for Equity</i> Book Study  <i>GFEBs -22</i>	Asynchronous	10	<u>Instructor:</u> Katie Roberts
	<u>Description:</u> Asynchronous book study of <i>Grading for Equity</i> . Access via Google Classroom join code: <b>05bv6ou</b> <u>Product:</u> Implementation of equitable grading practices <u>Strategic Initiatives:</u> 3-2		
<i>Grading for Equity</i> PLC  <i>GFEPLC -22</i>	TBD	10	<u>Instructor:</u> Katie Roberts
	<u>Description:</u> PLC to continue conversations regarding <i>Grading for Equity</i> . <u>Product:</u> Implementation of equitable grading practices <u>Strategic Initiatives:</u> 3-2		
<i>HHS Equity</i> Book Study Series  <i>EBSS-22</i>	Various	15	<u>Instructor:</u> Kara Roth
	<u>Description:</u> Book study series on various titles related to HHS equity initiatives. Access via Google Classroom join code: <b>37dunoc.</b> <u>Product:</u> Implementation of equitable practices <u>Strategic Initiatives:</u> 3-2		
<i>Culturally Responsive</i> Practice Leadership Academy  <i>EBSS-22</i>	Various	TBD	<u>Instructor:</u> DESE/CRPLA
	<u>Description:</u> Support district leadership in building foundational content of equity and create strategic goals and implementation plans to embed culturally responsive and equitable practices. <u>Product:</u> Implementation of culturally responsive and equitable practices <u>Strategic Initiatives:</u> 3-2		
NOTE: To register for <i>Equity Teams</i> , see school-based PD offerings. To register for the <i>Equity Task Force</i> , see District Task Force offerings.			

### Instructional Design & Delivery

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Universally Designed Mathematics Instruction  Early Release Workshop Series  <i>UDLMATH-22</i>	<u>Early Release:</u> 10/5, 11/2, 12/7/22, 3/1/23	10	<u>Instructors:</u> K-5 Math Specialists
	<u>Purpose:</u> Introduce iReady myPath to support personalized math learning and integrate best practices in universally designed math instruction. <u>Product:</u> Universally-designed math lessons <u>Strategic Initiatives:</u> 2-1, 2-2, 2-5, 5-3		

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
UDL Now Book Study  <i>UDLNOW -22</i>	Asynchronous	10	<u>Instructor:</u> Katie Roberts
	<p><u>Purpose:</u> Asynchronous book study of <i>UDL Now: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms</i>. Access via Google Classroom join code: <b>fzcia65</b>.</p> <p><u>Product:</u> Universally-designed lessons</p> <p><u>Strategic Initiatives:</u> 2-2</p>		

### SEL/Safe & Supportive Schools

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Safe Schools Secondary Early Release Workshop  <i>SAFESEC-22</i>	<u>Early Release:</u> 10/5	2	<u>Instructors:</u> Landon Callahan (Safe Schools)
	<p><u>Purpose:</u> Discussion of strategies and best practices to support positive SEL outcomes for LGBTQ+ students.</p> <p><u>Product:</u> Implementation of strategies to support LGBTQ+ students</p> <p><u>Strategic Initiatives:</u> 3-1, 3-2, 3-3, 3-4</p>		
Safe Schools Elementary Early Release Workshop  <i>SAFESELEM-22</i>	<u>Early Release:</u> 1/4	2	<u>Instructor:</u> Landon Callahan (Safe Schools)
	<p><u>Purpose:</u> Discussion of strategies and best practices to support positive SEL outcomes for LGBTQ+ students.</p> <p><u>Product:</u> Implementation of strategies to support LGBTQ+ students</p> <p><u>Strategic Initiatives:</u> 3-1, 3-2, 3-3, 3-4</p>		
HMS SEL Bullying and Power Differential HMS Early Release Workshop  <i>MPYBPD-22</i>	<u>Early Release:</u> 2/1	2	<u>Instructor:</u> MA Partnership for Youth
	<p><u>Purpose:</u> This workshop addresses the dynamics between bullies and victims and explores the role bystanders play.</p> <p><u>Product:</u> Implementation of bullying-prevention strategies</p> <p><u>Strategic Initiatives:</u> 3-1, 3-2, 3-3</p>		
HMS SEL Second Step Curriculum Early Release Workshop  <i>SS-HMS-22</i>	<u>Early Release:</u> 4/5	2	<u>Instructor:</u> HPS Counseling Staff
	<p><u>Purpose:</u> The Second Step social-emotional learning (SEL) curriculum supports middle school learners in navigating emotions, decisions, relationships &amp; social conflict scenarios including bullying and harassment.</p> <p><u>Product:</u> Implementation of Second Step</p> <p><u>Strategic Initiatives:</u> 3-1, 3-2, 3-3</p>		

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
HHS SEL Mental Health Awareness Early Release Workshops  <i>NAN-HHS-22</i>	<u>Early Release:</u> 2/1 and 3/1	4	<u>Instructor:</u> The NAN Project
<p><u>Purpose:</u> This workshop series will incorporate themes of resilience, the impact of trauma on students, and strategies for supporting students with anxiety and depression in the classroom.</p> <p><u>Product:</u> Implementation of bullying-prevention strategies</p> <p><u>Strategic Initiatives:</u> 3-1, 3-2, 3-3</p>			

### District Committees & Task Forces

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Equity Task Force  <i>ETF-22</i>	<u>Monthly</u>	10	<u>Instructor:</u> Dr. Adams/Katie Roberts
<p><u>Purpose:</u> Discussion of strategies, resources, and best practices to support equitable and inclusive learning environment.</p> <p><u>Product:</u> Equity Audit</p> <p><u>Strategic Initiatives:</u></p>			
Professional Development Task Force  <i>PDTF -22</i>	<u>Monthly</u>	10	<u>Instructor:</u> Dr. Adams/Katie Roberts
<p><u>Purpose:</u> Discussion of strategies, resources, and best practices to support robust and impactful professional development offerings.</p> <p><u>Product:</u> Multi-year PD Plan</p> <p><u>Strategic Initiatives:</u></p>			
Technology Task Force  <i>TTF-22</i>	<u>Monthly</u>	10	<u>Instructor:</u> Dr. Adams/Katie Roberts
<p><u>Purpose:</u> Discussion of strategies, resources, and best practices to support technology integration.</p> <p><u>Product:</u> Multi-year Technology Plan</p> <p><u>Strategic Initiatives:</u></p>			

## Mentoring & Induction Program

Description/#	Dates/Times	PDPs	Instructor/Strategic Alignment
Mentoring & Program Year 1 Teacher <i>MENT-Y1-22</i>	<u>Weekly</u>	5	<u>Instructor:</u> Jen Driscoll/Hillary Cicerone
	<u>Purpose:</u> Year 1 mentees meet weekly with a mentor teacher, attend monthly meetings, and attend mentoring program inservices. <u>Product:</u> Mentoring Journal <u>Strategic Initiatives:</u> 5-1		
Mentoring Program Year 2 Teacher <i>MENT-Y2-22</i>	<u>Monthly</u>	15	<u>Instructor:</u> Jen Driscoll/Hillary Cicerone
	<u>Purpose:</u> Year 2 mentees are supported by a peer coach and attend additional mentoring program inservices. <u>Product:</u> Mentoring Journal <u>Strategic Initiatives:</u> 5-1		
Mentoring Program Year 3 Teacher <i>MENT-Y3-22</i>	<u>Monthly</u>	15	<u>Instructor:</u> Jen Driscoll/Hillary Cicerone
	<u>Purpose:</u> Year 3 mentees are supported by a peer coach and attend additional mentoring program inservices. <u>Product:</u> Mentoring Journal <u>Strategic Initiatives:</u> 5-1		
Mentor <i>MENT-MT-22</i>	<u>Weekly</u>	15	<u>Instructor:</u> Jen Driscoll/Hillary Cicerone
	<u>Purpose:</u> Meet with Year 1 mentees to provide support. <u>Product:</u> Mentoring Journal <u>Strategic Initiatives:</u> 5-1		
Peer Coach <i>MENT-PC-22</i>	<u>Weekly</u>	15	<u>Instructor:</u> Jen Driscoll/Hillary Cicerone
	<u>Purpose:</u> Meet with Year 2 and 3 mentees to provide support. <u>Product:</u> Mentoring Journal <u>Strategic Initiatives:</u> 5-1		

## Leadership Trainings

Description	Dates/Times	PDPs	Instructor/Strategic Alignment
Leadership Retreat  <i>LR-22</i>	July 2022	18	<u>Instructor:</u> Dr. Margaret Adams
	<p><u>Description:</u> Focus topics to to include strategic alignment and implementation of inclusive classroom practices.</p> <p><u>Product:</u> Implementation of strategic plan and integration of inclusive practices.</p> <p><u>Strategic Initiatives:</u> 5-2</p>		
Senior Leadership Team  <i>SRLT- 22</i>	twice monthly	30	<u>Instructor:</u> Dr. Margaret Adams
	<p><u>Description:</u> Focus topics to to include strategic alignment and implementation of inclusive classroom practices.</p> <p><u>Product:</u> Implementation of strategic plan</p> <p><u>Strategic Initiatives:</u> 5-2</p>		
Administrative Council  <i>AD - 22</i>	monthly	15	<u>Instructor:</u> Dr. Margaret Adams
	<p><u>Description:</u> Focus topics to to include strategic alignment and implementation of inclusive classroom practices.</p> <p><u>Product:</u> Implementation of strategic plan</p> <p><u>Strategic Initiatives:</u> 5-2</p>		
Curriculum Council  <i>CC - 22</i>	monthly	15	<u>Instructor:</u> Dr. Margaret Adams
	<p><u>Description:</u> Focus topics to to include strategic alignment and implementation of inclusive classroom practices.</p> <p><u>Product:</u> Implementation of strategic plan</p> <p><u>Strategic Initiatives:</u> 2-1, 2-5, 5-2</p>		

## Professional Development Partners:



# PRIMARY SOURCE

Educating global citizens

### Primary Source

This year, HPS will continue our long-standing partnership with PD provider Primary Source. Primary Source educates global citizens by working with teachers to foster students' knowledge, skills, and dispositions for thoughtful and engaged citizenship. HPS has access to 18 seats in the Primary Source school year seminar series, courses and book studies and has access to 5 seats apiece in the summer courses and online module *Building Blocks for Global Citizenship*. Check out the [2022-2023 course catalog](#) and e-mail Kelly Larkin to secure a spot in these offerings.



### Massachusetts Partnerships for Youth

In the upcoming 2022-2023 school year, Massachusetts Partnerships for Youth will maintain its commitment to bringing cutting-edge information and high-quality professional development training to its member school districts. MPY's trainings continue to focus on mental and behavioral health, social and emotional learning, trauma-sensitive classrooms and building a school culture that supports anti-racism, diversity, equity, and inclusion.

MPY's new website, [www.mpyinc.org](http://www.mpyinc.org), includes a members-only section, which contains an On-Demand Library of 45 presentations facilitated by MPY's renown speakers. Additionally, members will be able to register for over 150 webinars and in-person conferences. To access this section, each school district is assigned a unique Username and Password, listed below.

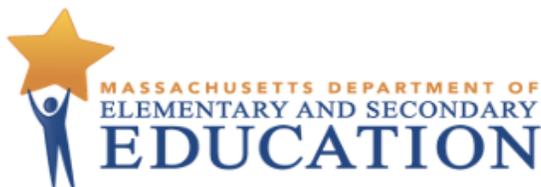
Username: Hingham

Password: MPY1988

# Foundations for Inclusive Practice Courses

## Foundations for Inclusive Practice

MA DESE has sponsored an on-line course, *Foundations for Inclusive Practice*, a free, 15 PDP, self-paced course that highlights evidence based practices to support students with disabilities and students of diverse learning styles. Through compelling video case studies and exploration of national and Massachusetts statistics and research findings, you will make connections to your own context by exploring school/district data on students with disabilities. The 15 PDPs are applicable to licensure renewal requirements related to Special Education and diverse learning styles. For more information and to register, explore the following link: <https://moodle.madese.edc.org/>. Once you have completed the course, please forward the DESE issued certificate to Katie Roberts to document the PDPs in SMART PD.



## DESE MTSS Inclusive Academy

Hingham Public Schools has partnered with the MA DESE MTSS Inclusive Academy to support development of inclusive environments to support students with diverse learning needs in their general education settings with a focus on universal design for learning. The academy includes leadership development to identify the activities and routines that are most critical to leading successful change in the area of inclusive instruction and also includes a train-the-trainer model for peer coaches. The ultimate goal of the academy is to build a multi-tiered system of support utilizing evidence-based instructional practices and interventions.

## DESE Culturally Responsive Practice Leadership Academy

Hingham Public Schools has partnered with the MA DESE Culturally Responsive Practice Leadership Academy to support district leadership in building foundational content of equity and create strategic goals and implementation plans to embed culturally responsive and equitable practices.

## DESE Systemic Student Supports S3 Academy

Hingham Public Schools has partnered with the MA DESE Systemic Student Supports S3 Academy to examine and fortify student support processes, building upon existing structures to review student data, discuss strengths and needs for all students, and connect them with resources.



### [South Shore Educational Collaborative \(SSEC\)](#)

The South Shore Educational Collaborative (SSEC), of which we are a member district, will not be offering professional development during the 2022-2023 school year.



### [North River Collaborative \(NRC\)](#)

To access North River Educational Collaborative offerings, please create an account at: <https://app.smartedu.net/nrc/pd/>.

## APPENDIX:

### Professional Development Forms

#### Graduate Course Approval & Reimbursement

All graduate courses intended for reimbursement and/or salary advancement must be approved prior to registration by the building principal and Assistant Superintendent/Superintendent using the attached [course approval form](#). Once course requirements are complete, please forward the attached [reimbursement form](#) and university-issued transcript to Kelly Larkin c/o Central Office. (NOTE: Per the contract, even if you are not seeking reimbursement, courses must be approved prior to enrollment in order to be eligible for lane changes.)

#### Workshop/Conference Request Forms

Directors/principals may suggest workshops and conferences that support district initiatives using the [attached](#) form. All educator-initiated requests to attend workshops and conferences must be approved prior to registration by the principal/director and Assistant Superintendent using the [attached](#) approval form.

#### Study Group Proposal

Study groups, initiated by a group of teachers having a common area of interest, will meet to read about, reflect upon and discuss best practices through the direction of a group facilitator and the resources of appropriate readings, relevant research and personal experience. In order to propose a study group, please complete and submit the [attached form](#). All approved study groups will be eligible for PDPs at the rate of one PDP per one hour of group's participation time. A minimum of five teachers is required to form a study group. Teachers are expected to plan for at least ten hours of participation time and to develop a project to meet recertification guidelines. Faculty members who serve as study group facilitators/leaders are responsible for organizing the group, conducting the discussions, keeping the attendance and reporting all of this information to the assistant superintendent.

## Aligning 2022-2023 Professional Development with Strategic Objectives & Initiatives

The 2022-2023 professional development offerings align with the HPS strategic plan and support the following objectives and initiatives.

### Spoke #1: Culture of Collaboration and Community

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

#### Strategic Initiative

SI #1: Develop a district-wide communication & community engagement plan.

SI #2: Align procedures for the recently updated policy manual.

### Spoke #2: Culturally Responsive Teaching and Learning

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

#### Strategic Initiative

SI #1: Develop innovative pathways to enhance student learning:

Develop earlier identification and intervention strategies to identify students at risk and develop innovative pathways for student academic intervention & support

SI #2: Explore & implement research-based innovative instructional practices:

Implement Universal Design for Learning and provide staff professional development, and support  
Universal Design for Learning practices in classroom settings.  
Enhance the use of data to inform teaching & learning  
Develop and implement common elementary math assessments

SI #4: Identify and implement a new elementary reading program

SI #5: Fully fund and engage in a multi-year curriculum review adoption cycle

### Spoke #3: Healthy, Equitable, and Inclusive Communities

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

#### Strategic Initiative

SI #1: Establish a system of support to respond to social emotional needs of all

Fully develop a social-emotional program at the MS/HS level

### Spoke #3: Healthy, Equitable, and Inclusive Communities

Address post-Covid sense of trauma  
Explore restorative justice approach to discipline  
Implement an initiative to support staff well-being

SI #2: Provide all staff, including coaches, professional development training in diversity, equity, and inclusion practices

SI #3: Update the current Bullying Prevention Plan

SI #4: Establish procedures to report incidents of bias

SI #5: Complete an equity audit, including auditing current curriculum content

### Spoke #4: Capital and Finance

**Strategic Objective:** Allocate funding to provide effective, safe, and modern facilities and adequate resources to enhance the student experience

#### Strategic Initiative

SI #3: Develop a technology plan to address technology infrastructure vision and needs:

### Spoke #5: Human Resources and Leadership

**Strategic Objective:** Recruit, develop and empower a diverse staff to lead courageously in teaching and learning

#### Strategic Initiative

SI #1: Recruit & retain a diverse workforce

SI #2: Design a mentoring program to support leaders and establish an internal leadership program for aspiring leaders

SI #3: Explore ways to provide collaborative preparation time for staff to support educators with common planning time and grade level co-curricular opportunities.

# HPS Professional Development Corner

Fall 2022

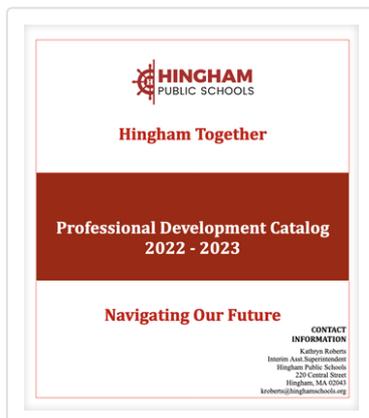
As we approach the end of Term I, I would like to extend my thanks for the kind words of support during my transition to the role of Interim Assistant Superintendent for the 2022-2023 school year. One of the many projects that I am excited to be involved with is the collaboration among educators, administrators, and staff to provide meaningful and impactful professional development, focused on goals and initiatives related to our district's strategic plan.



To that end, in the 2022-2023 HPS Professional Development Catalog, you will find themes related to fostering safe and supportive schools; developing standards-based, evidence-based, and universally designed curriculum; and promoting inclusive, equitable, and culturally responsive instructional practices. Additionally, this year's [early release](#) professional development has been structured to allow staff more dedicated time to collaborate with members of their building, grade level, and/or subject-specific teams.

Wishing you a terrific year of learning and growing,

Kathryn (Katie) Roberts  
Interim Assistant Superintendent

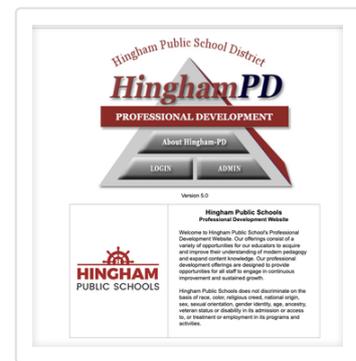


## 2022-2023 Professional Development Catalog

The [attached](#) 2022-2023 Professional Development Catalog is a living document that will continue to evolve over the course of the year. We welcome input and look forward to working with members of the HPS Professional Development Committee to develop a new multi-year plan for professional development.

# SMART PD Portal

To register for any of the professional development offerings listed in the 2022-2023 PD Catalog, please use the [link](#) to the HPS SMART PD Portal. If you need assistance with your username or password, please contact Kelly Larkin at Central Office for assistance: [klarkin@hinghamschools.org](mailto:klarkin@hinghamschools.org).

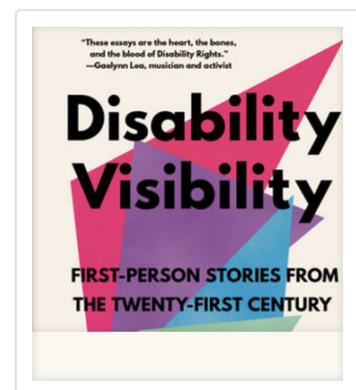


## Graduate Course Approval & Reimbursement

Just a reminder that all graduate courses intended for reimbursement and/or salary advancement must be [approved](#) by the building principal and Assistant Superintendent prior to registration. (NOTE: Per the contract, even if you are not seeking reimbursement, courses must be approved prior to enrollment in order to be eligible for lane changes.) Once course requirements are complete, please forward the [reimbursement form](#) and university-issued transcript to Kelly Larkin c/o Central Office.

## Book Studies/PLCs

Interested in chatting about new ideas and best practices with colleagues? Check out the proposed book studies and PLCs featured in the 2022-2023 PD Catalog on titles including *Disability Visibility*, *Grading for Equity*, and *UDL Now!* Interested in leading a book study or PLC? Please use the [attached](#) form to submit your proposal to Katie Roberts.



## Primary Source

HPS will continue our long-standing partnership with PD provider Primary Source. Primary Source educates global citizens by working with teachers to foster students' knowledge, skills, and dispositions for thoughtful and engaged citizenship. HPS has access to 18 seats in the Primary Source school year seminar series, courses and book studies and has access to 5 seats apiece in the summer courses and online module *Building Blocks for Global Citizenship*. Check out the [2022-2023 course](#)

[catalogue](#) and e-mail [Kelly Larkin](#) to secure a spot in these offerings.

## Massachusetts Partnership for Youth



Massachusetts Partnership for Youth trainings focus on mental and behavioral health, social and emotional learning, trauma-sensitive classrooms and building a school culture that supports anti-racism, diversity, equity, and inclusion. As part of a member district, HPS educators have access to MPY courses, webinars, and in-person conferences. Use the following log-in to check out the offerings at [www.mpyinc.org](http://www.mpyinc.org):

Username: Hingham

Password: MPY1988

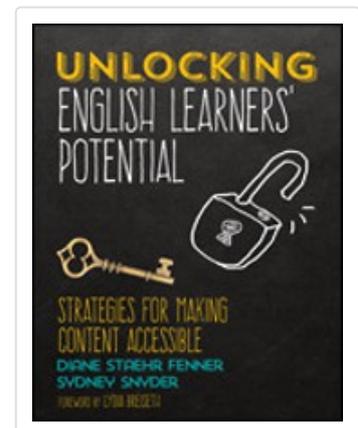


## Advancing or Renewing a License?

***Foundations for Inclusive Practice*** is a free, 15 PDP, self-paced course that highlights evidence based practices to support students with disabilities and students of diverse learning styles. Through compelling video case studies and exploration of national and Massachusetts statistics and research findings, you will make connections to your own context by exploring school/district data on students with disabilities. The 15 PDPs are applicable to licensure renewal requirements related to Special Education and diverse learning styles. For more information and to register, explore the following link: <https://moodle.madese.edc.org/>. Once you have completed the course, please forward the DESE issued certificate to Katie Roberts to document the PDPs in SMART PD.

## SEI/ELL Online Modules (15 PDPs)

Interested in expanding your toolbox to best support English Language Learners? Join the free, 15 PDP, self-paced professional development offering, *Strategies for Making Content Accessible for English Learners*. Using the book ***Unlocking English Learners' Potential*** as a framework, participants will complete asynchronous Google Classroom modules then apply evidence-based strategies and practices. The 15 PDPs are applicable to licensure renewal requirements related to Sheltered English Immersion (SEI) and English as a Second Language (ESL). Please register in the SMART PD portal, then use click the [attached](#) Google Classroom link or use



join code [4wesuyk](#). Please note that this PD offering does NOT fulfill requirements for the full SEI Endorsement, which can only be attained through an approved course. For more information on full SEI Endorsement course offerings, please consult the PD catalog.

## Mindfulness for Educators

Interested in learning more about mindfulness and how this practice can support social and emotional wellness of educators and students? Check out the *Mindfulness Practices for Educators* offering listed under the K-12 Health & Wellness section of the PD catalog. To join the fall session that is underway, please register in the SMART PD portal, with consecutive sessions being offered in the winter and spring.

## District Committees

Calling all educators! Interested in joining the HPS Professional Development Committee, Equity Task Force, or Technology Committee? Please sign up using the attached [Google Form](#) or e-mail Katie Roberts at [kroberts@hinghamschools.org](mailto:kroberts@hinghamschools.org).



## Check out @HPSAsstSupt on Twitter



## Contact

Kathryn (Katie) Roberts  
Interim Assistant Superintendent  
Hingham Public Schools

📍 220 Central Street, Hingham, ...

✉️ [kroberts@hinghamschools.org](mailto:kroberts@hinghamschools.org)

☎️ 781-741-1500

🌐 [hinghamschools.org/](http://hinghamschools.org/)





Commonwealth of Massachusetts  
Office of the State Auditor  
Suzanne M. Bump

*Making government work better*

Local Financial Impact Review – Issued October 13, 2022

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## Fulfilling the Promise of Local Aid by Strengthening State-Local Partnerships





Commonwealth of Massachusetts  
Office of the State Auditor  
Suzanne M. Bump

*Making government work better*

October 13, 2022

His Excellency, Charles D. Baker, Governor  
The Honorable Karyn E. Polito, Lieutenant Governor  
The Honorable Karen E. Spilka, President of the Senate  
The Honorable Ronald J. Mariano, Speaker of the House  
The Honorable Michael J. Rodrigues, Senate Chair of the Joint Committee on Ways & Means  
The Honorable Aaron Michlewitz, House Chair of the Joint Committee on Ways & Means  
Honorable Members of the General Court

Dear Colleagues:

In the last decade, the Division of Local Mandates (DLM) exercised its authority under Massachusetts General Law Section 6B of Chapter 11 to offer analysis and recommendations regarding the impact of state policy on municipal finance and operations. These reports have uncovered the obstacles and estimated the costs for our municipalities to collect local revenues and deliver critical services such as education, public safety, and infrastructure. My office has been pleased at the practical outcomes from this work, including increased funding for services and greater clarity in legal statutes and regulations. Yet there is more to be done to improve the fiscal relationship between our municipalities and state government.

This report reviews various categories of state aid and reimbursement programs, estimates the potential for increased funding, and suggests priorities for a stronger partnership between the Commonwealth and its municipalities and school districts. Our work is the result of an analysis of data from state agencies, with significant input from stakeholders. Please note that this report does not discuss all state aid programs, grants, reimbursements, and general appropriations because there are some programs that do meet state commitments due to dedicated funding or are discretionary.



Commonwealth of Massachusetts  
Office of the State Auditor  
Suzanne M. Bump

*Making government work better*

DLM's report also makes note of the significant surpluses generated by the state in recent years. The needs identified in the report offer an avenue for use of funds to enhance the quality of life of our residents and businesses that depend on local government for so many critical services.

Copies of the report are available on the Office of the State Auditor's website, [www.mass.gov/auditor](http://www.mass.gov/auditor), or by calling DLM at (617) 727-0025. Please do not hesitate to reach out to my office with any questions or comments. As always, thank you for your continued support of our shared effort to improve the success, accountability, transparency, and efficiency of the Massachusetts state government.

Sincerely,

A handwritten signature in black ink, appearing to read "Suzanne M. Bump".

Suzanne M. Bump

Auditor of the Commonwealth

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## **LIST OF ABBREVIATIONS**

COVID-19	2019 coronavirus
CPA	Community Preservation Act
DCF	Department of Children and Families
DESE	Department of Elementary and Secondary Education
DLM	Division of Local Mandates
EOHHS	Executive Office of Health and Human Services
ESSA	Every Student Succeeds Act
FY	fiscal year
IEP	Individualized Education Program
MARS	Massachusetts Association of Regional Schools
MBAE	Massachusetts Business Alliance for Education
M.G.L.	Massachusetts General Laws
MMA	Massachusetts Municipal Association
OOD	out-of-district
PILOT	payments in lieu of taxes
RSD	regional school district
SOA	Student Opportunity Act
UGGA	Unrestricted General Government Aid

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## **ABOUT THE DIVISION OF LOCAL MANDATES**

The Division of Local Mandates (DLM) was established by Proposition 2½, an initiative to limit property tax increases, in order to determine the financial impacts of proposed or existing state laws, regulations, and rules on cities and towns. Proposition 2½ limits a city or town’s authority to raise real estate and personal property taxes.

The Local Mandate Law, c. 29, § 27C of the Massachusetts General Laws (M.G.L.), generally provides that post-1980 laws, regulations, or rules that impose new service or cost obligations on cities, towns, regional school districts, or educational collaboratives and meet certain thresholds shall be effective only if locally accepted or fully funded by the Commonwealth. Any protected party aggrieved by such a law, regulation, or rule may petition DLM for a determination of whether the law, regulation, or rule constitutes a mandate and to make a cost determination of the state funding necessary to sustain a mandate. That determination is shared with the Executive and Legislative branches of the government for their consideration.

In 1984, the Massachusetts General Court expanded DLM’s powers of review by authorizing DLM to examine any state law or regulation that has a significant local cost impact, regardless of whether it satisfies the more technical standards under the Local Mandate Law. This statute is codified as M.G.L. c. 11, § 6B. As a result of this law, DLM releases reports known as “municipal impact studies” or “6B reports,” which examine various aspects of state law that may impact municipalities.

Through these functions, DLM works to ensure that state policy is sensitive to local fiscal realities so that cities and towns can maintain autonomy in setting municipal budget priorities.

## EXECUTIVE SUMMARY

State assistance is a critical lifeblood for municipal finance in Massachusetts. Funds for education, general aid, and reimbursements support over one-fifth of budgets of local communities. For some communities, state aid is the largest category of revenue, but overall it is the second biggest following the property tax levy. Additional assistance comes from a variety of grant programs, typically discretionary, whereby the state helps communities invest in schools, water and sewer systems, libraries, and other municipal services.

Even with the volume of assistance available, there are commitments and authorizations under state law that are not fully kept by the Commonwealth. For example, school transportation monies for most programs are promised but fall short, some by design and some by formulae that require local participation. A few programs are fully funded, such as the school transportation mandate for students in families suffering homelessness. Some formulae for reimbursement are capped at arbitrary reimbursement levels that vary widely. Other categories of reimbursements are not explicitly visible to municipalities and school districts but are instead included in larger, broader funding formulae, such as the Chapter 70 education formula.

There is a continued need for state investment for these programs as municipal finance is constrained by the property tax limits of Proposition 2 ½ ; despite these limits, municipal tax levies have increased faster than state aid. However, the ability of municipalities to raise the tax levy heavily depends on “new growth” revenue that flows from new housing and non-residential construction. Among the concerns mentioned in this report is the uncertainty of the economy in the next few years, as well as rising interest rates and a slowdown in the growth of residential real estate.

Given the strong current fiscal position of the state, the Division of Local Mandates feels that this moment offers an opportunity to discuss many of the major programs that provide financial support to municipalities and school districts and make funding recommendations. This report reviews the major categories of state aid and various reimbursement programs offered to municipalities in the Commonwealth and details the revenue that flows from these categories. We indicate where a program’s appropriation or formula falls short of the amount required to fully reimburse communities, or, alternatively, where the state meets its obligation. Our findings and recommendations build on the work

of state agencies, municipal advocates, and legislative commissions and highlight the need for equitable funding and a continued partnership between the Commonwealth and its cities and towns.

Below is a summary of our findings and recommendations, with links to each page listed.

<b>Finding 1</b> <b>Page <a href="#">42</a></b>	Municipal budgets are heavily dependent on state aid, but outdated legislation, slowly growing state appropriations, and level funding in some categories force an increased reliance on property taxes.
<b>Finding 2</b> <b>Page <a href="#">43</a></b>	Reimbursements for various school transportation programs are varied and confusing.
<b>Finding 3</b> <b>Page <a href="#">46</a></b>	Pandemic relief, federal funds, and surges of economic activity in state and local government have had a large impact on revenue growth.
<b>Finding 4</b> <b>Page <a href="#">48</a></b>	There is considerable uncertainty facing municipal budgets due to inflation and rising interest rates.
<b>Recommendation</b> <b>Page <a href="#">49</a></b>	1. Continue to meet financial commitments through the Student Opportunity Act.
<b>Recommendation</b> <b>Page <a href="#">50</a></b>	2. Dedicate full funding to overlooked categories of school transportation.
<b>Recommendation</b> <b>Page <a href="#">51</a></b>	3. Increase Unrestricted General Government Aid by the level of actual state revenues, as opposed to projected estimates.
<b>Recommendation</b> <b>Page <a href="#">52</a></b>	4. Strengthen other local aid programs to guarantee full funding for lower-income communities.
<b>Recommendation</b> <b>Page <a href="#">53</a></b>	5. Recognize the financial investment needed to fund other outstanding expenses.

## BACKGROUND

Each year, the Commonwealth provides financial resources, often referred to as local aid, to municipalities and regional school districts (RSDs) through a series of formulae. While some types of aid are explicitly discretionary or subject to appropriation, others are required by state law to be provided. Communities can view their allocation of local aid through the state’s “Cherry Sheet,” an official notification by the Department of Revenue that breaks down estimated allocations for large programs such as Chapter 70 education aid and Unrestricted General Government Aid (UGGA) as well as smaller programs such as municipal reimbursements for veterans’ benefits.<sup>1</sup> Other local aid categories appear as legislative appropriations in line items in the state budget.

However, full funding of the state’s commitments to municipalities has been a historical exception to the rule, since the Legislature annually determines how much will be allocated to specific programs, if anything at all. Insufficient allocations of local aid have resulted in shortfalls, which need to be supplemented by municipal revenues, thus increasing upward pressure on the local tax levy. In addition, there are countervailing assessments on municipal and regional local aid (such as payments for regional transit authorities and sending tuition for charter schools) that reduce the impact of these aid programs. Approximately \$7.7 billion in local aid is allocated in fiscal year (FY) 2023, but the net sum after assessments is \$6.4 billion.<sup>2</sup> The two statistics tend to track each other: over the past five years, the amount of money appropriated to local aid programs has risen by 26%, nearly mirroring the 24% increase in the amount net of assessments (see Figure 1).<sup>3</sup>

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<sup>1</sup> Note: The Commissioner of Revenue is required to estimate funding of state programs each year under M.G.L. c. 58, § 25A.

<sup>2</sup> Department of Revenue, Division of Local Services. (2022, July 28). Municipal Cherry Sheet Estimates. <https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.CSbyProgMunis.MuniBudgFinal>; Department of Revenue, Division of Local Services (2022, July 28). Regional School Cherry Sheet Estimates. <https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.CSbyProgMunis.RegSchBudgFinal>

<sup>3</sup> Department of Revenue, Division of Local Services. (2022, July 28). Cherry Sheet Detail by Program. [https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail\\_main](https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail_main)

**Figure 1—Summary of Cherry Sheet Aid, FY 2018 through FY 2023<sup>4</sup>**

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
<b>Municipal Aid</b>	\$5,348,557,594	\$5,522,912,841	\$5,834,748,825	\$5,941,740,963	\$6,217,384,113	\$6,818,691,015
<b>Regional School District Aid</b>	\$793,819,486	\$818,850,099	\$845,040,930	\$848,105,349	\$874,303,253	\$925,911,013
<b>Aid Subtotal</b>	\$6,142,377,080	\$6,341,762,940	\$6,679,789,755	\$6,789,846,312	\$7,091,687,366	\$7,744,602,028
<b>Municipal Assessments</b>	\$949,996,446	\$1,027,899,146	\$1,103,046,875	\$1,126,908,704	\$1,231,723,666	\$1,323,611,702
<b>Regional School District Assessments</b>	\$49,891,088	\$51,529,606	\$52,726,534	\$54,482,879	\$58,493,602	\$61,264,915
<b>Assessments Subtotal</b>	\$999,887,534	\$1,079,428,752	\$1,155,773,409	\$1,181,391,583	\$1,290,217,268	\$1,384,876,616
<b>Total Net Aid (Aid minus Assessments)</b>	\$5,142,489,546	\$5,262,334,188	\$5,524,016,346	\$5,608,454,729	\$5,801,470,098	\$6,359,725,412

Recent developments, however, have been very encouraging. The Legislature’s FY 2023 budget, which was signed by the Governor on July 28, 2022, represents a big step toward a closer partnership between the Commonwealth and its municipalities and school districts. The budget provides significantly higher funding in many of the categories of concern for this report, most notably a \$500 million increase in Chapter 70 school aid due to the phase-in of the provisions of the Student Opportunity Act (SOA) of 2019. Other categories seeing increases include UGGA (\$63 million), the Special Education Circuit Breaker program (\$67 million), and payments in lieu of taxes (PILOT) for state-owned land (\$10 million).<sup>5</sup> Nonetheless, these increases only go part of the way to reducing local burdens and closing shortfalls in state commitments to local spending (see Figure 4).

As DLM has noted in previous municipal impact reports, municipalities are increasingly reliant on higher property tax levies, as aid from the state fails to grow at the same rate as school and municipal expenses.<sup>6</sup>

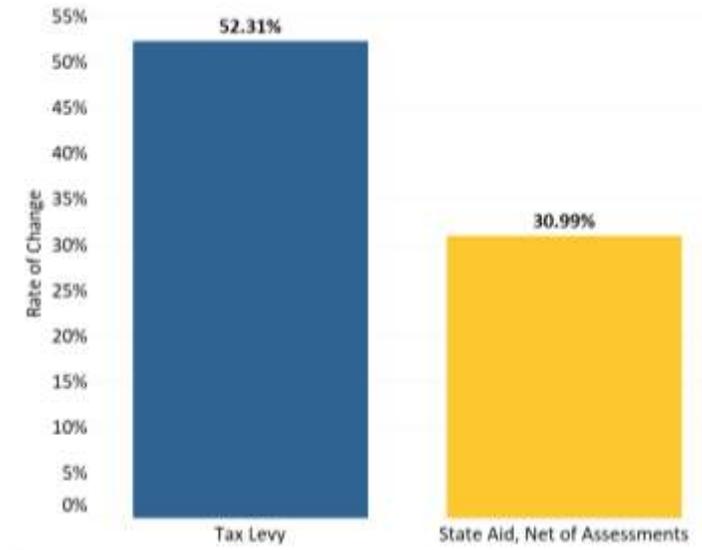
<sup>4</sup> Department of Revenue, Division of Local Services. (2022, July 28). Municipal Cherry Sheet Estimates. <https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.CSbyProgMunis.MuniBudgFinal>; Department of Revenue, Division of Local Services (2022, July 28). Regional School Cherry Sheet Estimates. <https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.CSbyProgMunis.RegSchBudgFinal>

<sup>5</sup> Massachusetts Municipal Association. (2022, July 18). “Legislature OK’s FY23 budget with key investments in municipal and school aid.” <https://www.mma.org/legislature-oks-fy23-budget-with-key-investments-in-municipal-and-school-aid/>

<sup>6</sup> Massachusetts Office of the State Auditor, Division of Local Mandates. (2022, March 23.) *Five-year statutory fiscal impact report: calendar years 2016 through 2020*. <https://www.mass.gov/doc/five-year-statutory-review-fiscal-impact-report/download>

Between FY 2012 and FY 2022, the growth in the major categories of state aid trailed that of property tax collections, as seen in Figure 2.

**Figure 2—Changes in Tax Levy and State Aid Revenue Growth, FY 2012 through FY 2022<sup>7</sup>**



Tax levy growth for the most recent six-year period demonstrates a similar trend. Between FY 2017 and FY 2022, communities increased their tax levy by over 24.8%, far outpacing net state revenue, which grew at 14.7%.<sup>8</sup> According to Figure 3, local aid (net of assessments) represented almost 32% of the statewide property tax levy in FY 2017 but shrank to 29% by FY 2022.<sup>9</sup>

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<sup>7</sup> Department of Revenue, Division of Local Services. (2022, July 28). Municipal Cherry Sheet Estimates. <https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.CSbyProgMunis.MuniBudgFinal>; Department of Revenue, Division of Local Services (2022, July 28). Regional School Cherry Sheet Estimates. <https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.CSbyProgMunis.RegSchBudgFinal>; Department of Revenue, Division of Local Services. (2022, August 15). Tax Levy by Class. <https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=Dashboard.TrendAnalysisReports.TaxLevyByClass>

<sup>8</sup> *Id.*

<sup>9</sup> *Id.*

**Figure 3—Proportion of State Aid to Property Tax Levies of Massachusetts Cities and Towns, FY 2017 through FY 2022<sup>10</sup>**

Fiscal Year	Total Statewide Property Tax Levy	Total State Aid, <sup>11</sup> Net of Assessments	Aid as a % of Property Tax Levy
2017	\$15,831,403,554	\$5,057,944,139	31.95%
2018	\$16,540,459,920	\$5,142,489,546	31.09%
2019	\$17,322,397,292	\$5,262,334,188	30.38%
2020	\$18,132,234,149	\$5,524,016,346	30.47%
2021	\$18,930,971,308	\$5,608,454,729	29.63%
2022	\$19,757,812,298	\$5,801,470,098	29.36%

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This report will review various categories of state aid and reimbursement programs, estimate the potential for increases, and suggest priorities for a stronger partnership between the Commonwealth and its municipalities and school districts. This report is the result of an analysis of data from state agencies and significant input from stakeholders, who are identified in Appendix A. Because there are some programs that do not fit the framework of unmet state commitments, this report does not include all state aid programs, grants, reimbursements, and general appropriations.

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<sup>10</sup> *Id.*

<sup>11</sup> This figure includes both municipalities and regional school districts.

## SITUATIONAL ANALYSIS

**Figure 4—Financial Summary of State Aid and Reimbursement Programs<sup>12</sup>**

Category	Item	Reference	Expenses	Reimbursements	Shortfall/Local Share
School Transportation	Regular Day Transportation	M.G.L. c. 71, § 7A	\$157.9 million	\$0	\$157.9 million
	In-District Special Education Transportation	M.G.L. c. 71B, § 8	\$191.4 million	\$0	\$191.4 million
	Out-of-District Special Education Transportation	M.G.L. c. 71B, § 5A	\$100.6 million	\$18.6 million	\$82 million
	Regional School Transportation	M.G.L. c. 71, § 16C	\$91.3 million	\$82.2 million	\$9.1 million
	Out-of-District Vocational Transportation	M.G.L. c. 74, § 8A	\$4.5 million	\$0.3 million	\$4.2 million
	School Transportation for Students Experiencing Homelessness	McKinney-Vento Homeless Assistance Act, Public Law 100-77	\$11.4 million	\$11.5 million	\$0
	Out-of-District Transportation for Students in Foster Care	Every Student Succeeds Act, Public Law 114-95	\$4.3 million	\$0.5 million	\$3.8 million
	<b>Subtotal</b>			<b>\$561.4 million</b>	<b>\$113.1 million</b>
School Aid	Educator Evaluations	M.G.L. c. 71, § 38	> \$10 million	\$0	> \$10 million
	Education of Students in Foster Care	M.G.L. c. 76, § 7	\$78.5 million	\$36.5 million	\$42 million
	Special Education Circuit Breaker	M.G.L. c. 71B, § 5A	\$749.2 million	\$348.6 million	\$400.6 million
	Charter School Sending Tuition Reimbursement	M.G.L. c. 71, § 89	\$437.7 million	\$178.9 million	\$258.8 million
	<b>Subtotal</b>			<b>\$1.275 billion</b>	<b>\$564 million</b>
Municipal Aid	Payment in Lieu of Taxes (PILOT) for State-Owned Land	M.G.L. c. 58, § 13-17	\$49 million	\$45 million	\$4 million
	Community Preservation Act Incentives	M.G.L. c. 44B, § 10	\$179 million	\$88.5 million	\$90.5 million
	Municipal Reimbursements for Veterans' Benefits	M.G.L. c. 115, § 6	\$43.9 million	\$35.1 million	\$8.8 million
	<b>Subtotal</b>			<b>\$271.9 million</b>	<b>\$168.6 million</b>
<b>Grand Total</b>			<b>\$2.108 billion</b>	<b>\$845.7 million</b>	<b>\$1.262 billion</b>

<sup>12</sup> A list of data sources for the following state aid and reimbursement program estimates can be found in Appendix B. It should be noted that while the state has appropriated funds in FY 2023 for some of the programs in the figure, the actual expenses will not be known for some months due to the reporting cycle. As such, Figure 4 shows some data from FY 2022 while the narrative discusses FY 2023 appropriations and estimated reimbursement levels. Please note that rounding may cause some numbers to add incorrectly.

Outside of loans and other grant programs, Massachusetts allocates most state assistance to municipalities and school districts through revenue-sharing programs outlined in the state’s annual Cherry Sheet. Estimates for state assessments are also shown on the Cherry Sheet. Statewide and individual Cherry Sheet estimates are a necessity for municipal and regional school district (RSD) officials to develop annual budgets and determine how much a municipality or district will need to return to the state. Local officials also need program funding estimates to determine what will need to be covered with their own resources.

This section will discuss the requirement for services the state imposes on municipalities and will review the associated reimbursements, if present. Figure 4 displays a summary of these programs, including their expenses and financial shortfalls, as some programs are partially reimbursed and others are not at all. This section will then cover major government aid programs, such as Chapter 70 aid and UGGA.

## School Transportation

### Regular Day School Transportation (M.G.L. c. 71, § 7A)

**Status:** No funding

**Estimated expenses (FY 2021):** \$157,868,348<sup>13</sup>      **FY 2021 Reimbursement:** none

*The state treasurer shall annually, on or before November twentieth, pay to the several towns subject to appropriation, the sums required as reimbursement for expenses approved by the commissioner of education, incurred by any town for the transportation of pupils not more than twice daily between any school within the town, or in another town, and the pupil's home, a child care center licensed or approved by the department of early education and care, or a child care facility which is part of a public school system or a private, organized educational system. . . .*

*No town shall be reimbursed for its transportation expense, in any year, an amount less than the amount of reimbursement for such expense received in the year nineteen hundred and forty-six.<sup>14</sup>*

Regular day school transportation reimbursement is authorized under M.G.L. c. 71, § 7A. However, the line item in the state budget reimbursing regular day transportation for municipal school districts has not been funded for decades, as it is subject to appropriation. Districts are required to provide transportation for students in grades K through 6 who live more than two miles from their school if their bus stop is more

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<sup>13</sup> Massachusetts Department of Elementary and Secondary Education. (2021). *2020-2021 End of Year Financial Report Workbook* (hereafter “FY2021 Schedule 7 Data”), on file with DLM. Received at DLM via email from DESE on March 20, 2022.

<sup>14</sup> M.G.L. c. 71, § 7A.

than one mile from their home.<sup>15</sup> Data from the Department of Elementary and Secondary Education (DESE) reveals a local burden of over \$157 million for regular day school transportation covered by this section of M.G.L.<sup>16</sup> There are also another \$65 million in additional expenses absorbed by school districts to transport students who live less than 1.5 miles from schools (but this sum is not reimbursable under the law).<sup>17</sup> In total, regular day school transportation, net of regional school transportation, represents nearly a third of the \$700–\$800 million in annual school transportation expenses, yet receives zero reimbursement.

### **In-District Special Education Transportation (M.G.L. c. 71B, § 8)**

**Status:** No funding

**Estimated expenses (FY 2021):** \$191,432,025<sup>18</sup>      **FY 2021 Reimbursement:** none

*If a school age child with a disability attends a school approved by the department within or without the city or town of residence of the parent or guardian, the school committee of the town where the child resides may be required by the department to provide transportation once each day including weekends where applicable to and from such school while the child is in attendance. The city or town providing transportation under this section shall be reimbursed according to the provisions of section fourteen.*

Reimbursement of school transportation expenses for in-district special education is authorized under state law via M.G.L. c. 71B, § 8. However, the provision is now confusing because it references another section of M.G.L. that has been repealed by the 2019 SOA.<sup>19</sup> As such, DLM believes that in its absence, M.G.L. c. 71, § 7A authorizes reimbursement for in-district transportation of students, regardless of their status. This category was responsible for over \$191 million in expenses and, along with regular day school transportation, represented over half of school transportation costs in FY 2021.<sup>20</sup> Again, communities have not received any reimbursement for this particular category of expenses despite the commitment in state law. Although state regulations require in-district transportation to be supplied to all students with

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<sup>15</sup> M.G.L. c. 71, § 68; Massachusetts Department of Elementary and Secondary Education. (1996, August). *Pupil Transportation Guide: A Guide for Massachusetts School Administrators*. <https://www.doe.mass.edu/finance/transportation/guide.html>

<sup>16</sup> FY2021 Schedule 7 Data, on file with DLM.

<sup>17</sup> *Id.*

<sup>18</sup> *Id.*

<sup>19</sup> M.G.L. c. 71B, § 14, repealed by St. 2019, c. 132, § 20.

<sup>20</sup> *Id.*

an Individualized Education Program (IEP) calling for transportation services, reimbursement under law is only limited to those who live more than 1.5 miles from a public school.<sup>21</sup>

### **Out-of-District Special Education Transportation (M.G.L. c. 71B, § 5A)**

**Status:** Partial funding (per Special Education Circuit Breaker)

**Estimated expenses (FY 2021):** \$100,564,260<sup>22</sup>      **FY 2022 Reimbursement:** \$18,573,666<sup>23</sup>

Out-of-district (OOD) special education transportation occurs when a student’s needs (as outlined in their IEP) are met through a program outside the school district, such as a special education collaborative or private school. The SOA made a significant change to the calculation of special education “circuit breaker” reimbursements by adding OOD transportation to the expenses that can be claimed for partial reimbursement.<sup>24</sup> Eligible OOD expenses match what public and private schools are required to supply under law, including in-house transportation or private, contracted providers.<sup>25</sup> Although almost \$18.6 million in transportation reimbursements were distributed to communities through the Special Education Circuit Breaker in FY 2022, this amount represented less than 20% of total OOD expenses from the 2020–2021 school year.<sup>26</sup> This reimbursement is a good first step, however, as it will phase in more assistance over four years, ultimately allowing “100 per cent of all required OOD transportation costs eligible for reimbursement [by] fiscal year 2024.”<sup>27</sup> The FY 2023 budget speeds the implementation of the OOD special education phase-in, by allowing 75% of expenses to be eligible for reimbursement. However, once fully implemented, circuit breaker transportation reimbursements will continue to be restricted to 75% of expenses for those students whose tuition costs exceed the approved costs threshold.<sup>28</sup>

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<sup>21</sup> 603 CMR 28.05 (5); M.G.L. c. 71, § 7A.

<sup>22</sup> *FY 2021 Schedule 7 Data*, on file with DLM.

<sup>23</sup> Massachusetts of Department of Elementary and Secondary Education. (2022, February 23). *FY2022 Initial Circuit Breaker reimbursement listing*. <https://www.doe.mass.edu/finance/circuitbreaker/fy2022-reimbursement.xlsx>

<sup>24</sup> A detailed discussion of the Special Education Circuit Breaker and its other financial shortfalls can be found on page 19. *See also* St. 2019, c. 132, § 17.

<sup>25</sup> 603 CMR 28.05 (5); M.G.L. c. 71, § 7A.

<sup>26</sup> *FY2021 Schedule 7 Data*, on file with DLM; Massachusetts of Department of Elementary and Secondary Education. (2022, February 23). *FY2022 Initial Circuit Breaker reimbursement listing*. <https://www.doe.mass.edu/finance/circuitbreaker/-fy2022-reimbursement.xlsx>

<sup>27</sup> St. 2019, c. 132, § 27.

<sup>28</sup> M.G.L. c. 71B, § 5A.

## Regional School District Transportation (M.G.L. c. 71, § 16C)

**Status:** Partial funding

**Estimated expenses (FY 2022):** \$91,332,607

**FY 2022 Reimbursement:** \$82,178,611<sup>29</sup>

*The regional school district shall be subject to all laws pertaining to school transportation; and when the agreement provides for the furnishing of transportation by the regional school district, the regional school district shall be obliged to provide transportation for all school children in grades kindergarten through twelve and the commonwealth shall reimburse such district to the full extent of the amounts expended for such transportation, subject to appropriation; provided, however, that no reimbursement for transportation between school and home shall be made on account of any pupil who resides less than one and one-half miles from the school of attendance, measured by a commonly traveled route. . . . The state treasurer shall annually, on or before November twentieth, pay to the regional school districts, subject to appropriation, the sums required for such reimbursement and approved by the commissioner of education.<sup>30</sup>*

Regional school districts are required to transport all students to and from school, regardless of their grade and their distance from the school.<sup>31</sup> Although reimbursement for regional school transportation has been a commitment under M.G.L. c. 71, § 16C since 1949, funding is restricted to students who live more than 1.5 miles from the school. This program represents the one major state incentive that exists to encourage regionalization of schools. Reimbursements are especially vital for RSDs located in rural parts of the state, as the service area for these districts tend to be large and require longer travel times. RSD transportation reimbursements have been funded at various levels over the last five fiscal years—from as low as 71.31% in FY 2018 to as high as 96.2% in FY 2021.<sup>32</sup> According to members of the Legislature, it is anticipated that level funding at \$82 million will result in a reimbursement level of 85% for FY 2023.<sup>33</sup>

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<sup>29</sup> FY2022 Regional School Transportation Reimbursements, on file with DLM.

<sup>30</sup> M.G.L. c. 71, § 16C.

<sup>31</sup> *Id.*

<sup>32</sup> FY2022 Regional School Transportation Reimbursements, on file with DLM. Note: The average level of reimbursement for RSD transportation between FY 2017 and FY 2021 was 72.8%.

<sup>33</sup> Wade, C.M. (2022, May 24). "Senators push to expand school transportation funding." *State House News Service*. Retrieved from [https://www.salemnews.com/news/senators-push-to-expand-school-transportation-funding/article\\_7ad67190-dade-11ec-87a1-abca57d6c59e.html](https://www.salemnews.com/news/senators-push-to-expand-school-transportation-funding/article_7ad67190-dade-11ec-87a1-abca57d6c59e.html)

## **Out-of-District Vocational School Transportation (M.G.L. c. 74, § 8A)**

**Status:** Partial funding

**Estimated expenses (FY 2022):** \$4,466,576 **FY 2022 Reimbursement:** \$250,000<sup>34</sup>

*A municipality, wherein a person resides who is admitted to a day school in another municipality under section 7, shall, through its school committee, when necessary, provide for the transportation of such person, and shall, subject to appropriation, be entitled to state reimbursement to the full extent of the amount so expended.*<sup>35</sup>

Under M.G.L. c. 74, § 8A, the state is required to reimburse school districts that transport students to an out-of-district vocational school. While students have a right (subject to the review of an application) to attend a program at a vocational school in a district different than their own, communities are prohibited from providing transportation if the students live less than 1.5 miles from the school. This transportation reimbursement has been funded at various levels, but an appropriation of \$250,000 per year has been the norm in recent years. OOD vocational school transportation expenses totaled \$4,466,576 in FY 2022, of which a mere 5.6% is reimbursed by the Commonwealth.<sup>36</sup> As a result of insufficient funding provided for this category of expenses, the Office of the State Auditor has heard from small communities in rural parts of the state about the financial burden imposed by the lack of full reimbursement.<sup>37</sup> The Commission on the Fiscal Health of Rural School Districts has also publicly reiterated concerns from school officials and advocated to the Legislature to fully fund OOD vocational school transportation.<sup>38</sup>

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<sup>34</sup> FY2022 Vocational OOD Transportation Reimbursements, on file with DLM.

<sup>35</sup> M.G.L. c. 74, § 8A.

<sup>36</sup> FY2022 Vocational OOD Transportation Reimbursements, on file with DLM.

<sup>37</sup> Correspondence to Massachusetts State Auditor Suzanne Bump from the John F. Sears Education Advisory Committee (December 1, 2021) and Select Board Chair of the Town of Buckland (March 2, 2022), on file with DLM.

<sup>38</sup> Commission on the Fiscal Health of Rural School Districts. (2022, July 18). *A Sustainable Future for Rural Schools*. <https://malegislature.gov/Commissions/Detail/510/Documents>

## **School Transportation for Students Experiencing Homelessness (McKinney-Vento Homeless Assistance Act, Public Law 100-77)**

**Status:** Full funding

**Estimated expenses (FY 2022):** \$11,396,298<sup>39</sup>

**FY 2022 Reimbursement:** \$11,527,248<sup>40</sup>

*For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following: . . .*

*(J) Assurances that the following will be carried out: . . .*

*(iii) The State and the local educational agencies in the State will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin (as determined under paragraph (3)), in accordance with the following, as applicable:*

*(I) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.*

*(II) If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing the child's or youth's education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.<sup>41</sup>*

Transportation for students experiencing homelessness is another category of school transportation expenses that is contingent on state reimbursement. This service to these students is required by federal law in order for the state to receive various categories of federal money. A DLM determination found this service to be an unfunded mandate in 2011 because the Commonwealth had adopted the provisions of

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<sup>39</sup> Note: Estimated expenses do not include expenses for charter schools, although charter schools received a reimbursement in FY 2022. See also FY 2022 Homeless Transportation Reimbursements, on file with DLM.

<sup>40</sup> FY2021 Homeless Transportation Reimbursements, on file with DLM.

<sup>41</sup> 42 U.S.C. 1432(g)(1).

the federal McKinney-Vento Homeless Assistance Act.<sup>42</sup> The state is therefore responsible for full reimbursement to the school district(s) that transport students experiencing homelessness.<sup>43</sup>

Although the Commonwealth has reimbursed this line item at inconsistent levels since FY 2013, reimbursements in FY 2022 reached full funding for the first time at \$11.5 million and complied with the mandate.<sup>44</sup> The reimbursement level was raised in FY 2023 to nearly \$23 million, which will likely cover all McKinney-Vento transportation expenses and account for growing costs.<sup>45</sup>

### **Out-of-District School Transportation for Students in Foster Care (Every Student Succeeds Act, Public Law 114–95)**

**Status:** Federal Funding for small percentage of expenses

**Estimated expenses (FY 2021):** \$4,334,608<sup>46</sup>

**FY 2021 Reimbursement:** \$513,060<sup>47</sup>

*Each local educational agency plan shall provide assurances that the local educational agency will . . .*

*(5) collaborate with the State or local child welfare agency to . . .*

*(B) by not later than 1 year after [the date of enactment of the Every Student Succeeds Act], develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—*

*(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 675(4)(A) of [the Social Security Act (42 U.S.C. 675(4)(A))]; and*

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<sup>42</sup> Massachusetts Office of the State Auditor. (2011, December 12). *Temporary housing for homeless families and children, education cost impacts for the City of Waltham*. <https://www.mass.gov/doc/temporary-housing-for-homeless-families-and-children-education-cost-impacts-for-the-city-of/download>; Massachusetts Office of the State Auditor. (2012, February 7). *Projected Fiscal 2012 Local Cost for Transportation of Certain Homeless Students*. <https://www.mass.gov/doc/projected-fiscal-2012-local-cost-for-transportation-of-certain-homeless-students/download>

<sup>43</sup> Note: Also known as the “school of origin.” See also 42 U.S.C. 1432(g)(1); 603 CMR 10.09 (8).

<sup>44</sup> Massachusetts Budget and Policy Center. (2022). *Homeless Student Transportation and Related Programs, 7035-0008*. <https://massbudget.org/budget-browser/line-item/?id=7035000500>; Massachusetts Department of Elementary and Secondary Education. (2021, October 27). *Transportation*. <https://www.doe.mass.edu/finance/transportation/>

<sup>45</sup> The 192<sup>nd</sup> General Court of the Commonwealth of Massachusetts. (2022). *FY 2023 Final Budget, line 7035-0008*. <https://malegislature.gov/Budget/FinalBudget>

<sup>46</sup> *FY2021 Schedule 7 Data*, on file with DLM.

<sup>47</sup> Note: The FY 2020 reimbursement was \$853,853. See also FY 2020 and FY 2021 ESSA Reimbursements to LEAs spreadsheet, on file with DLM.

*(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—*

*(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;*

*(II) the local educational agency agrees to pay for the cost of such transportation; or*

*(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation.<sup>48</sup>*

DLM previously investigated state and federal provisions of law covering educational services for children in foster care in a 2019 municipal impact report.<sup>49</sup> One of the laws highlighted in the report was the federal Every Student Succeeds Act of 2015 (ESSA), which requires DESE to provide, arrange, and fund transportation for students in foster care in conjunction with the Massachusetts Department of Children and Families (DCF).<sup>50</sup> ESSA also requires school districts<sup>51</sup> to adequately provide transportation to the schools that students previously attended prior to their placement in care, after determination by DESE and DCF that it is in the best interest of the students.<sup>52</sup> As a result, DESE and DCF were required to determine a cost-sharing mechanism to cover districts' accrued transportation expenses.<sup>53</sup> The Commonwealth has never directly funded this provision, although needed funding levels can be easily identified, since DESE collects transportation expense data as well as the number of students in foster care who receive OOD transportation services (915 as of FY 2021).<sup>54</sup>

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<sup>48</sup> 20 U.S.C. 6312, § 1112 (c)(5)(B)(ii).

<sup>49</sup> See Massachusetts Office of the State Auditor, Division of Local Mandates. (2019, April 23). *Educational services for students in foster care and state care*. <https://www.mass.gov/doc/local-financial-impact-review-educational-services-for-students-in-foster-care-and-state-care/download>. Further expenses for educating students in foster care are discussed on page 18.

<sup>50</sup> 20 U.S.C. 6312, § 1112 (c)(5)(B)(ii).

<sup>51</sup> *Id.* Note: a school district and a school that is located where a student originally lived prior to foster care placement are called a “district of origin” and a “school of origin,” respectively. See also Commonwealth of Massachusetts. (2018, January 26) *The Massachusetts Department of Elementary and Secondary Education (ESE) and Massachusetts Department of Children and Families (DCF) Guidance for Schools and Districts on Implementing Foster Care Provisions of the Every Student Succeeds Act (ESSA)*. <http://www.doe.mass.edu/sfs/foster/guidance.docx>

<sup>52</sup> Commonwealth of Massachusetts. (2018, January 26) *The Massachusetts Department of Elementary and Secondary Education (ESE) and Massachusetts Department of Children and Families (DCF) Guidance for Schools and Districts on Implementing Foster Care Provisions of the Every Student Succeeds Act (ESSA)*. <http://www.doe.mass.edu/sfs/foster/guidance.docx>; Commonwealth of Massachusetts. (2021, January 3). *ESSA Transportation Claiming: Supplemental Cost Report Training*, at 3. <https://www.doe.mass.edu/finance/transportation/reporting-tool-training.pptx>

<sup>53</sup> *Id.*

<sup>54</sup> *FY2021 Schedule 7 Data*, on file with DLM. Note: The number of students in foster care who received OOD transportation services in FY 2020 was 1,316. See *FY2020 Schedule 7 Data*, on file with DLM.

Instead of a state reimbursement, the Executive Office of Health and Human Services (EOHHS), DESE, and DCF coordinated efforts to secure a small federal reimbursement for school districts through Title IV-E of the Social Security Act, which was first distributed in FY 2020.<sup>55</sup> In FY 2021, transportation expenses for students in foster care totaled \$4,334,608, of which \$513,060 (or 12%) was reimbursed by the federal government.<sup>56</sup> The remaining balance falls on school districts to fund out of their budgets.

Not all school districts take advantage of the Title IV-E funds, as applying for reimbursement is voluntary.<sup>57</sup> For the 2019-2020 school year, only 59 out of 115 school districts with students in foster care sought reimbursement.<sup>58</sup> Likewise, only 56 out of 89 eligible districts sought reimbursement in the 2020–2021 school year.<sup>59</sup> Among the districts that sought federal reimbursement in FY 2021, only 16.8% was reimbursed out of their total expenses of \$3.1 million.<sup>60</sup> A combination of a lack of awareness of the program and the required time needed to fill out paperwork for the program may hinder districts' ability or motivation to apply for federal funds, especially when a 100% reimbursement is not guaranteed.

## School Aid

### Educator Evaluations (M.G.L. c. 71, § 38)

**Status:** No explicit funding (some funding unofficially allocated in Chapter 70 formula)

**Estimated expenses (FY 2021):** over \$10,000,000    **FY 2021 Reimbursement:** None

*Each school district shall conduct evaluations of teachers and administrators in accordance with the regulations of the board [of elementary and secondary education] and shall be reimbursed for reasonable costs incurred thereby in accordance with section sixty of chapter fifteen.*<sup>61</sup>

M.G.L. c. 71, § 38 sets out a state commitment to reimburse school districts for expenses related to the educator evaluation program. This section identifies teachers, principals, and administrators to be evaluated under standards from the Massachusetts Board of Elementary and Secondary Education. This process was the subject of a 2017 mandate determination by DLM in response to a petition filed by the

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<sup>55</sup> *Educational Services for Students in Foster Care*, at 37; 2021 ESSA Reimbursements to LEAs spreadsheet, on file with DLM.

<sup>56</sup> Note: The Title IV-E reimbursement for FY 2020 was \$853,853, which covered 15% of expenses related to foster care transportation (\$5,874,096). See also 2020 ESSA Reimbursements to LEAs spreadsheet, on file with DLM; as well as *FY2020 Schedule 7 Data* and *FY2021 Schedule 7 Data*, on file with DLM.

<sup>57</sup> Commonwealth of Massachusetts. (2021, January 3). *ESSA Transportation Claiming: Supplemental Cost Report Training*, at 3. <https://www.doe.mass.edu/finance/transportation/reporting-tool-training.pptx>

<sup>58</sup> FY 2020 ESSA Reimbursements to LEAs spreadsheet, on file with DLM; *FY2020 Schedule 7 Data*, on file with DLM.

<sup>59</sup> FY 2021 ESSA Reimbursements to LEAs spreadsheet, on file with DLM; *FY2021 Schedule 7 Data*, on file with DLM.

<sup>60</sup> *Id.*

<sup>61</sup> M.G.L. c. 71, § 38.

Framingham School District.<sup>62</sup> No funds have ever been explicitly appropriated for the reimbursement of these evaluations, nor has there been evidence of guidelines for reimbursement under M.G.L. c. 15, § 60. However, in the past, DESE recommended use of Federal Title II-A funds to support the evaluation program and pointed to a professional development allocation within the Chapter 70 formula.<sup>63</sup> While the costs to school districts of the required evaluation process are not known, an estimate of tens of millions of dollars is reasonable, extrapolating from the numbers Framingham provided as part of the mandate determination.

## **Education of Students in Foster Care (M.G.L. c. 76, § 7)**

**Status:** Partial funding (via Chapter 70 aid)

**Estimated foundation budget expenses (FY 2023):** \$78,503,552

**Estimated Chapter 70 aid (FY 2023):** \$36,527,703<sup>64</sup>

*For the tuition in the public schools of any city, town, or regional school district of any school age child placed in foster care or group care elsewhere than in his home town by, or there kept under the control of, the department of children and families, the commonwealth shall fully reimburse said city, town, or regional school district for the child's tuition each day the child is enrolled in a public elementary or secondary school. The amount of said reimbursement shall be based on the average annual per pupil cost of education in the city, town, or regional school district, as determined by the department of education.*<sup>65</sup>

DLM's 2019 report on children in foster care also highlighted a promised reimbursement for educational services of such children who are assigned to schools outside their home district. M.G.L. c. 76, § 7, which details tuition reimbursement for students placed OOD, has never been funded. However, students in the foster care system are automatically categorized as low income and have additional allocations of up to \$6,500 over the foundation base rate per student in the Chapter 70 formula, thus generating more funding

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<sup>62</sup> Massachusetts Office of the State Auditor, Division of Local Mandates. (2017, October 17). *RE: The financial impacts of educator evaluations, M.G.L. c. 71, § 38, on the Framingham Public Schools.* <https://www.mass.gov/files/documents/2017/10/19/DLM-Framingham%20%20Educator%20Evaluation%20letter%20....%20%28002%29.pdf>

<sup>63</sup> *Id.*; Massachusetts Department of Elementary and Secondary Education. (2014, July). *Report to the Legislature: Educator Evaluation Training Funding Report.* <https://archives.lib.state.ma.us/bitstream/handle/2452/735472/on1001960047.pdf?sequence=1&isAllowed=y>

<sup>64</sup> Note: Estimates for expenses and funding based on internal methodology. See also Massachusetts Department of Elementary and Secondary Education. (2022). *FY2023 Chapter 70 Complete Formula Spreadsheet.* <https://www.doe.mass.edu/finance/-chapter70/fy2023/chapter-2023.xlsm>; Email correspondence with Emily Warchol of the Executive Office of Health and Human Services, September 6, 2022, on file with DLM.

<sup>65</sup> M.G.L. c. 76, § 7.

for the districts.<sup>66</sup> Accurate statistics are not publicly available, since students in this category tend to move between districts more often than others; furthermore, there is no specific funding line item for the education of students in foster care.<sup>67</sup> However, EOHS has estimated that there were at least 5,504 students in foster and state care who were enrolled in public schools as of October 2021.<sup>68</sup>

Multiplying the number of students in foster care who attended public schools (5,504) by the average FY 2023 Foundation Budget amount of \$14,263 per pupil, DLM estimates there are over \$78 million per year in expenses to provide educational services for children in foster care.<sup>69</sup> Because the Commonwealth funds approximately 46.53% of foundation budget expenses, we estimate that approximately \$32 million, or 53.47%, is left to school districts to cover out-of-pocket.<sup>70</sup> This estimate is conservative, as there are many students in foster and state care attending districts with high concentration of students from families with low incomes, and as a result, have higher foundation budgets. Students in foster care also tend to have a higher need for IEPs than other students across the Commonwealth and therefore require more resources.<sup>71</sup> In addition, there may be higher student counts in upcoming years due to the changing impact of the 2019 coronavirus (COVID-19) pandemic.

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<sup>66</sup> Riley, Jeffrey C. (2022, July 28). *School Finance: Chapter 70 Program*. Massachusetts Department of Elementary and Secondary Education, at 15. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023-whitepaper.docx>

<sup>67</sup> Massachusetts Office of the State Auditor, Division of Local Mandates. (2019, April 23). *Educational Services for Students in Foster Care and State Care*, at 31. <https://www.mass.gov/doc/local-financial-impact-review-educational-services-for-students-in-foster-care-and-state-care/download>

<sup>68</sup> Note: Students between the ages of 5 and 17 are included in this estimate. See also Email correspondence with Emily Warchol of the Executive Office of Health and Human Services, September 6, 2022, on file with DLM.

<sup>69</sup> Email correspondence with Emily Warchol of the Executive Office of Health and Human Services, 9/6/22, on file with DLM. Riley, Jeffrey C. (2022, July 28). *School Finance: Chapter 70 Program*. Massachusetts Department of Elementary and Secondary Education, at 8. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023-whitepaper.docx>

<sup>70</sup> Discussion with DESE Staff Members, September 1 and 19, 2022. On file with DLM.

<sup>71</sup> See Massachusetts Office of the State Auditor, Division of Local Mandates. (2019, April 23). *Educational services for students in foster care and state care*, at 31. <https://www.mass.gov/doc/local-financial-impact-review-educational-services-for-students-in-foster-care-and-state-care/download>

## Special Education Circuit Breaker (M.G.L. c. 71B, § 5A)

**Status:** Partial funding (per formula)

**Estimated expenses, net of Chapter 70 aid (FY 2022):** \$749,158,527<sup>72</sup>

**FY 2022 Reimbursement:** \$348,615,429<sup>73</sup>

*There shall be, subject to appropriation, a special education reimbursement program. The program shall reimburse municipalities for the eligible instructional costs and for the cost of required out-of-district transportation associated with implementing individual education plans of students receiving special education services pursuant to this chapter. The reimbursements shall be in addition to amounts distributed pursuant to chapter 70 and shall not be included in the calculation of base aid, as defined in said chapter 70, for any subsequent fiscal year. Charter schools shall receive reimbursements under this section in the same manner as districts.*

*The department shall promulgate regulations to define, consistent with this section, the costs associated with implementing individual education plans for pupils that shall be eligible for reimbursement under the program.<sup>74</sup>*

The special education circuit breaker is a cost-sharing program between communities and the state for expenses related to educating the students who have the highest needs for special education services. The formula was modified as a result of the 2019 SOA and now triggers at a threshold amount, beyond which school districts get reimbursed at 75% of allowable expenses.<sup>75</sup> The amount of reimbursement increased with the SOA, due to a phase-in of OOD transportation costs for students whose expenses exceed the threshold.<sup>76</sup> In FY 2022, total expenses exceeded \$980 million, with district threshold costs at just under \$500 million.<sup>77</sup> However, the \$980 million is considered to be gross expenses, of which some of it is partly paid for with Chapter 70 aid.<sup>78</sup> After subtracting the state's allocation of Chapter 70 aid for students receiving special education services from total expenses, and after excluding OOD transportation

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<sup>72</sup> Note: Estimates for expenses based on internal methodology. See also Massachusetts of Department of Elementary and Secondary Education. (2022, February 23). *FY2022 Circuit Breaker reimbursement listing*. <https://www.doe.mass.edu/finance/circuitbreaker/fy2022-reimbursement.xlsx>

<sup>73</sup> *Id.* Note: Includes Special Indicator reimbursements for tuition and instructional costs.

<sup>74</sup> M.G.L. c. 71B, § 5A.

<sup>75</sup> The threshold amount was \$45,793 in fiscal 2020; it increases based on the inflation rate each year. See *id.*

<sup>76</sup> Note: A more detailed discussion of expenses related to out-of-district special education transportation is located at page 10.

<sup>77</sup> Massachusetts of Department of Elementary and Secondary Education. (2022, February 23). *FY2022 Circuit Breaker reimbursement listing*. <https://www.doe.mass.edu/finance/circuitbreaker/fy2022-reimbursement.xlsx>

<sup>78</sup> The Commonwealth's state target share of Chapter 70 aid is 46.53% of total foundation budget expenses. See also Discussion with DESE Staff Members, September 1 and 19, 2022. On file with DLM; Riley, Jeffrey C. (2022, July 28). *School Finance: Chapter 70 Program*. Massachusetts Department of Elementary and Secondary Education, at 8. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023-whitepaper.docx>

costs, the net expense for the year was approximately \$749 million. Approximately \$349 million, or 46.53% of net costs, was reimbursed by the special education circuit breaker, leaving approximately \$400 million to be absorbed by the local districts.<sup>79</sup>

## **Charter School Sending Tuition Reimbursements (M.G.L. c. 71, § 89 (gg))**

**Status:** Partial funding (per formula)

**Estimated expenses, net of Chapter 70 aid (FY 2023):** \$437,677,373<sup>80</sup>

**FY 2023 Reimbursement:** \$178,889,248<sup>81</sup>

*Any district whose total charter school tuition amount is greater than its total charter school tuition amount for the previous year shall be reimbursed by the commonwealth in accordance with this paragraph and subject to appropriation; provided, however, that no funds for said reimbursements shall be deducted from funds distributed pursuant to chapter 70. The district's reimbursement shall be 100 per cent of the increase in the year in which the increase occurs, 60 per cent of the increase in the year following the increase and 40 per cent of the increase in the second year following the increase.<sup>82</sup>*

Whenever students opt to attend charter schools instead of a public, vocational, or regional school, sending districts are charged tuition for these students. These charges are labeled as assessments on the municipal and regional school Cherry Sheets (see Figure 9 for a detailed breakdown of Chapter 70 aid and charter school assessments).<sup>83</sup> Charter school tuition expenses are rising quickly, as charter school assessments (net of reimbursement) increased by 33% between FY 2018 and FY 2023.<sup>84</sup> It should be noted

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<sup>79</sup> Note: Includes Special Indicator reimbursements for tuition and instructional costs. See also Massachusetts of Department of Elementary and Secondary Education. (2022, February 23). *FY2022 Circuit Breaker reimbursement listing*. <https://www.doe.mass.edu/finance/circuitbreaker/fy2022-reimbursement.xlsx>

<sup>80</sup> Note: Estimates for expenses based on internal methodology. See also Massachusetts Department of Education. (2022, August 10). *Projected FY23 Charter School Tuition Payments and Reimbursements for Sending Districts*. <https://www.doe.mass.edu/charter/finance/tuition/fy2023/projection-distsum.xlsx>; Massachusetts Department of Elementary and Secondary Education. (2022). *FY2023 Chapter 70 Complete Formula Spreadsheet*. <https://www.doe.mass.edu/finance/chapter70-fy2023/chapter-2023.xlsm>

<sup>81</sup> Note: Excludes reimbursements for Facilities as this component is fully funded at 100%. See also Massachusetts Department of Education. (2022, August 10). *Projected FY23 Charter School Tuition Payments and Reimbursements for Sending Districts*. <https://www.doe.mass.edu/charter/finance/tuition/fy2023/projection-distsum.xlsx>

<sup>82</sup> M.G.L. c. 71, § 89(gg).

<sup>83</sup> Department of Revenue, Division of Local Services. (2022, July 28). *Cherry Sheet Detail by Program*. [https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail\\_main](https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail_main)

<sup>84</sup> *Id.*

that students attending charter schools are included in the student count for the Chapter 70 program, which drives the overall foundation budget, and thus the tuition rates for charter schools.<sup>85</sup>

There is a reimbursement program (line item 7061-9010) with a formula designed to provide support to the sending districts, but this program only partially offsets expenses. Two components—transitional support for tuition and facilities reimbursement—account for the vast majority of reimbursements: the first component helps districts adjust to recent increases in charter school tuition, while the second component helps support capital costs at charter schools.

In FY 2023, gross charter school tuition expenses totaled over \$866 million, some of which is covered with Chapter 70 aid.<sup>86</sup> We estimate that approximately \$428.3 million in Chapter 70 aid was allocated to students attending charter schools (based on an estimated charter school enrollment of 47,872 and an average Chapter 70 aid amount of \$8,497.17 per student attending a charter school from a sending district).<sup>87</sup> After subtracting estimated Chapter 70 aid, approximately \$179 million out of \$438 million (or 41%) in charter school tuition expenses will be reimbursed under the program with transition tuition aid.<sup>88</sup> While this commitment was not fully funded in past years, the SOA promised implementation of the appropriate level of support by phasing in funding over a period of years.<sup>89</sup>

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<sup>85</sup> The Commonwealth's state target share of Chapter 70 aid is 41% of total foundation budget expenses. See also Riley, Jeffrey C. (2022, July 28). *School Finance: Chapter 70 Program*. Massachusetts Department of Elementary and Secondary Education. P. 2–3. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023-whitepaper.docx>

<sup>86</sup> Note: Excludes facilities expenses. See also Massachusetts Department of Education. (2022, August 10). *Projected FY23 Charter School Tuition Payments and Reimbursements for Sending Districts*. <https://www.doe.mass.edu/charter/finance/tuition/fy2023/projection-distsum.xlsx>

<sup>87</sup> *Id.* Note: Average Chapter 70 aid per pupil was calculated by dividing Chapter 70 aid and total enrollment estimates for FY 2023. See also Massachusetts Department of Elementary and Secondary Education. (2022). *FY2023 Chapter 70 Complete Formula Spreadsheet*. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023.xlsm>

<sup>88</sup> *Id.* Note: Excludes reimbursements for Facilities as this component is fully funded at 100%.

<sup>89</sup> St. 2019, c. 132 § 25.



*Kenneth M. Dubuque Memorial State Forest in Hawley, Mass. (staff photo)*

## Local Government Programs

### Payments in Lieu of Taxes for State-Owned Land (M.G.L. c. 58, §§ 13–17)

**Status:** Partial funding

**Estimated full reimbursement (FY 2023):** \$48,987,912<sup>90</sup>

**FY 2023 Appropriation:** \$45,000,000<sup>91</sup>

*The treasurer shall annually, reimburse each city and town in which state-owned land is located, an amount in lieu of taxes upon the reimbursement percentages reported to the treasurer by the commissioner under the preceding section, determined by multiplying the percentages by the amount appropriated for such purposes for the fiscal year.*<sup>92</sup>

The state-owned land payment in lieu of taxes (PILOT) program was the subject of a 2020 report from DLM.<sup>93</sup> The report found a significant underfunding of the PILOT program as a result of changes to the

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<sup>90</sup> Department of Revenue, Division of Local Services. *Historic SOL Average Tax Rates*, on file with DLM.

<sup>91</sup> The 192<sup>nd</sup> General Court of the Commonwealth of Massachusetts. (2022). *FY 2023 Final Budget*. <https://malegislature.gov/Budget/FinalBudget>

<sup>92</sup> M.G.L. c. 58, § 17.

<sup>93</sup> Massachusetts Office of the State Auditor, Division of Local Mandates. (2020, December 10). *The impact of the state-owned land PILOT and solar taxation policies on municipalities*. <https://www.mass.gov/doc/the-impact-of-the-state-owned-land-pilot-and-solar-taxation-policies-on-municipalities-pdf/download>

program’s formula by the Municipal Modernization Act of 2016 (St. 2016, c. 218 § 108).<sup>94</sup> Under the program’s current structure, municipalities are reimbursed based on multiplying the share of their state-owned land relative to the Commonwealth’s total state-owned land value against a legislative appropriation. Note that for the purposes of this report, DLM calculated an estimate of full funding to the program using the methodology from prior to 2016.

Shortly after DLM’s 2020 report, the Legislature started to make larger investments in the state-owned land PILOT program. The program’s appropriation increased from \$30 million to \$35 million between FY 2020 and FY 2022.<sup>95</sup> The Legislature allocated an additional \$10 million for the FY 2023 budget, increasing the program’s appropriation to an all-time high of \$45 million.<sup>96</sup> Full funding levels are currently estimated to be at \$49 million.<sup>97</sup> Because state-owned land values are revalued biannually, it is important that the Commonwealth consistently increases its financial commitment to the program to keep pace with growing land values.

### **Community Preservation Act Incentives (M.G.L. c. 44B, § 10)**

**Status:** Partial funding

**Net Surcharges Raised (FY 2022):** \$178,991,952      **FY 2022 State Match:** \$88,477,404<sup>98</sup>

*(a) The commissioner of revenue shall annually on or before November 15 disburse monies from the fund established in section 9 to a city or town that has accepted sections 3 to 7, inclusive, and notified the commissioner of its acceptance. . . .*

*(b) The commissioner shall multiply the amount remaining in the fund after any disbursements for operating and administrative expenses pursuant to subsection (c) of section 9 by 80 per cent. . . .*

*(c) The commissioner shall further divide the remaining 20 per cent of the fund in a second round distribution, known as the equity distribution. . . .*

*(h) When there are monies remaining in the Massachusetts Community Preservation Trust Fund after the first and second round distributions and any necessary administrative expenses have been*

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<sup>94</sup> See *id.* at 27–28.

<sup>95</sup> The 191<sup>st</sup> General Court of the Commonwealth of Massachusetts. (2019). *FY 2020 Final Budget*. <https://malegislature.gov/Budget/FY2020/FinalBudget>; The 192<sup>nd</sup> General Court of the Commonwealth of Massachusetts. (2021). *FY 2022 Final Budget*. <https://malegislature.gov/Budget/FY2022/FinalBudget>

<sup>96</sup> The 192<sup>nd</sup> General Court of the Commonwealth of Massachusetts. (2022). *FY 2023 Final Budget*. <https://malegislature.gov/Budget/FinalBudget>

<sup>97</sup> Department of Revenue, Division of Local Services. *Historic SQL Average Tax Rates*, on file with DLM.

<sup>98</sup> Massachusetts Department of Revenue, Division of Local Services. (2022). *FY2022 CPA Distribution and Ranking*, <https://www.mass.gov/lists/community-preservation-act>

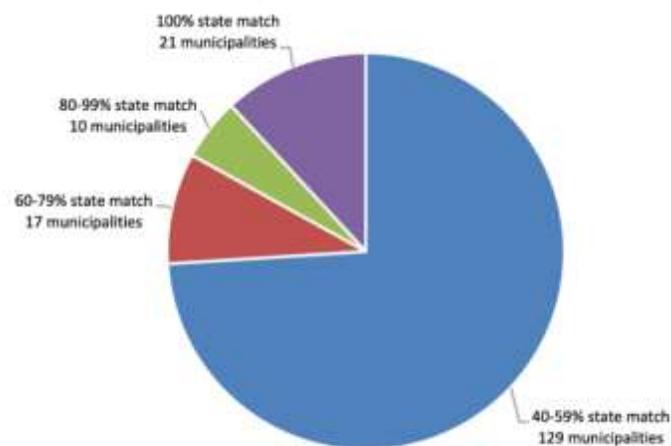
*paid in accordance with section 9, the commissioner may conduct a third round surplus distribution.*

...

*(i) The commissioner shall determine each participant's total state grant by adding the amount received in the first round distribution with the amounts received in any later round of distributions, with the exception of a city or town that has already received a grant equal to 100 per cent of the amount the community raised by its surcharge on its real property levy.<sup>99</sup>*

The Community Preservation Act (CPA) is an optional program, through which communities can assess a surcharge to property tax bills that can be directed to a fund for historic preservation, open space management, and affordable housing. As of 2021, 177 communities have opted to participate in this program.<sup>100</sup> The state matches local funding at a rate that varies each year, as the distribution of funds is dependent on the amount of collected surcharge revenue and the number of participating communities. There are also some occasional additions to funding: for example, the FY 2023 budget promises a \$20 million infusion of surplus funds into the Community Preservation Trust Fund for that year's CPA incentive reimbursements.<sup>101</sup> However, the existing funding regime does not allow many communities to receive the full 100% incentive, as seen in Figure 5.

**Figure 5—CPA Communities by Share of State Match, FY 2022<sup>102</sup>**



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<sup>99</sup> M.G.L. c. 44B, § 10.

<sup>100</sup> Massachusetts Department of Revenue, Division of Local Services. (2022). *FY2022 CPA Distribution and Ranking*, <https://www.mass.gov/lists/community-preservation-act>

<sup>101</sup> The 192<sup>nd</sup> General Court of the Commonwealth of Massachusetts. (2022). *FY 2023 Final Budget*. <https://malegislature.gov/Budget/FinalBudget>

<sup>102</sup> Massachusetts Department of Revenue, Division of Local Services. (2022). *FY2022 CPA Distribution and Ranking*, <https://www.mass.gov/lists/community-preservation-act>

There is an apparent correlation between a municipality’s wealth and the CPA surcharge percent adopted by a municipality. For example, Figure 6 shows the mean assessed values per capita, by CPA surcharge percent, for Massachusetts municipalities. Communities that implemented the 3% surcharge have a significantly higher mean total assessed value per capita than those that implemented the 2% surcharge, which are higher still than those that implemented the 1.5% surcharge, and so on. In particular, the contrast between municipalities participating in the CPA program with the highest surcharges and non-CPA municipalities (\$421,343 vs. \$189,078 in mean total assessed value per capita in FY 2022) is striking.<sup>103</sup>

**Figure 6—Average Total Municipal Assessed Value by CPA Surcharge Percent per Capita, FY 2022<sup>104</sup>**

Surcharge Percent	Number of Municipalities	Average Total Assessed Value per Capita (FY 2022)
0%	174	\$189,078
1%	42	\$197,067
1.5%	39	\$204,716
2%	17	\$238,212
3%	76	\$421,343

The CPA program includes two “equity” rounds of fund redistribution after the first allocation, with the stated goal of increasing fairness. But, even after redistribution, there is a high correlation between a municipality’s total assessed value per capita and CPA funds per capita (see Figure 6): the higher the mean assessed value, the higher CPA reimbursements tend to be. This is an unintended consequence from the CPA statute, which states that only municipalities that implement the equivalent of a 3% surcharge qualify to enter the “equity” rounds.<sup>105</sup> It is unclear why the equity rounds are restricted to these communities,

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<sup>103</sup> *Id.*; Massachusetts Department of Revenue, Division of Local Services. (2022, August 15). *Assessed Value by Class*. <https://dls.gateway.dor.state.ma.us/reports/-rdPage.aspx?rdReport=PropertyTaxInformation.AssessedValuesbyClass.assessedvaluesbyclass>; US Census Bureau, *Annual Estimates of the Resident Population for Minor Civil Divisions in Massachusetts*, April 1 2020 Estimates Base <https://www2.census.gov/programs-surveys/popest/tables/2020-2021/mcids/totals/SUB-MCD-EST2021-POP-25.xlsx>

<sup>104</sup> *Id.* Three municipalities have adopted unusual CPA percentages and have not been included in this table: Seekonk, at 1.25%, Harvard, at 1.10%, and Northfield, at 0.50%.

<sup>105</sup> “Only those cities and towns that adopt the maximum surcharge pursuant to subsection (b) of section 3 and those cities and towns that adopt the maximum surcharge and additional funds committed from allowable municipal sources such that the total funds are the equivalent of 3 per cent of the real estate tax levy against real property pursuant to subsection (b.5) of

given the large amount of historically significant properties also present in many of the lower-income, deindustrialized communities of the Commonwealth (which tend to participate for the CPA program at a lower rate, when they sign up at all).

### **Municipal Reimbursements for Veterans' Benefits (M.G.L. c. 115, § 6)**

**Status:** Partial funding

**Estimated full reimbursement (FY 2023):** \$46,808,078<sup>106</sup>

**FY 2023 Estimated Cherry Sheet Reimbursement:** \$35,106,059<sup>107</sup>

*Subject to . . . decision and allowance [by the commissioner of veterans' services as to proper and lawful amounts], seventy-five per cent of the amounts of veterans' benefits paid to applicants by the cities and towns wherein they reside, but none of the expenses attending the payment of such benefits, shall be paid by the commonwealth to the several cities and towns on or before November tenth in the year after such expenditures.*<sup>108</sup>

The Massachusetts Department of Veterans' Services reimburses municipalities for 75% of the benefits paid to veterans by the city or town that the Commissioner of Veterans' Services deems proper and lawful. These benefits provide emergency and long-term financial assistance to veterans and their dependents for various categories of living expenses and are need-based with thresholds for income and assets.<sup>109</sup> It should be noted that the eligible veteran population is not equally spread between municipalities, but instead clustered in a small number of mostly lower-income communities. Judging by reimbursement patterns, most veterans eligible for benefits (>51%) live in approximately 10% of the 351 Massachusetts municipalities, notably in the "gateway cities."<sup>110</sup> In FY 2023, the four communities with the largest veterans' expenditures were New Bedford, Boston, Fall River, and Worcester, as shown in Figure 7.<sup>111</sup>

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said section 3 shall be eligible to receive additional state monies through the equity and surplus distributions." See also M.G.L. c. 44B, § 10(i)(1).

<sup>106</sup> This is the computation of 100% reimbursement, assuming FY 2023 reimbursement at 75% remains at \$35,106,059 (so  $(\$35,106,059 \times 100) \div 75 = \$46,808,078$ ).

<sup>107</sup> Department of Revenue, Division of Local Services. (2022, July 28). Cherry Sheet Detail by Program. [https://dlsgateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail\\_main](https://dlsgateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail_main)

<sup>108</sup> M.G.L. c. 115, § 6.

<sup>109</sup> Legal Services Center of Harvard Law School. (2022). *About Chapter 115 Benefits*. <https://massvetben.org/about-chapter-115-benefits/>

<sup>110</sup> Department of Revenue, Division of Local Services. (2022, July 28). Cherry Sheet Detail by Program. [https://dlsgateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail\\_main](https://dlsgateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail_main)

<sup>111</sup> *Id.*

Proceeding with a full financial commitment would have a positive budgetary impact for some of the most challenged municipalities in the Commonwealth.

**Figure 7—Largest Recipients of Veterans’ Benefits Reimbursements, FY 2023<sup>112</sup>**

Municipality	Amount Reimbursed
New Bedford	\$1,538,050
Boston	\$1,228,230
Fall River	\$1,182,639
Worcester	\$1,127,518
Springfield	\$643,329
Quincy	\$603,158
Pittsfield	\$538,204
Gardner	\$494,590
Chicopee	\$477,800
Brockton	\$477,148

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### Major Cherry Sheet Programs

As a result of the significant underfunding of the programs discussed above, municipalities and school districts depend heavily on two major “Cherry Sheet” programs for assistance: Chapter 70 education aid and UGGA.

### Chapter 70 Education Aid

#### Overview

The Chapter 70 program, which provides education funding to school districts, is the largest state assistance program in the Commonwealth. The purpose of the program is to define a spending goal for each school district, and then determine how much of that goal should be funded with either state or

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<sup>112</sup> *Id.*

local resources. Chapter 70 was created with the passage of the Education Reform Act of 1993 and has been amended and refined at various times, most recently with the 2019 SOA.<sup>113</sup> The program, while complex, is based on the Foundation Budget calculation, which tells local communities what their spending requirement is for public education based on enrollment across grades and then apportions that requirement between a local contribution and state aid.

According to the formula, approximately 41% of the required Foundation Budget expenditure statewide is assumed by the Commonwealth through Chapter 70.<sup>114</sup> The balance (approximately 59% on average) is the responsibility of the municipality and/or school district through their local contributions, as shown in Figure 8.<sup>115</sup> The actual state share varies by year, according to factors such as hold harmless aid, minimum aid, and foundation aid above target. As a result, the state's share for FY 2023 was approximately 46.53% of the total foundation budget expenditure, while the local share was approximately 53.47%.<sup>116</sup> In fact, districts generally receive between 17.5% and 82.5% of their Foundation Budgets in state aid—with the variation driven by factors such as municipal property values and income (also known as a combined effort yield).<sup>117</sup> Although 82.5% is the maximum contribution for a municipality, the Commonwealth is not limited in its own contributions of aid—in a few specific circumstances, communities may get more than 82.5% from the state.

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<sup>113</sup> St. 1993, c. 71; St. 2019, c. 132.

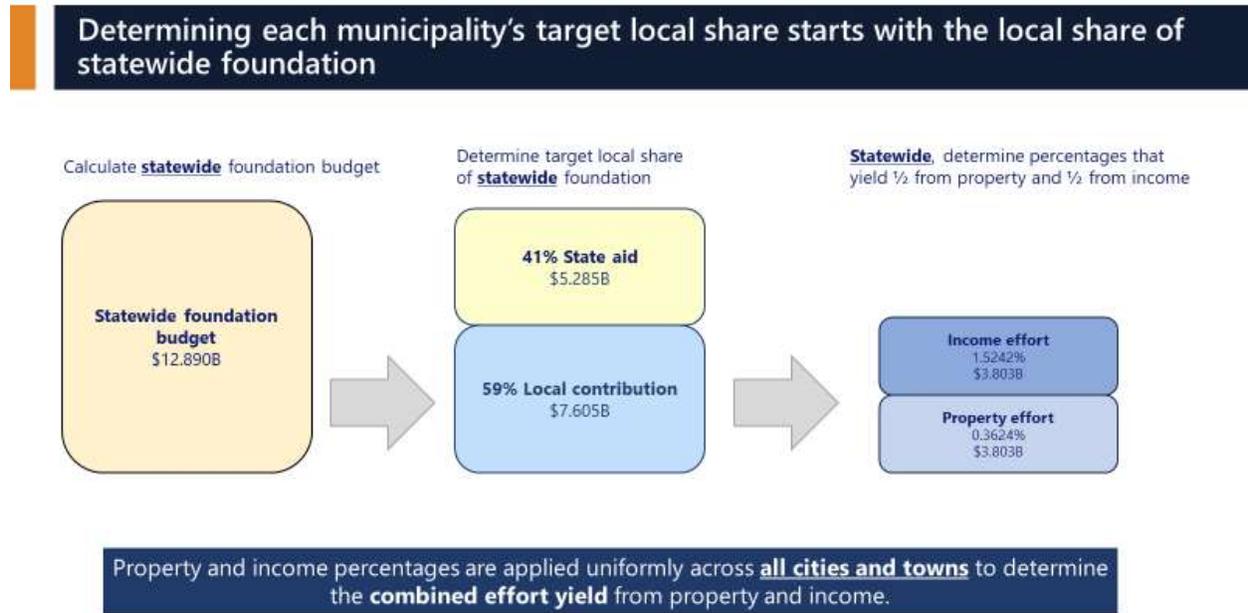
<sup>114</sup> Massachusetts Department of Elementary and Secondary Education. (2022, July). School Finance: Chapter 70 Program, at 1. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023-whitepaper.docx>

<sup>115</sup> *Id.*

<sup>116</sup> Estimate provided by Robert O'Donnell of DESE, in correspondence dated September 27, 2022.

<sup>117</sup> *Id.*

**Figure 8—DESE Breakdown of Chapter 70 Target Local Shares<sup>118</sup>**



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<sup>118</sup> Massachusetts Department of Elementary and Secondary Education. (2022, July 28). *FY23 Chapter 70 aid and Charter reimbursements* [PowerPoint], slide 19. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023.pptx>

**Figure 9—Summary of Chapter 70 Aid and Charter School Assessments, FY 2018 through FY 2023<sup>119</sup>**

	FY 2018	FY 2019	FY 2020
<b>Municipal Chapter 70 Aid</b>	\$4,043,777,244	\$4,177,314,546	\$4,435,676,741
<b>Regional School Districts - Chapter 70 Aid</b>	\$702,176,473	\$717,758,775	\$740,325,911
<b><i>Aid Subtotal</i></b>	<b>\$4,745,953,717</b>	<b>\$4,895,073,321</b>	<b>\$5,176,002,652</b>
<b>Municipal Assessments to Charter Schools</b>	\$573,651,231	\$639,254,711	\$700,133,014
<b>+ Regional School District Assessments to Charter Schools</b>	\$22,855,262	\$23,976,891	\$25,119,045
<b>- Charter Schools: Municipal Reimbursements</b>	\$77,618,508	\$85,009,201	\$99,157,192
<b>- Charter Schools: Regional School District Reimbursements</b>	\$2,881,496	\$2,457,839	\$2,877,206
<b><i>Assessments Sub-total</i></b>	<b>\$516,006,489</b>	<b>\$575,764,562</b>	<b>\$623,217,661</b>
<b>Total Net State Aid (Aid minus Assessments)</b>	<b>\$4,229,947,228</b>	<b>\$4,319,308,759</b>	<b>\$4,552,784,991</b>

	FY 2021	FY 2022	FY 2023
<b>Municipal Chapter 70 Aid</b>	\$4,533,638,522	\$4,735,341,922	\$5,179,209,141
<b>Regional School Districts—Chapter 70 Aid</b>	\$750,013,110	\$767,926,302	\$819,000,745
<b><i>Aid Subtotal</i></b>	<b>\$5,283,651,632</b>	<b>\$5,503,268,224</b>	<b>\$5,998,209,886</b>
<b>Municipal Assessments to Charter Schools</b>	\$717,295,564	\$810,160,026	\$889,986,611
<b>+ Regional School District Assessments to Charter Schools</b>	\$26,494,930	\$29,130,335	\$32,474,646
<b>- Charter Schools: Municipal Reimbursements</b>	\$108,749,058	\$143,058,053	\$226,598,535
<b>- Charter Schools: Regional School District Reimbursements</b>	\$4,812,604	\$4,931,958	\$9,379,535
<b><i>Assessments Sub-total</i></b>	<b>\$630,228,832</b>	<b>\$691,200,350</b>	<b>\$686,483,187</b>
<b>Total Net State Aid (Aid minus Assessments)</b>	<b>\$4,653,422,800</b>	<b>\$4,812,067,874</b>	<b>\$5,311,726,699</b>

<sup>119</sup> Department of Revenue, Division of Local Services. (2022, July 28). Cherry Sheet Detail by Program. [https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail\\_main](https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail_main)

Over the period illustrated in Figure 9 (FY 2018 through FY 2023), there has been an increase in aid of 26.4%, an increase in net aid of 25.6%, and an increase in assessments of 33%.<sup>120</sup>

The total required school spending varies considerably between school districts, based on individual district characteristics such as income and wealth.<sup>121</sup> For example, the City of Brockton is projected to receive over \$212 million in aid for FY 2022, against a required local expenditure of \$261 million.<sup>122</sup> State aid therefore represents 81% of the total required school spending. At the other end of the spectrum is the Town of Lexington, which is projected to receive \$14.6 million in aid against a required local expenditure of \$81.1 million.<sup>123</sup> Lexington's aid only represents 18% of the total required school spending.



*Brockton City Hall. (staff photo)*

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<sup>120</sup> *Id.*

<sup>121</sup> As stated previously, the Chapter 70 formula includes a minimum local contribution of 17.5%, and a maximum local contribution of 82.5%: in other words, generally, the wealthiest community still receives a minimum of 17.5% of its foundation budget through state aid, while the poorest community still has to assume paying at least 17.5% of its foundation budget. There are still some exceptions where local communities receive more than 82.5% from the state, usually because they serve students that qualify for reimbursements under multiple categories. See also Massachusetts Department of Elementary and Secondary Education. (2022, July). School Finance: Chapter 70 Program, at 1. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023-whitepaper.docx>

<sup>122</sup> Massachusetts Department of Elementary and Secondary Education. (2021). FY2022 Chapter 70 Complete Formula Spreadsheet. <https://www.doe.mass.edu/finance/chapter70/fy2022/chapter-2022.xlsm>

<sup>123</sup> *Id.*

## Impacts of the Student Opportunity Act (SOA)

The 2021–2022 school year was the first year of a six-year transition required by the 2019 Student Opportunity Act, which implements the recommendations of the 2015 Foundation Budget Review Commission. Those recommendations recognized that the previous formula had understated the impact of special education services and health insurance benefits on school budgets. The Commission had also recommended changing the foundation budget formula in order to allocate more money to districts with high concentrations of children from families with low incomes or large percentages of English Learners.<sup>124</sup>

To adjust for these changes under the SOA, virtually all districts in the Commonwealth will see an increase in their foundation budgets and thus will be required to increase their required net school spending on public education. The formula tries to remedy this issue with a “minimum aid” component that allocates monies to districts that otherwise would not see an increase in Chapter 70 funds. An analysis of data from DESE shows a total of 246 districts receiving a minimum aid of \$30 per pupil in FY 2022, and a total of 141 districts receiving \$60 per pupil in minimum aid in FY 2023.<sup>125</sup> Although many districts will receive additional Chapter 70 aid that will entirely offset the foundation budget increases, some districts will be left to spend more without an increase in aid sufficient to cover the requirement. For example, there are 129 school districts that had increased foundation budgets but only saw an increase in minimum aid between FY 2021 and FY 2023.

One of the ways that districts are burdened with higher net school spending is decreased enrollment, because most school districts in the state have faced shrinking student populations in recent years. Within the first two years of the implementation of the SOA, at least 251 out of 318 school districts saw declining enrollment, which was exacerbated by students leaving public schools during the COVID-19 pandemic. These districts had an average enrollment loss of -4.93% between FY 2021 and FY 2023 and consist mostly of public and regional school districts. According to Figure 10, at least 126 districts with shrinking student enrollment had only minimum increases of aid of \$30 to \$60 per pupil between FY 2021 and FY 2023, despite increases of foundation budgets and local contributions that far exceed this amount. The distribution of minimum aid communities touches all parts of the state (as shown in Figure 11, which

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<sup>124</sup> Foundation Budget Review Commission. (2015, October 30). Final Report. <https://archives.lib.state.ma.us/handle/2452/303499>

<sup>125</sup> Massachusetts Department of Elementary and Secondary Education. (2021). FY2022 Chapter 70 Complete Formula Spreadsheet. <https://www.doe.mass.edu/finance/chapter70/fy2022/chapter-2022.xlsm>; Massachusetts Department of Elementary and Secondary Education. (2022). FY2023 Chapter 70 Complete Formula Spreadsheet. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023.xlsm>

shows those districts receiving \$90 per student across two years). Further analysis may be required of the impacts of minimum aid in future years.<sup>126</sup>

**Figure 10—School Districts in Massachusetts with Declining Enrollment, FY 2021 through FY 2023<sup>127</sup>**

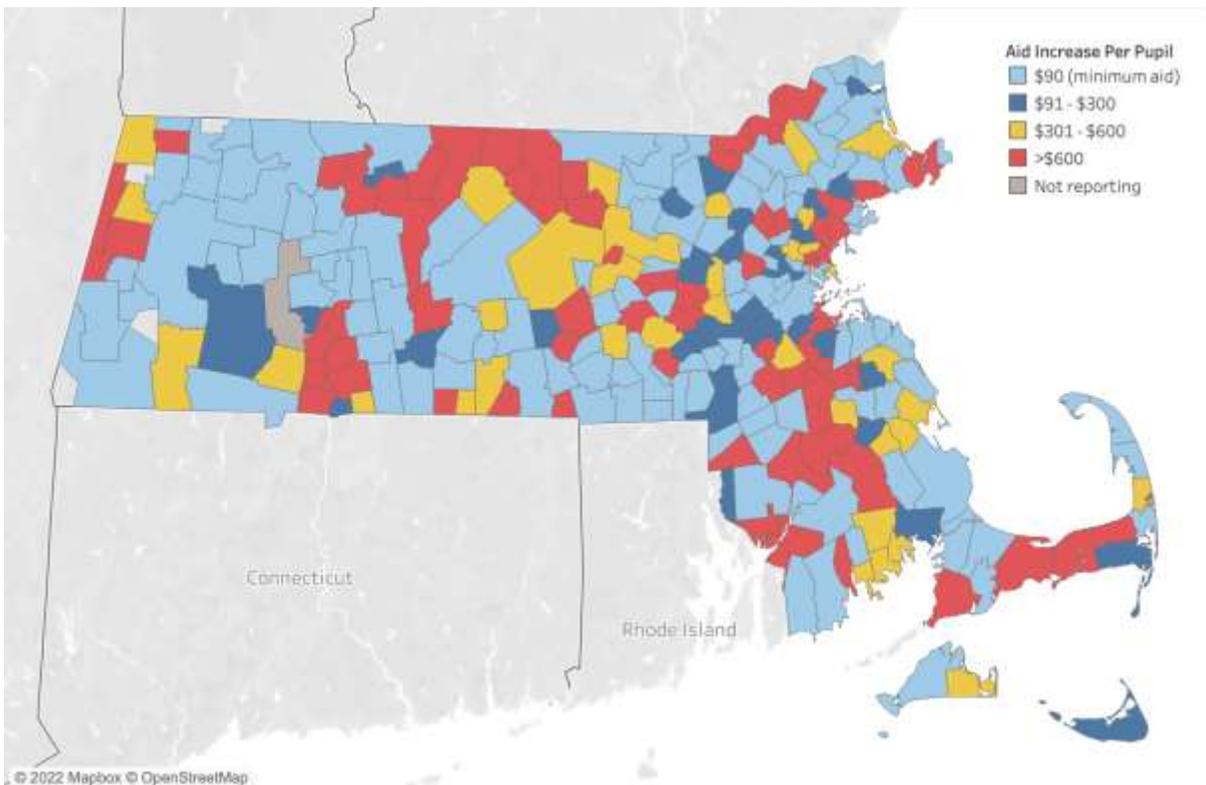
	Public School Districts	Regional School Districts	Vocational Technical School Districts	Total
<b>Number of districts with declining enrollment, FY 2021–2023</b>	200	47	4	<b>251</b>
<b>Number of districts with declining enrollment <i>and increase in minimum aid only</i>, FY 2021–2023</b>	93	32	1	<b>126</b>

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<sup>126</sup> Commonwealth of Massachusetts. (2022, July 28). “Governor Charlie Baker signs fiscal year 2023 budget.” <https://www.mass.gov/news/governor-charlie-baker-signs-fiscal-year-2023-budget>. Note: half the minimum aid for FY 2023 is in a separate line item (\$30 per pupil), which may not factor into the “hold harmless” base going forward. It is unclear at the time of writing whether or not the Legislature will continue this dual track in future years; if so, yet another funding quirk will have been introduced, with consequences left to be seen.

<sup>127</sup> Massachusetts Department of Elementary and Secondary Education. (2021). *FY2022 Chapter 70 Complete Formula Spreadsheet*. <https://www.doe.mass.edu/finance/chapter70/fy2022/chapter-2022.xlsm>; Massachusetts Department of Elementary and Secondary Education. (2022). *FY2023 Chapter 70 Complete Formula Spreadsheet*. <https://www.doe.mass.edu/finance/chapter70/fy2023/chapter-2023.xlsm>

**Figure 11—Geographical Distribution of Change in Chapter 70 Aid, FY 2021 through FY 2023<sup>128</sup>**



For FY 2023, there are 200 districts with higher local contributions that were not fully offset with aid increases. However, at least 100 of these districts have significantly higher net school spending (at least 150% above the foundation budget), meaning that the mandated increase had no real effect on local spending for those districts.<sup>129</sup>

Based on FY 2022 numbers,<sup>130</sup> the average net school spending that districts actually budget is 145% of their foundation budgets. Figure 12 shows that 35 districts budgeted at least double their required net spending, while 11 districts did not budget the minimum spending required of them.

<sup>128</sup> *Id.*

<sup>129</sup> *Id.* Note: This mechanism does not apply to RSDs, as their budget development is determined by Regional Agreements between multiple member towns. Therefore, the increase in foundation budget may be distributed differently among the member communities.

<sup>130</sup> *Id.* Note: At the time of writing, 290 school districts reported for FY 2022 (out of 318 operating total). See also Massachusetts Department of Elementary and Secondary Education. (2022, March 21). Chapter 70 District Profiles. <https://www.doe.mass.edu/finance/chapter70/profile.xlsx>

**Figure 12—Budgeted Net School District Spending as a Percentage of Foundation Budget (FY 2022)<sup>131</sup>**

Budgeted Amounts as Percent of Foundation Budget	Number of School Districts
Under 100%	11
100% - 124%	72
125% - 149%	85
150% - 174%	51
175% - 199%	36
200% and higher	35
Not reported	28

Based on the first two years of SOA implementation, 141 districts were limited to increases in minimum aid, 105 districts have some combination of minimum aid and increased Chapter 70 aid, and 72 districts had two years of increased Chapter 70 aid.<sup>132</sup> At the same time, 12 districts saw decreases in their foundation budgets across the two years and 306 saw increases.<sup>133</sup> It is important to note that the first two years of the SOA implementation occurred during the COVID-19 pandemic, which brought above-average declines in enrollment in FY 2022 with just a minor loss in FY 2023. This created an unprecedented effect where foundation budgets were reduced in almost half of all school districts in FY 2022, but some districts experienced increases the following year, as seen in Figure 13.

<sup>131</sup> The table only includes school districts that have reported as of March 21, 2022; 28 districts had missing data. See also Massachusetts Department of Elementary and Secondary Education. (2021). *FY2022 Chapter 70 Complete Formula Spreadsheet*. <https://www.doe.mass.edu/finance/chapter70/fy2022/chapter-2022.xlsm>; Massachusetts Department of Elementary and Secondary Education. (2022, March 21). *Chapter 70 District Profiles*. <https://www.doe.mass.edu/finance/chapter70/profile.xlsx>

<sup>132</sup> *Id.*

<sup>133</sup> *Id.*

**Figure 13—School District Foundation Budgets—Change from Previous Year<sup>134</sup>**

	FY 2022	FY 2023
<b>Number of districts with decreasing foundation budgets</b>	147	0
<b>Number of districts with increasing foundation budgets</b>	171	318
<b>Average foundation budget change</b>	0.66%	9.17%

### Other Chapter 70 Concerns

Some advocates from the municipalities and school community, such as the Massachusetts Association of Regional Schools (MARS), argue that the SOA requirement for higher spending by districts will lead to stressed local budgets. Pointing to the communities that are asked to spend more as the state total foundation budget increases, MARS faults the 59/41 split of local responsibility versus state support during a period of increased spending requirements as the SOA is implemented. During the 2021–2022 legislative session, Senators Jason Lewis and Joan Lovely advocated to repair this issue with a bill (S.355), which would have gradually increased the state’s contribution from 41% to 46%.<sup>135</sup>

There have been calls for policy changes from advocacy groups, such as the Massachusetts Business Alliance for Education (MBAE), to make the Chapter 70 formula more sensitive to variations in income and wealth.<sup>136</sup> The MBAE questions whether the elements of Chapter 70 that provide base-level support for many districts would be better spent on increased funding for the lowest-resourced communities. The group recommended a phased approach to reforming the formula, such as eliminating minimum aid and hold-harmless aid,<sup>137</sup> as well as increasing required spending by higher-income communities.

The recently-released report from the Commission on the Fiscal Health of Rural School Districts expressed concerns about Chapter 70, noting that the aid amounts allocated to rural school districts do not reflect

<sup>134</sup> *Id.*

<sup>135</sup> S. 355. (2019). *An act increasing the Commonwealth’s share of the education foundation budget.* <https://malegislature.gov/Bills/192/S355>. Note: The bill was sent for study in March 2022.

<sup>136</sup> Massachusetts Business Alliance for Education. (2020, September 14). *Missing the mark: How Chapter 70 education aid distribution benefits wealthier districts and widens equity gaps.* [https://www.mbae.org/wp-content/uploads/-2020/11/Missing\\_The\\_Mark\\_Chapter\\_70\\_Report.pdf](https://www.mbae.org/wp-content/uploads/-2020/11/Missing_The_Mark_Chapter_70_Report.pdf)

<sup>137</sup> Note: Under current law, the Chapter 70 formula includes hold-harmless aid, which prevents communities from receiving less aid than the previous year.

the realities of declining enrollments, above-average costs per pupil, and large transportation expenses attributed to longer distances.<sup>138</sup> To rectify these concerns, the Commission has proposed increasing the Rural School Aid appropriation, as well as creating a rural school transportation aid program.<sup>139</sup> Rural School Aid increased from \$4 million to \$5.5 million for FY 2023.<sup>140</sup> Previous work by the Special Commission on Improving Efficiencies Relative to Student Transportation had similar recommendations regarding technical assistance for school districts struggling with transportation costs, loosening of restrictive laws that limit transportation choices and an examination of the unfunded transportation programs.<sup>141</sup>

Furthermore, the United States has entered a period of high inflation, comparable in magnitude to the period of the 1970s and early 1980s.<sup>142</sup> While actual growth rates for state and local governments' major revenue sources varied widely across different revenue components during that period, municipalities experienced a real revenue decline, unlike state governments. Given the interest rates during that period, municipalities were also unable to borrow for investment in capital facilities and equipment and suffered adverse effects over time.<sup>143</sup> This history highlights the importance of the state assuming more educational funding commitments in an environment in which municipal revenues are likely to shrink as measured against inflation.

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<sup>138</sup> Commission on the Fiscal Health of Rural School Districts. (2022, July 18). *A Sustainable Future for Rural Schools*. <https://malegislature.gov/Commissions/Detail/510/Documents>

<sup>139</sup> *Id.*

<sup>140</sup> The 192<sup>nd</sup> General Court of the Commonwealth of Massachusetts. (2022). *FY 2023 Final Budget*. <https://malegislature.gov/Budget/FinalBudget>

<sup>141</sup> Special Commission on Improving Efficiencies Relative to Student Transportation. (2022, December 10). *FINAL REPORT – Pursuant to Section 77 of Chapter 54 of the Acts of 2018*. <https://malegislature.gov/Bills/191/SD3131.pdf>

<sup>142</sup> Lopez, G. (2022, April 13). "Inflation's 40-year high." *The New York Times*. <https://www.nytimes.com/2022/04/13/briefing/inflation-forty-year-high-gas-prices.html>; U.S. Department of Labor, Bureau of Labor Statistics. (2022, June 14). "Consumer prices up 8.6 percent over year ended May 2022." <https://www.bls.gov/opub/ted/2022/consumer-prices-up-8-6-percent-over-year-ended-may-2022.htm>

<sup>143</sup> Bahl, Roy W. *The Impact of Business Cycles and Inflation on the Finances of State and Local Governments*. No. 94. Metropolitan Studies Program, The Maxwell School of Citizenship and Public Affairs, Syracuse University, 1985.



*Lynn City Hall. (staff photo)*

## **Unrestricted General Government Aid (UGGA)**

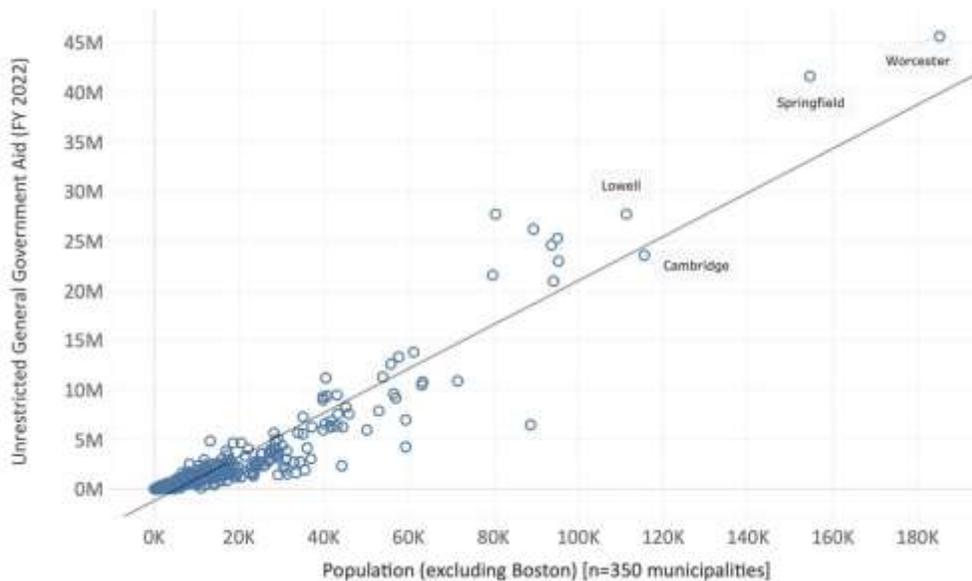
The second-largest source of aid to municipalities is Unrestricted General Government Aid, which allows cities and towns to use state funds for a wide variety of municipal services, such as public safety and infrastructure. The UGGA program as it stands today was established in FY 2010, after the consolidation of two previous general aid programs, which also cut the amount of aid that was distributed to communities.<sup>144</sup> This program utilizes a formula that involves an increase in total aid spread as an equal percentage across all cities and towns. In FY 2023, UGGA totaled over \$1.2 billion in funds to municipalities—its highest level since FY 2009.<sup>145</sup>

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<sup>144</sup> Schuster, L. (2012, January 20). *Demystifying General Local Aid in Massachusetts*. [https://archive.massbudget.org/-report\\_window.php?loc=demystifying\\_general\\_local\\_aid.html](https://archive.massbudget.org/-report_window.php?loc=demystifying_general_local_aid.html)

<sup>145</sup> Department of Revenue, Division of Local Services. (2022, July 28). Cherry Sheet Detail by Program. [https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail\\_main](https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail_main); Massachusetts Budget and Policy Center. (2022). *Budget Browser – Unrestricted General Government Aid*. <https://massbudget.org/budget-browser/line-item/?id=1233235000>

**Figure 14—Correlation between Population and UGGA, FY 2022<sup>146</sup>**



Even without adjustments to the UGGA formula, there is a strong correlation between communities' population size and aid, as seen in Figure 14. Despite this correlation, there are significant differences between like-sized communities in aid per capita, as seen in Figure 15. For example, note how Lynn's income per capita is around 1% higher than Brockton's, and yet Lynn's UGGA receipts per capita are around 9% higher.<sup>147</sup>

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<sup>146</sup> Department of Revenue, Division of Local Services. (2022, July 28). Cherry Sheet Detail by Program. [https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail\\_main](https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail_main)

<sup>147</sup> *Id.*; US Census Bureau, *Annual Estimates of the Resident Population for Minor Civil Divisions in Massachusetts*, April 1 2020 Estimates Base <https://www2.census.gov/programs-surveys/popest/tables/2020-2021/mcids/totals/SUB-MCD-EST2021-POP-25.xlsx>

**Figure 15—Comparison of UGGA per Capita for 5 Massachusetts Municipalities at Similar Income Levels, FY 2022<sup>148</sup>**

Municipality	Income per Capita	UGGA per Capita
Worcester	\$23,987	\$247
Lowell	\$23,331	\$249
Lynn	\$23,099	\$263
Brockton	\$22,876	\$241
Revere	\$27,286	\$209

The Massachusetts Municipal Association (MMA) has raised concerns regarding the basis used to increase UGGA in recent years. Each year, the Governor’s budget recommendation increases UGGA by the consensus estimate of the budget revenue increase.<sup>149</sup> However, by the end of the fiscal year, state receipts have recently been far higher than initially predicted.<sup>150</sup> For the past two fiscal years this situation has meant a budget revenue increase of 3.5% as compared to actual revenue jumps of 22%.<sup>151</sup> For example, the MMA asked for an increase of \$85.3 million to UGGA for the FY 2023 budget, instead of the \$31.5 million increase recommended by the Governor.<sup>152</sup> When the Legislature released its final FY 2023 budget to the Governor, the increase came in at \$63.1 million.<sup>153</sup>

### Other Local Aid Programs

The intent of this report is to highlight unmet financial commitments to various local aid programs by the Commonwealth, but there are other categories of state aid that have dedicated or discretionary funding and, as a result, do not fit the report’s framework. Therefore, DLM’s analysis of local aid is not a comprehensive discussion of all state programs, grants, reimbursements, and appropriations. Some Cherry Sheet programs that are not covered in this report include public library assistance, tax exemption

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<sup>148</sup> *Id.*

<sup>149</sup> Massachusetts Municipal Association. (2022, March 31). “At budget hearing, MMA cites UGGA, Ch. 70 as priorities.” <https://www.mma.org/at-budget-hearing-mma-cites-ugga-ch-70-as-priorities/>

<sup>150</sup> *Id.*

<sup>151</sup> *Id.*

<sup>152</sup> *Id.*

<sup>153</sup> The 192<sup>nd</sup> General Court of the Commonwealth of Massachusetts. (2022). *FY 2023 Final Budget*. <https://malegislature.gov/Budget/FinalBudget>

programs for veterans and the elderly, and local shares of racing taxes. In addition, discretionary grants not discussed in our analysis include the MassWorks Infrastructure Program, the Municipal Small Bridge Program, and the Municipal Vulnerability Preparedness Program, among others. Other reimbursement programs not mentioned in this report include Uniform Polling Hours and Early Voting funding for elections, as they are fully funded by the Legislature after parts of these programs were determined by DLM to be unfunded mandates.

## FINDINGS

### **1. Municipal budgets are heavily dependent on state aid, but outdated legislation, slowly growing state appropriations, and level funding in some categories force an increased reliance on property taxes.**

Municipal budgets rely on state aid and state reimbursements to help fund critical services, yet the percentage of local revenue represented by state assistance continues to decline. This trend is alarming, as the growth rate of the aid programs documented in this report falls significantly behind increases in property tax levies, with the exception of an accelerated phase-in of funding under the SOA schedule. (The Commonwealth is one year ahead on its commitment to gradually fund OOD special education transportation - via the Circuit Breaker - as well as charter school tuition reimbursements.) Insufficient state appropriations or allocations have left programs underfunded, and some programs have seen financial obligations completely ignored despite a commitment under law. Of significant concern is the differential effect of partially funded programs on cities and towns as Massachusetts communities vary widely in terms of location, size, and demographic and economic characteristics.

The shortfall in funding raises the importance of the large programs reported on the state's Cherry Sheet—specifically, Chapter 70 aid for education and UGGA. As noted above, both of these programs have been promised additional resources over the coming years.<sup>154</sup> The Chapter 70 aid program is in the process of meeting the commitment of the SOA, which will provide another \$400 million to \$450 million per year in additional funding.<sup>155</sup> As we have seen, there is often a difference between projected and actual state revenues; the Commonwealth needs to be mindful of this difference since the funding of UGGA is based on projected revenues.

Although the SOA will provide a significant infusion of much-needed funding to school districts, an overwhelming majority of unmet state aid obligations is derived from non-Chapter 70 education aid programs. Municipal and regional school districts continue to be constrained by education expenses, and required local contributions do not show a complete picture of what communities have to spend to cover costs outside of Chapter 70 aid.

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<sup>154</sup> Massachusetts Municipal Association. (2022, March 31). "At budget hearing, MMA cites UGGA, Ch. 70 as priorities." <https://www.mma.org/at-budget-hearing-mma-cites-ugga-ch-70-as-priorities/>

<sup>155</sup> DLM discussion with Zachary Crowley and Dennis Burke of the Office of Senator Jason Lewis, May 4, 2022. On file with DLM.

One area that particularly strains local budgets is school transportation, which currently faces \$574.4 million in unmet state obligations.<sup>156</sup> Although local officials can, to some degree, mitigate high transportation expenses through careful budgeting, numerous legal requirements prevent officials from cutting costs. An important example is the requirement that municipalities offer students transportation to vocational education programs outside their home district. For some districts, this requirement means that a few students must be transported to an OOD vocational-technical school. However, for some communities, particularly those in Western Massachusetts, there are no in-district programs, so all students opting for this form of education must be transported elsewhere. With a 5.6% reimbursement level, this expense is a painful drain of important resources for these small towns. Furthermore, communities struggle with school transportation vendors to obtain affordable transportation services, and some local officials have noted recent cost increases.<sup>157</sup>

Another factor affecting transportation budgets is rising fuel costs. Based on a June 2022 discussion with school business officers, recent increases in school transportation costs ranged from 6.8% to 20% due to fuel costs and lack of competition.<sup>158</sup> Some agreements have come due and require rebids in the midst of the inflation crisis, meaning that new contracts will likely be affected by rising fuel costs. Other contracts have fuel cost escalation provisions, which will increase costs for the next school year.

## **2. Reimbursements for various school transportation programs are varied and confusing.**

School transportation expenses are traditionally recorded under multiple categories and are based on determinants such as a student's origin district, the type of school a student is attending, and a student's individual characteristics. As a result, there are seven reimbursement programs devoted to school transportation with wide variation among the programs' reimbursement levels. Despite a statutory commitment, the extent that the Commonwealth finances school transportation ranges from fully funding transportation for students in families experiencing homelessness to allocating zero funding for regular

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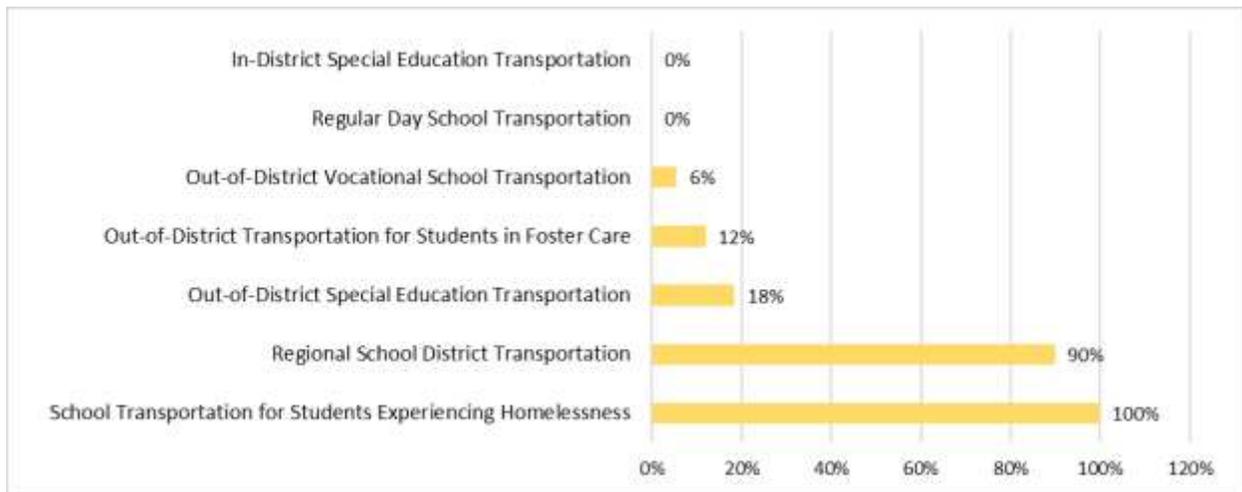
<sup>156</sup> *FY2021 Schedule 7 Data*, on file with DLM; FY2022 Regional School Transportation Reimbursements, on file with DLM; FY2022 Vocational OOD Transportation Reimbursements, on file with DLM; DESE FY2022 Homeless Transportation Reimbursements, on file with DLM; FY 2021 ESSA Reimbursements to LEAs spreadsheet, on file with DLM.

<sup>157</sup> Young, C.A. (2022, May 10). "School transportation costs vexing local budgets, officials tell legislators." *State House News Service*. [https://www.berkshireeagle.com/statehouse/state-senate-unrestricted-general-government-aid-school-transportation-costs/article\\_9da239bc-d0a1-11ec-8066-cfbc22cc3d97.html](https://www.berkshireeagle.com/statehouse/state-senate-unrestricted-general-government-aid-school-transportation-costs/article_9da239bc-d0a1-11ec-8066-cfbc22cc3d97.html)

<sup>158</sup> DLM discussion with members of the Massachusetts Association of School Business Officials, June 17, 2022. On file with DLM.

day and in-district transportation of students receiving special education services. Figure 16 illustrates the funding disparities among these programs and how they are all not funded at the same level.

**Figure 16—Funding Levels of School Transportation Aid Programs<sup>159</sup>**



Reimbursements for school transportation are contingent on specific requirements, which have led to certain expenses not being covered by the programs. The functions shown in Figure 17 are requirements for districts to provide to students, and the threshold for reimbursement varies based on the program. For example, regional school transportation reimbursement is only for distances greater than 1.5 miles from home, although RSDs must supply transportation to all students, regardless of how far their home is from school. On the other hand, transportation for students experiencing homelessness and students in foster care must meet the requirements of specific definitions connected to federal law.

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<sup>159</sup> M.G.L. c. 71, § 7A; M.G.L. c. 71B, § 5A; M.G.L. c. 71, § 16C; M.G.L. c. 74, § 8A; 42 U.S.C. 1432(g)(1); 20 U.S.C. 6312, § 1112 (c)(5)(B)(ii).

**Figure 17: Student Populations with Guaranteed School Transportation vs. Student Populations Covered by School Transportation Reimbursement**

Transportation Reimbursement Program Name	Student Populations with Guaranteed Transportation (under law)	Student Populations Covered By Reimbursement
<b>Regular Day Transportation in Public School Districts</b>	<u>All</u> students in grades K-6 who live more than 2 miles from the school they are attending and live more than 1 mile from the nearest school bus stop <sup>160</sup>	Students who live more than 1.5 miles from the public school, even if they live in another city/town <sup>161</sup>
<b>In-District and OOD Special Education Transportation</b>	<u>All</u> students with an IEP who take regular transportation to in-district and OOD public schools <u>All</u> students with an IEP who require special transportation to in-district and OOD public schools, regardless of distance, and to private schools within the geographic boundaries of the student’s home district <sup>162</sup>	In-District: Students with an IEP who live more than 1.5 miles from the public school, even if they live in another city/town, regardless of transportation type <sup>163</sup> OOD: Students with an IEP who attend OOD programs and use in-house transportation or a contracted transportation provider, regardless of distance <sup>164</sup>
<b>RSD Transportation</b>	<u>All</u> students in grades K-12, regardless of distance <sup>165</sup>	Students who live more than 1.5 miles from the school <sup>166</sup>
<b>OOD Vocational-Technical School Transportation</b>	Students who attend independent vocational technical school districts and students who live outside of a public school district that houses a vocational technical school <sup>167</sup>	Students who attend vocational schools outside of their home district and live more than 1.5 miles from the school <sup>168</sup>
<b>School Transportation for Students Experiencing Homelessness</b>	Students who attend schools at their district of origin that they previously went to prior to becoming homeless, at the request of a parent or guardian, if they live outside of the district’s boundaries <sup>169</sup>	Students who attend schools at their district of origin that they previously went to prior to becoming homeless, at the request of a parent or guardian, if they live outside of the district’s boundaries, and use transportation provided by a school district, parent-provided transportation, or public/private transportation carriers <sup>170</sup>
<b>Foster Care Student Transportation</b>	Students in foster care who attend schools in their district of origin from the district they currently live in, if it is determined it is in the best interest, regardless of distance <sup>171</sup>	Students in foster care who attend schools in their district of origin from the district they currently live in, if it is determined it is in their best interest, regardless of distance <sup>172</sup>

<sup>160</sup> M.G.L. c. 71, § 68; Massachusetts Department of Elementary and Secondary Education. (1996, August). *Pupil Transportation Guide: A Guide for Massachusetts School Administrators*. <https://www.doe.mass.edu/finance/transportation/guide.html>

<sup>161</sup> M.G.L. c. 71, § 7A

<sup>162</sup> 603 CMR 28.05 (5)

<sup>163</sup> M.G.L. c. 71B, § 8; 603 CMR 28.05 (5)

<sup>164</sup> M.G.L. c. 71B, § 5A; Massachusetts Department of Elementary and Secondary Education. (2020, July 9). *Circuit Breaker Transportation FAQ*. <https://www.doe.mass.edu/finance/circuitbreaker/transportation-faq.html?section=eligibility>

<sup>165</sup> M.G.L. c. 71, § 16C; Massachusetts Department of Elementary and Secondary Education. (1996, August). *Pupil Transportation Guide: A Guide for Massachusetts School Administrators*. <https://www.doe.mass.edu/finance/transportation/guide.html>

<sup>166</sup> M.G.L. c. 71, § 16C

<sup>168</sup> *Id.*

In addition, collecting and reporting data required for reimbursement is a complex process due to the multiple reimbursement programs in existence. It is possible that a single vehicle may contain students whose expenses reflect different programs and there will be a need to report on some type of division of costs. Additionally, students who have multiple education characteristics (for example, a student who is receiving special education services but is also experiencing homelessness) are only considered for one type of reimbursement.<sup>173</sup>

Districts continue to raise concerns about the lack of competition for school transportation contracts, as well as a shortage of drivers to meet transportation needs.

### **3. Pandemic relief, federal funds, and surges of economic activity in state and local government have had a large impact on revenue growth.**

Massachusetts and its localities have received a significant infusion of funds from the federal government since the start of the COVID-19 pandemic. The Coronavirus Aid, Relief, and Economic Security Act of 2020 provided immediate, one-time relief for sudden expenses incurred by state agencies, municipalities, and school districts.<sup>174</sup> In 2021, the American Rescue Plan Act provided approximately \$8.7 billion to the Commonwealth and its municipalities, which increased opportunities for state and local governments to expend funds for various projects for a number of years.<sup>175</sup>

After ending FY 2020 with a \$693 million budget gap due to the COVID-19 pandemic,<sup>176</sup> the Commonwealth began generating revenue at a rate higher than anticipated at the beginning of FY 2021. By the end of FY 2021, the state had generated an unprecedented \$5 billion in revenue above benchmark,

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<sup>168</sup> *Id.*

<sup>169</sup> 42 U.S.C. 1432(g)(1); 603 CMR 10.09 (8)

<sup>170</sup> *Id.*

<sup>171</sup> 20 U.S.C. 6312, § 1112 (c)(5)(B)(ii); Commonwealth of Massachusetts. (2018, January 26) *The Massachusetts Department of Elementary and Secondary Education (ESE) and Massachusetts Department of Children and Families (DCF) Guidance for Schools and Districts on Implementing Foster Care Provisions of the Every Student Succeeds Act (ESSA)*. <http://www.doe.mass.edu/sfs/foster/guidance.docx>

<sup>172</sup> *Id.*

<sup>173</sup> DLM discussion with members of the Massachusetts Association of School Business Officials, June 17, 2022. On file with DLM.

<sup>174</sup> Wagman, N. (2021, March 25). Where's the relief? The distribution of federal funding in Massachusetts. Massachusetts Budget & Policy Center. <https://massbudget.org/2021/03/25/wheres-the-relief-the-distribution-of-federal-funding-in-massachusetts/>

<sup>175</sup> Commonwealth of Massachusetts. (2022). *Coronavirus state and local fiscal recovery funds*. <https://www.mass.gov/coronavirus-state-and-local-fiscal-recovery-funds>.

<sup>176</sup> Schoenberg, S. (2020, September 30). "Massachusetts ends fiscal 2020 with \$700 million budget hole." *Commonwealth Magazine*. <https://commonwealthmagazine.org/state-government/massachusetts-ends-fiscal-2020-with-700-million-budget-hole/>

leaving the state with a significant surplus.<sup>177</sup> FY 2022 will be the second consecutive year with significantly higher tax receipts than anticipated by the consensus estimate, as the state generated \$6.65 billion in revenues above benchmark.<sup>178</sup> Much of this excess will be allocated to categories required by law, such as the state’s stabilization (or “rainy day”) fund to guard against future fluctuations in revenues, and the remaining balance can be used by the Legislature to fund programs and incentives. For example, the state’s \$5 billion surplus in FY 2021 whittled down to approximately \$2 billion after these required transfers and offsets, and the FY 2022 surplus was similarly cut down to \$5.33 billion.<sup>179</sup> In addition, the available FY 2022 surplus will significantly decrease as a result of the Auditor’s Chapter 62F determination that the growth in revenues exceeded wage and salary growth.<sup>180</sup>

At the same time, municipal governments in Massachusetts experienced some security from their own surpluses. Free cash data from FY 2021 and FY 2022 reveal that certifications across communities increased by over \$383 million—a 20% increase.<sup>181</sup> At least 279 communities increased free cash certifications during this time to help offset future expenditure increases.<sup>182</sup> Given the limited options for local revenue and the constraints on increases in property taxes, however, there is a need for state aid to cover some of the inflationary pressures on local budgets. This report has identified critical commitments, such as the rollout of the SOA and the broad categories of transportation reimbursements.

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<sup>177</sup> Massachusetts Department of Revenue. (2021, August 3). “FY21 Revenue Collections Total \$34.137 Billion.” <https://www.mass.gov/news/fy21-revenue-collections-total-34137-billion>.

<sup>178</sup> Stout, M. (2022, August 5). “Massachusetts has a nearly \$5 billion surplus. Now what?” *Boston Globe*. [https://www.bostonglobe.com/2022/08/05/metro/massachusetts-has-nearly-5-billion-surplus-now-what/?s\\_campaign=8315/](https://www.bostonglobe.com/2022/08/05/metro/massachusetts-has-nearly-5-billion-surplus-now-what/?s_campaign=8315/);

Massachusetts Department of Revenue. (2022, August 4). “Fiscal Year 2022 Revenue Collections Total \$41.105 Billion.” <https://www.mass.gov/news/fiscal-year-2022-revenue-collections-total-41105-billion>; Massachusetts Taxpayers Foundation. (2022, September 29). *MTF Brief – Update on the FY 2022 Fiscal Picture*. <https://www.masstaxpayers.org/sites/default/files/publications/2022-09/MTF%20Bulletin%20FY%202022%20Fiscal%20Picture.pdf>

<sup>179</sup> Massachusetts Taxpayer Foundation. (2021, October 21). *MTF Bulletin – The FY 2021 surplus and fiscal recovery funds*. <https://www.masstaxpayers.org/fy-2021-surplus-and-fiscal-recovery-funds>; Massachusetts Taxpayers Foundation. (2022, September 29). *MTF Brief – Update on the FY 2022 Fiscal Picture*. <https://www.masstaxpayers.org/sites/default/files/publications/2022-09/MTF%20Bulletin%20FY%202022%20Fiscal%20Picture.pdf>

<sup>180</sup> Mohl, B. (2022, July 27). “Long-forgotten tax cap about to be triggered.” *Commonwealth Magazine*. <https://commonwealthmagazine.org/state-government/long-forgotten-tax-cap-about-to-be-triggered/>; Massachusetts Office of the State Auditor. (2022, September 15). *Determination of whether net state tax revenues exceeded allowable state tax revenues*. <https://www.mass.gov/doc/determination-of-whether-net-state-tax-revenues-exceeded-allowable-state-tax-revenues-fiscal-year-2022/download>

<sup>181</sup> Massachusetts Department of Revenue, Division of Local Services. (2022, August 15). *Category 1 - Free Cash as a % of Budget*. [https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=Dashboard.Cat\\_1\\_Reports.CertifiedFreeCashBudget351](https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=Dashboard.Cat_1_Reports.CertifiedFreeCashBudget351)

<sup>182</sup> *Id.*

#### **4. There is considerable uncertainty facing municipal budgets due to inflation and rising interest rates.**

Although the Commonwealth and its localities are currently reaping the benefits of increased revenues, the current high rate of inflation poses a budgetary risk for municipalities. Most notably, property tax collections will not increase at the same pace as inflation due to restrictions set by Proposition 2 ½. There is also further uncertainty about municipal spending levels on capital projects, due to rising construction costs and higher interest rates for borrowing.<sup>183</sup> New growth revenue has helped to bolster some municipal budgets as residential and commercial construction has continued to grow, but the current path of the Federal Reserve on interest rates may lead to a decline of construction and an associated decline in those property tax revenues.

Many of the programs that assist with municipal capital spending, such as Chapter 90 roadway monies, MassWorks infrastructure spending, and the Massachusetts School Building Authority, will require higher funding because of these trends. The financial support provided by these programs is in high demand, but there is no specific promise in state law for a level of spending or reimbursement. This report does not review the details of these programs, but DLM has commented on their funding in other work, most recently in the 2021 report detailing critical infrastructure needs in Western Massachusetts.<sup>184</sup>

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<sup>183</sup> At the time of writing, interest rate changes had not yet created effects apparent in published data; but DLM expects that the unusually fast rate of change of 2022 will cause some financial instability.

<sup>184</sup> Massachusetts Office of the State Auditor (2021, October 5). *Public infrastructure in Western Massachusetts: a critical need for regional investment and revitalization*. <https://www.mass.gov/report/public-infrastructure-in-western-massachusetts-a-critical-need-for-regional-investment-and-revitalization>



*The Massachusetts State House. (staff photo)*

## **POLICY RECOMMENDATIONS**

Given the increased reliance by municipalities on the property tax to fund services at the local level and the growing financial burden of mandated services, it is important that the state provide additional funding to communities. The Legislature’s work on the FY 2023 budget is a major step in this direction, with significant increases in Chapter 70 education aid, UGGA, the Special Education Circuit Breaker, and PILOT for state-owned land. However, the existing commitments still leave substantial opportunities to strengthen the partnership between the state and local governments. DLM therefore recommends that the Commonwealth do the following.

### **1. Continue to meet financial commitments through the Student Opportunity Act.**

The first priority should be to meet the substantial funding commitments made through the SOA. Meeting these funding commitments will result in substantial increases in Chapter 70 education aid and the Special Education Circuit Breaker. Estimates indicate that the Chapter 70 increases will add hundreds of millions

of dollars per year to state aid. The continued phase-in of the component for OOD transportation will result in tens of millions of dollars of additional funding for schools. Continuing to include the hold harmless and minimum aid provisions will help districts that will be most impacted by enrollment declines and increases in expenses, such as RSDs and districts in Western Massachusetts.

Although there is always room for improvement, further extensive analysis must be made before the Chapter 70 formula is modified again by taking actions such as eliminating hold harmless and minimum aid or increasing the state's share of education funding while reducing the target local contribution. It is strongly encouraged that stakeholders and legislators who have proposals to change the formula thoroughly review the impacts to economically disadvantaged districts, RSDs, rural districts, and districts that host students with the highest needs. In particular, attempts to eliminate hold harmless aid and minimum aid have to be judged in light of what they might do to budgetary stability, especially in districts that are more financially fragile. Furthermore, it is important as a principle of public policy for the Commonwealth to engage in cost-sharing and thus be present in all communities, both symbolically and as a lever of institutional influence.

## **2. Dedicate full funding to overlooked categories of school transportation.**

School transportation is a major cost for districts. The stability of school budgets is at risk, given the spiraling cost of fuel and lack of competition for transportation contracts. Actions must be taken to explore how to make this business area more competitive, including having districts themselves provide services regionally or individually.

In addition, full levels of aid should be allocated to subcategories of school transportation that are sometimes overlooked. DLM recognizes that fully funding these categories would require at least \$16.7 million in additional funding, as follows:

- \$9.1 million to regional school transportation to fully fund the program at \$91.3 million;
- \$3.4 million to OOD transportation for students in foster care to fully fund the program at \$4.3 million; and
- \$4.2 million to OOD vocational school transportation to fully fund the program at \$4.5 million.

By fully funding these programs, the Commonwealth would allow school districts to reallocate revenues that would otherwise have covered transportation expenses to other categories. Although funding for OOD transportation for students in foster care comes from the federal government and applying for reimbursement is voluntary, DESE should also encourage and assist all districts with these students to apply for all available monies in order for the funding pool to expand. Alternatively, state funding to reimburse transportation expenses for these students could be made contingent on the federal filing, as there was a significant drop-off in participation between FY 2020 and FY 2021.

One program for which state government has recently committed to provide full funding is school transportation for students experiencing homelessness. All expenses from the program were covered for the first time in FY 2022 under its appropriation, therefore complying with the unfunded mandate determination. This program will receive an additional \$8.5 million in funding for FY 2023. Because transportation costs for students experiencing homelessness continue to grow, it is important that reimbursements also increase in order to comply with the mandate. Furthermore, we suggest that any overage for FY 2023 and subsequent years be used to help offset costs for the transportation of students in foster care.

If more money should prove difficult to find, it should at least be recognized that communities cannot rely on inconsistent reimbursement levels each year because they need to adequately budget their own funds. DLM recommends the provision of consistent annual funding—a set percent—which will ease both the financial burdens and the financial planning difficulty of transporting students receiving services OOD, as well as students in foster care.

### **3. Increase Unrestricted General Government Aid by the level of actual state revenues, as opposed to projected estimates.**

In order to reflect the realities of rapid state revenue growth and inflation, it is crucial that unrestricted aid to municipalities significantly increase compared to recent years. Basing the changes in UGGA on actual state revenue collections will provide more state funds for communities, especially at a time when costs for services are rising at their highest rates in decades. For example, UGGA aid increased by 3.5% (or \$39.5 million) between FY 2021 and FY 2022, consistent with the growth in tax revenues estimated by the Legislature and the Department of Revenue. Meanwhile, actual revenue collections between FY 2021 and

FY 2022 increased by 15.3%.<sup>185</sup> The MMA projected that, if the Legislature used actual state revenue growth to estimate UGGA funding for FY 2023, the program would be allocated \$85.3 million—a 7% increase—instead of the \$63.1 million compromise that was allocated in the budget.<sup>186</sup> Communities would greatly benefit from such an infusion of funds before revenue collection growth goes back to pre-pandemic levels. Further, this source of revenue must be held harmless from state revenue shortfalls in order to protect critical local service delivery.

#### **4. Strengthen other local aid programs to guarantee full funding for lower-income communities.**

There are municipal aid programs in addition to UGGA that could benefit from funding boosts if they were not restricted by formula-based parameters. In order to commit to full funding for upcoming years, DLM recommends that appropriations to these programs increase by \$103.3 million in the following categories:

- \$4 million to the state-owned land PILOT program to fully fund the program at \$49 million;
- \$8.8 million to fund municipal reimbursements for veterans' benefits at 100%, or \$43.9 million; and
- \$90.5 million to fully finance CPA incentives, which total \$179 million.<sup>187</sup>

The Legislature committed \$88.5 million in funding to CPA incentives in FY 2022 and \$80.1 million to veterans' benefits and state-owned land PILOT reimbursements in FY 2023. Increasing the funding for these programs by \$103.3 million—or by 61%—will greatly strengthen the financial position of communities.

Increasing appropriations to these programs will be most effective if the formulae for these programs are also adjusted under law. Changes advocated to these programs will strengthen the equity of aid

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<sup>185</sup> Massachusetts Department of Revenue. (2021, August 3). "FY21 revenue collections total \$31.137 billion." <https://www.mass.gov/news/fy21-revenue-collections-total-34137-billion>

<sup>186</sup> Massachusetts Municipal Association. (2022, March 31). "At budget hearing, MMA cites UGGA, Ch. 70 as priorities." <https://www.mma.org/at-budget-hearing-mma-cites-ugga-ch-70-as-priorities/>; The 192<sup>nd</sup> General Court of the Commonwealth of Massachusetts. (2022). *FY 2023 Final Budget*. <https://malegislature.gov/Budget/FinalBudget>

<sup>187</sup> Department of Revenue, Division of Local Services. *Historic SOL Average Tax Rates*, on file with DLM; Department of Revenue, Division of Local Services. (2023, July 19). Cherry Sheet Detail by Program. <https://dls.gateway.dor.state.ma.us/-reports/rdPage.aspx?rdReport=CherrySheets.cherrysheetdetail> main; FY2022 CPA Distributions Spreadsheet <https://www.mass.gov/lists/community-preservation-act>

distributions. DLM previously advocated<sup>188</sup> in a 2020 report to change the state-owned land PILOT program formula along with an increased appropriation, noting that it would allow communities with lower property values to see higher reimbursements. Likewise, adjusting the veterans' benefits reimbursement program to provide reimbursements at 100% will help lower-income communities, especially Gateway Cities with a larger concentration of veterans in need.

Commitments should also be made to the CPA program, at least to resume a 100% match in incentives when communities initially join the program. Absent that, consideration should be given to eliminating the 3% minimum CPA local surcharge requirement so all participating communities can be considered for funding in the equity rounds. It must be recognized that, over the past two decades, mostly wealthier communities have adopted the 3% surcharge rate, while communities with fewer resources have either not participated in the CPA program at all or adopted a lower rate. Thus, almost all of the funds disbursed in the equity rounds go to those communities with higher income and wealth characteristics. The entire CPA formula may need an overhaul, given the experience in the years since the program was launched. In particular, the ratio of disbursements between rounds (80% for the first round, 20% for rounds 2 and 3) seems arbitrary and results in disbursement outcomes that are not always easy to justify based on any obvious community characteristics.

## **5. Recognize the financial investment needed to fund other outstanding expenses.**

By making full commitments to the SOA, boosting unrestricted aid to municipalities, and increasing formulae for formula-based aid programs, the state will provide a significant infusion of funds to cities and towns. DLM acknowledges that there are other local aid programs that have not seen an infusion of funds in years and are yet to be fully funded, but the shortfalls should be addressed after the previous recommendations are implemented.

Regular day and in-district special education transportation are significant cost drivers for school districts. These two categories comprise approximately half of the total cost for transportation, with very little provided by the state as reimbursement. The state should seriously consider offsetting more of this cost, but must address an equally important issue—the lack of clarity of the legislative language. In previous

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<sup>188</sup> Office of the State Auditor, Division of Local Mandates. (2020, December 10). *PILOT Programs Undermined by Lack of Funding and Tax Rulings, Report Finds*.  
<https://www.mass.gov/news/pilot-programs-undermined-by-lack-of-funding-and-tax-rulings-report-finds>

decades, in-district special education was reimbursed under M.G.L. c. 71, § 7B and § 14, but the latter provision was eliminated by the SOA. As a result, there is currently no methodology embedded in state law to provide reimbursements for in-district special education.

Note that other states (e.g., Connecticut and New Jersey) have formulae that offer reimbursements based on factors such as district wealth or average miles traveled within simplified categories.<sup>189</sup> If applied in Massachusetts, this model would result in higher reimbursements.

There is also a need to have explicit reimbursement for substantial categories of investment, such as educational services for students in foster care and educator evaluation programs. One significant factor is the lack of available data from DESE detailing these programs' expenses. It is crucial that DESE collaborate with EOHHS to establish a mechanism that tracks all students in foster care attending public schools each year. In order to accurately track the total amount school districts spend on educator evaluations, DESE also should establish an evaluation expense category for school districts' end-of-year financial reports. Having accurate financial information related to these categories will help inform the Legislature about the amounts needed for full reimbursements to communities.

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<sup>189</sup> CT Gen Stat § 10-273a; CT Gen Stat § 10-266m; New Jersey School Boards Association. (2022). *School Finance 101 – New Jersey's School Funding Formula 101*. <https://www.njsba.org/news-information/parent-connections/school-finance-101/>; New Jersey Department of Education. (2022). *2023 Educational Adequacy Report*, at 10. <https://www.nj.gov/education/stateaid/2223/EAR2023.pdf>

## **APPENDIX A—ACKNOWLEDGMENTS**

We want to offer our appreciation to the following organizations and individuals who provided data and information, sat for interviews, and shared their views on the challenges and opportunities for increased local aid to Massachusetts communities. These stakeholders, along with their staff members and subject-matter experts, provided significant context and data that we used in this report, although the findings and recommendations contained herein solely reflect the opinions and are the work of the Office of the State Auditor.

- Glenn Koocher, Executive Director, Massachusetts Association of School Committees
- Mary Bourque, Director of Government Relations of the Massachusetts Association of School Superintendents
- David Koffman, Legislative Director of the Massachusetts Municipal Association
- Jackie Lavender Bird, Senior Legislative Analyst of the Massachusetts Municipal Association
- Noah Berger, Education Research and Policy Specialist of the Massachusetts Teachers Association
- Sean Cronin, Senior Deputy Commissioner of the Division of Local Services, Massachusetts Department of Revenue
- Lisa Krzywicki, Deputy Bureau Chief of the Division of Local Services, Massachusetts Department of Revenue
- Dan Bertrand, Director of Administration of the Division of Local Services, Massachusetts Department of Revenue
- Julie Kelley, Research Analyst of the Massachusetts Association of Regional Schools
- Nerissa Wallen, Vice Chairperson of the Triton Regional School Committee
- Connor Read, Town Administrator of the Town of Easton
- Zachary Crowley, Chief of Staff to Massachusetts State Senator Jason Lewis

- Dennis Burke, Legislative Director and General Counsel to Massachusetts State Senator Jason Lewis
- Emily Warchol, Director of Policy of the Office of Federal Finance and Revenue, Massachusetts Executive Office of Health and Human Services
- Robert O'Donnell, Director of School Finance of the Massachusetts Department of Elementary and Secondary Education
- Jay Sullivan, Associate Commissioner of School Finance and District Support Center of the Massachusetts Department of Elementary and Secondary Education
- William Bell, Senior Associate Commissioner of the Massachusetts Department of Elementary and Secondary Education
- Tom Moreau, Assistant Secretary for Policy and Planning of the Massachusetts Executive Office of Education
- Diane Johnson, President of the Massachusetts Association of School Business Officials and Financial Manager of Facilities and Transportation at Cambridge Public Schools
- Margaret Driscoll, Executive Director of the Massachusetts Association of School Business Officials
- Stephanie Fisk, Business and Finance Officer of the Gateway Regional School District
- Tammy Crockett, Human Resources and Business Manager of the Montachusett Regional Vocational Technical School
- Cynthia Mahr, Assistant Superintendent for Finance and Operations at Wellesley Public Schools
- Stephen Presnal, Director of Finance and Operations of the Southwick-Tolland-Granville Regional School District
- Dolores Sharek, Director of Finance and Business Operations of the Keefe Regional Technical School

## APPENDIX B—DATA SOURCES

Category	Item	Reference	Data Source <sup>190</sup>
School Transportation	Regular Day Transportation	M.G.L. c. 71, § 7A	DESE Schedule 7 data on file with DLM, FY 2020-2021, line code 4000. Filtered to include public school districts, in-district transportation, and reimbursable expenses.
	In-District Special Education Transportation	M.G.L. c. 71B, § 8	DESE Schedule 7 data on file with DLM, FY 2020-2021. Line codes 4110, 4120, 4130, 4140, 4150. Expenses marked as in-district.
	Out-of-District Special Education Transportation	M.G.L. c. 71B, § 5A	DESE Schedule 7 data on file with DLM, FY 2020-2021. Line codes 4110, 4120, 4130, 4140, 4150. Expenses marked as out-of-district. Also DESE <a href="#">Circuit Breaker data</a> , FY 2022 (initial reimbursement listing, Trans. Reimb. column). Numbers accurate as of Feb. 2022.
	Regional School Transportation	M.G.L. c. 71, § 16C	DESE FY 2022 Transportation Reimbursements, on file with DLM.
	Out-of-District Vocational Transportation	M.G.L. c. 74, § 8A	DESE FY 2022 Transportation Reimbursements, on file with DLM.
	School Transportation for Students Experiencing Homelessness	Every Student Succeeds Act, Public Law 114–95	DESE FY 2022 Transportation Reimbursements, on file with DLM.
	Out-of-District Transportation for Students in Foster Care	M.G.L. c. 76, § 7	DESE Schedule 7 data on file with DLM, FY 2020-2021, line code 4286. Also FY 2020 and FY 2021 “ESSA Reimbursements to LEAs” spreadsheets, on file with DLM.
School Aid	Educator Evaluations	M.G.L. c. 71, § 38	Estimate extrapolated from a DLM mandate determination. <sup>191</sup>
	Education of Students in Foster Care	M.G.L. c. 76, § 7	DLM estimate, arrived at by multiplying the number of students in foster care attending public schools in 2021 (5,504) by the average FY 2023 Foundation Budget per pupil (\$14,263). DLM estimates that 46.53% of total Foundation Budget expenses (\$36,527,703 out of \$78,503,552) represents Chapter 70 aid distributed to municipalities to educate students in foster care. Expenses not covered by Chapter 70 represent a shortfall or local share.

<sup>190</sup> Schedule 7 data was e-mailed to DLM by Robert O’Donnell (DESE) on March 20, 2022.

<sup>191</sup> Massachusetts Office of the State Auditor, Division of Local Mandates. (2017, October 17). *RE: The financial impacts of DLM educator evaluations, M.G.L. c. 71, § 38, on the Framingham Public Schools.* <https://www.mass.gov/files/documents/2017/10/19/DLM-Framingham%20%20Educator%20Evaluation%20letter%20.....%20%28002%29.pdf>

Fulfilling the Promise of Local Aid by Strengthening State-Local Partnerships  
Appendix B

	Special Education Circuit Breaker	M.G.L. c. 71B, § 5A	<p>DESE <u>Circuit Breaker</u> data, FY 2022 (initial reimbursement listing, excluding Trans. Reimb.) DLM estimate, arrived at isolating Chapter 70 aid from eligible Circuit Breaker expenses (which represented 46.53% of all eligible expenses). DLM updated total expenses net of Chapter 70 aid (\$749,158,527) and subtracted Circuit Breaker Reimb. for instruction and tuition as well as Special Indicator (\$348,615,429). Estimates verified by Jay Sullivan of DESE and accurate as of Feb. 2022.</p>
	Charter School Sending Tuition Reimbursement	M.G.L. c. 71, § 89	<p>DESE FY 2023 <u>Projected FY 2023 Charter School Sending Tuition Payments and Reimbursements</u>. DLM estimate, arrived at multiplying FY 2023 charter school enrollment (47,872) by a weighted average of FY 2023 Chapter 70 aid per charter pupil (\$8,947.17). Total Chapter 70 aid allocation for students in charter schools (\$428,318,958) was subtracted from total local foundation tuition (\$865,996,331). DLM determined \$437,677,373 in eligible expenses net of Chapter 70 aid and subtracted Charter School Transition Tuition reimb. (\$178,889,248) to calculate the total local share.</p>
Municipal Aid	Payment in Lieu of Taxes PILOT for State-Owned Land	M.G.L. c. 58, § 13-17	<p>DLS Historic State-Owned Land Average Tax Rates, on file with DLM (for expenses); DLS FY 2023 Cherry Sheet Estimates for <u>Municipalities</u> (for reimbursements).</p>
	Community Preservation Act Incentives	M.G.L. c. 44B, § 10	<p><u>DLS FY 2022 CPA Distribution and Ranking</u></p>
	Municipal Reimbursements for Veterans' Benefits	M.G.L. c. 115, § 6	<p>DLS FY 2023 Cherry Sheet Estimates for <u>Municipalities</u></p>

## **APPENDIX C—CREDITS**

*Division of Local Mandates staff members who contributed to this report:*

*Ben Tafoya, Director of DLM*

*Carina DeBarcelos, Senior Policy Research Analyst*

*George Chichirau, Policy Research Analyst*

*Hilary Hershman, Legal Counsel*

*This report was prepared by the*

*Division of Local Mandates,*

*Office of the State Auditor Suzanne M. Bump.*



# HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

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To: School Committee Members

From: Margaret Adams, Superintendent of Schools  
Joann Bellis, Director of Fine and Performing Arts  
Jackie Sansone, Director of Kids In Action  
Aisha Oppong, Director of Finance and Operations

Date: November 14, 2022

Subject: Kids in Action (KIA) Proposal for String Program

## Description of Program

This proposal is to pilot an after school strings program in the winter through spring through the Kids in Action program at the South Elementary School beginning in January through May. The pilot classes will consist of beginner group lessons of approximately 10 students each for 45 minutes. The target grade will be third and fourth graders. Three times slots will be offered beginning at 3:15 PM, 4:15 PM, and 5:15 PM. The total number of lessons would be one per week for 15 weeks of instruction. No instruction will occur during school vacation weeks or when school is not in session.

Additional important information to support the program include:

- The maximum number of students for the pilot will be 30 students and will be dependent on identifying an instructor.
- Families will be responsible for arranging their own rental or purchase of the instruments. As part of the registration process, information will be shared with families about vendors.
- Families are responsible for their own transportation to and from the program.
- The curriculum will build upon the foundational concepts of music and string instruments based upon our current elementary instrument program.

## **Budget**

The suggested fee for the school committee's approval is \$325 for 15 weeks of lessons. The fee would cover the cost of the instructor and facilities costs for the use of the space.

The tuition is competitive with other local music programs. South Shore Conservatory charges \$75/45 minute private lesson or \$1200 for a 16 week semester. Bosse School of Music charges \$64/60 minute private guitar lesson or \$960 for 15 week semester. A local flute studio charges \$70.29/60 minute lesson or \$1,195 for a 17 week semester for group lessons of 2-4 students. A common rate for teachers who teach private lessons out of their home is \$1/min or \$45/45 minute per private lesson.

Based upon the success of the pilot, we will move forward with consideration of broadening the program next year to further schools and music offerings. However, if we are able to find an instructor and there is family interest, we can consider broadening the pilot to more students. A reminder though that the purpose of the pilot is to gauge interest in the program and develop internal systems for the coordination of the programs. Ultimately, the pilot is contingent on finding staff willing to instruct in the program.

## **Registration Process**

Registration will begin in December this year and will be done through the Unipay system which is used for other fee based programs in the District.

Finally, the intent of implementing the program through Kids in Action is that existing infrastructure for coverage to address varied needs exists and can be shared with this program offering. The Director of Kids in Action and Director of Fine and Performing Arts will collaborate in this pilot to determine the viability of extending the program further next year. The district will return in the spring to provide an update and also discuss possible expansion of the program.



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To: School Committee Members

From: Margaret Adams, Superintendent of Schools  
Erica Pollard, Director of World Languages  
Jackie Sansone, Director of Kids In Action  
Aisha Oppong, Director of Finance and Operations  
Matthew Scheufele, Principal Foster School

Date: November 14, 2022

Subject: Kids in Action (KIA) Proposal for a Pre-K Spanish Immersion Program at Foster

## **Description of Program**

This proposal is to pilot a PreK program through the Kids in Action program at the Foster Elementary School for the 2023-2024 school year to include one classroom that would offer a Spanish immersion curriculum.

Similar to the KIA PreK classroom at East, the program would enroll no more than 20 students with 2 teachers and one assistant. The program would run from 8:30 AM to 2:00 PM for 172 school days. Dependent on availability, we may be able to offer extended KIA after school programming for interested students.

## **Curriculum**

The curriculum would provide a partial Spanish immersion program. Specifically, each school day would include a literacy block that would focus on English instruction. The remainder of the day would be in Spanish and include math, science and social studies.

A typical school day might follow this sample schedule:

8:30-9:00 AM Arrival and Centers

9:00 AM-9:30 AM Morning Meeting

9:30 AM Snack

9:45-10:30 Literacy Centers

10:30-11:00 Outdoor play  
11:00-12:00 Math Centers  
12:00-12:30 Lunch  
12:30-1:00 Rest  
1:00-1:30 Recess  
1:30-2:30 Science/Social Studies Centers

The English literacy curriculum will focus on the acquisition of pre-literacy skills of letter identification, letter sound correspondence, beginning print concepts, and phonological and phonemic awareness as outlined in the Massachusetts ELA Curriculum Frameworks for Pre-K students. The math, science and social studies curriculum will also cover the specific standards outlined in the Massachusetts Curriculum Frameworks for PreK students.

### **Research**

Immersion programs are beneficial for students' cognitive growth, for their English language development, and for their second language development. Ample research has been conducted on the impact of immersion programs for native English speakers. The research consistently shows that students who begin immersion programs as speakers of English only consistently develop higher levels of proficiency in their second language than students in other types of language programs (Campbell, Gray, Rhodes & Snow, 1985; Curtain & Dalhberg, 2010). They develop native-like levels of comprehension, high levels of fluency, and confidence.

A common question is what is the impact of immersion on the development of English speakers' literacy development. Based on a wealth of research, students develop higher levels of English language skills and metalinguistic awareness, which positively impacts the development of reading skills (Bournot-Trites & Denizot, 2005). Bilingual children develop advanced problem solving skills, demonstrate greater executive control, and more cognitive flexibility (Bruck, et al, 1975; Bamford & Mizokawa, 1991). English proficiency immersion students are capable of achieving as well as (or better than) non-immersion peers on standardized tests in reading and math (Genesee, 2008). While some research does indicate evidence of a temporary lag in specific English language skills (e.g. spelling and punctuation), this lag disappears quickly and there are no long-term negative repercussions to English language development (Swain & Barik, 1976). Findings showing the benefits of immersion programs are consistent across a range of socioeconomic and ethnic backgrounds, and across a range of cognitive abilities (Bruck, Tucker, & Jakimik, 1975; Myers, 2009).

Learning a second language helps students to gain cross-cultural understanding and can result in higher levels of tolerance (Byers-Heinlein, 2013).

### **Budget and Costs**

The proposed tuition for the program is \$9710 annually or \$971 monthly which will account for the longer school day as well as start-up costs for the program. All components, regulations, and procedures from the current KIA PreK program will apply.

The following is a cost comparison with other local school programs.

<b>School</b>	<b>Cost</b>	<b>Format</b>
School 1	\$11,000	5 full days 8:20-2:00 PM
School 2	\$15,000	5 full days
School 3	\$13,045	Hal Day Program
School 4	\$16,300	Five Days 8:20-3:00 PM

### **Proposed Enrollment Process**

The following is a tentative outline of proposed enrollment process:

- Announce program by December 15th
- Hold an in-person and informational meeting for families in January
- Registration deadline will be February 15th
- Lottery will be held the week of February 27th
- Letters to selected families by March 4th

Finally, depending on the success and interest of the program, we will consider possible expansion of the program for the following year. Expansion of the program might include adding additional Pre-K Spanish immersion classrooms and creating a kindergarten Spanish immersion classroom.



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

# Extra Special Thank You!

## 22-23!

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

# School Council Members

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- Principal: Mary Eastwood
- Faculty Representatives: Eugene Buczynski,  
Vanessa Bryer
- Community Representative: Karen Johnson (1)
- Parent Representatives:  
Diana Dee (1) Melissa Mannis (2)
- School Committee Liaison: Jen Benham

# Discussion Points

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- School Improvement Plan Process
- School Council Improvement Plan **Progress**: 2021-2022
- Improvement Plan **Updates** for 2022-2023
- Ongoing **themes** still relevant/New Twists

# School Improvement Plan Process

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- School Council meets monthly: October – May
- Plan is reviewed thoroughly twice yearly with School Council
- Meeting 1/ Intro/ Goals discussed and Action Steps SIP refined
- Other Meetings/ Referred to when various topics are happening/needing discussion
- Final Two Meetings: Self Assessment and analysis of what has been accomplished/done 5/24/23
- Look ahead to write new SIP and give status update to prior year plan
- Meeting 1 (following year): start process again

## Sample of Considerations/Evidence Used

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- District's Strategic and Professional Development Plans
- Parent/Caregiver/Staff Input
- Focus Group Suggestions
- Data: MCAS/DIBELS results/Other Assessments
- Enrollment Data
  - 503 Students currently

**Thank YOU SES Staff for your amazing efforts during the years of the Pandemic and now as we enter the New Normal!**



Thank You, SES PTO!



**South School PTO**

**BUZZING WITH LEADERSHIP, VOLUNTEERS & SPIRIT**

**What's the Buzz?**



## Progress 21-22

**Goal 1:** To encourage academic excellence for all South School students

- 
- **MTSS/HTSS program formally began to flourish** Math /Reading Instruction/Data carefully analyzed periodically with constant progress monitoring for at risk children /Instructional groups/flexible and differentiation is practiced/ Student Success Plans/ **All hands on deck; Reading Without Walls(Mrs. Swanson and Martel!)**
  - **Full time Math and Literacy Specialists positions added**
  - **Reading and Math Interventionists Programs/ All Hands on Deck TRI/TMI: New Interventionists' Budget Hours and Federal Funds used to remediate students due to COVID loss starting in September** **Teachers and interventionists were able to deliver instruction and intervention services despite the challenges of the year with Test and Stay and masks and this is reflected in our June '22 data which showed progress across the board.**
  - **New Math Olympics Program; Used Tang puzzles/challenges**
  - Continuation of the IST (Instructional Support Team) process; many staff members involved; held live 21-22
  - **Continued support of Professional Collaboration through PLCs (TEAMS)**
  - **Differentiated instruction/learning styles awareness continues** in regular classroom to meet all learners and needs
  - **Continued Training of teaching staff many areas:** including the Journeys Program, Other reading instruction methods, Empowering Writers, Math Workshop, Differentiated Instruction, Toolbox Social Thinking, Learning Styles, **Technology** etc...

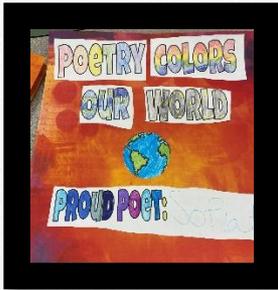
# Examples of active/kinesthetic /collaborative learning which occurred LIVE 21-22!

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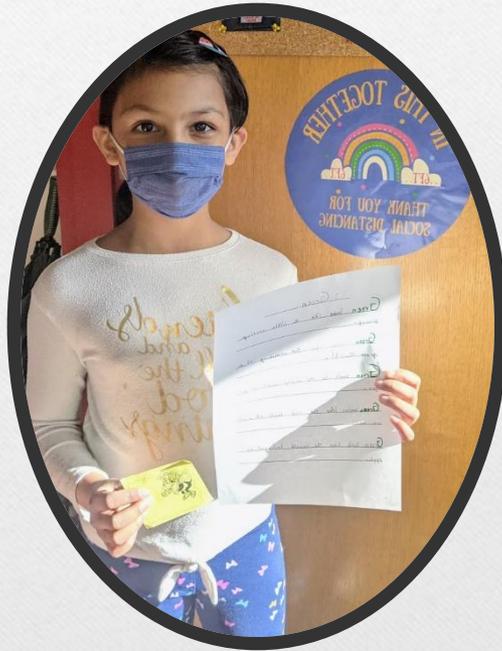
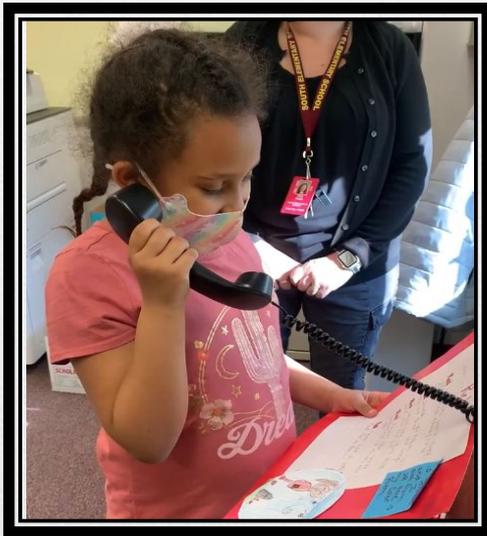
- Kindergarten : Alphafest
- Grade 1: A Tour Around the World Musical (live)
- Grade 2: Poetry Writing Festival
- Grade 3: Bottle Project/Third Grade Timeline Tour
- Grade 4: Box City/ States' Fair
- Grade 5: Booth Day/Celebrating our Western Hemisphere Neighbors/Canada and Latin America
- All Grades: Field Day/SES Talent Show

# Kindergarten Alphafest





# Second Grade Poetry



# Grade 5 Booth Day

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## Progress 21-22

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

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

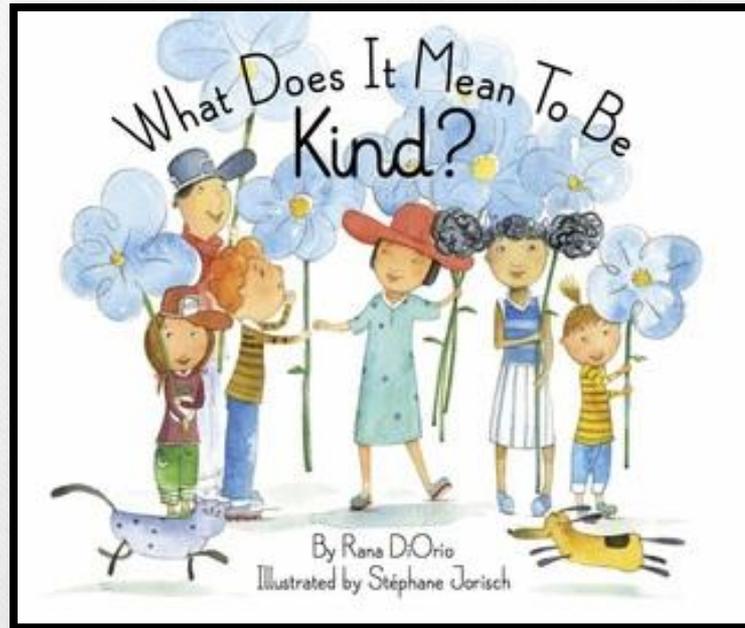
# ToolBox/Dovetail Learning

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1. Breathing Tool
2. Quiet/Safe Place Tool
3. Listening Tool
4. Empathy Tool
5. Personal Space Tool
6. Using Our Words Tool
7. Garbage Can Tool
8. Taking Time Tool
9. Please and Thank You Tool
10. Apology and Forgiveness Tool
11. Patience Tool
12. Courage Tool

# What Does it MEAN to BE Kind?

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

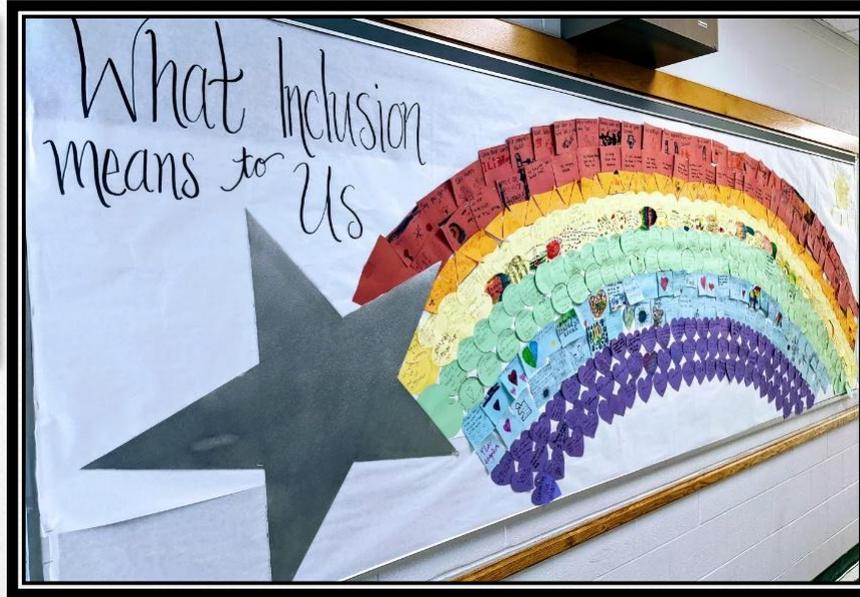
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- The Thank You Book by Mo Willems
- Each Kindness by Jacqueline Woodson
- Stick and Stone by Beth Ferry
- We're All Wonders by R.J. Palacio

# Playground Progress

Thank you Lori Jacobs, PTO, Katie  
Hartman and Maintenance





**Chalkboards  
and  
Bulletin boards  
were designed with  
Inclusion theme!**



# Our First BEE of 21-22



# Buzz Assembly

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

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

- 
- Weekly **newsletter** /Buzz Blasts /Principal Emails inform the parent population about **common language** and happenings at SES ; **Added Toolbox Tidbits; Constant Daily Communication during Test and Stay Period**
  - New families are welcomed with open arms with lots of communication including **Fast Facts, New Families Reception and Tour, New Student Lunch** and **constant communication**.
  - **Focus Group** and **survey data** has been analyzed and used to plan for the future
  - **Parent involvement was enhanced post COVID**
  - Many Families sent **letters** at year's end full of gratitude for all that was accomplished to return to some semblance of **normal** under some difficult circumstances

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

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

# So Grateful to ALL

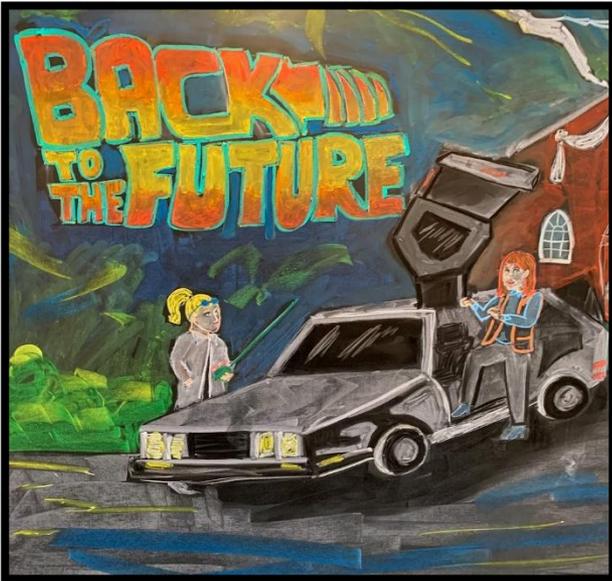
## 21-22

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- In spite of Test and Stay...TY to nurses and Lori J as well as any staff members who were so flexible to KEEP kids in school and give as “normal” an experience as possible
- As you can see Back to the Future I theme got off the ground; it was a little bit hindered by COVID’s third year...
- BUT ...NOW....

## Plans 22-23

Theme: From Back to the Future I  
to Back to the Future II



# Plans 22-23

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

---

- **Continue** all successful **initiatives** especially MTSS/HTSS and hands on
- **Enhance Math/Reading Interventionist Initiative/ new (common across elementary schedule) (Bake an even better cake!)**
- **Facilitate the addition of i-Ready diagnostic in ELA and Math and My Path (prescriptive individual lessons) as well as Math Workshop Model**
- **Continued support of Professional Collaboration through PLCs (TEAMS)**
- **Reinstate** staff peer observations
- **Continue** specific teacher trainings and PD
- **Analyze All Assessment Data/ Expanded Data Meetings; includes all data paying particular attention to students who have lost ground due to pandemic**
- **Continue** awareness of learning styles and hands-on learning through the **UDL approach that emphasizes multiple means of engagement**

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

---

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

# We Are Going to be Friends



# Continue Toolbox

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## *Dates for Tools:*

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

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

---

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

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

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- It takes a village theme....
- Curriculum /Back to School Nights
- New Families Reception
- PTO Meetings/Playground/ SES Social
- **Flag Project- 70 Nations represented!**
- Reinstate Open Door Policy
- **Parent involvement back to pre-pandemic levels; Harvest Party 10/21/22; SES Social 11/5/22; Veteran's Day Assembly...many more events planned**
- **Parent Workshops:** Officer Katelin (cyber safety) School Psychologist, Adjustment Counselor, **Guidance Counselor**, Administration Toolbox
- South School Shines Night 5/3/23
- Focus Groups (Fall '22/Spring '23)/Parent Survey (Spring '23)
- Immediate and timely Communication
- Complete reinstatement of **Fly South, BOKS, and Homework Heroes**

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

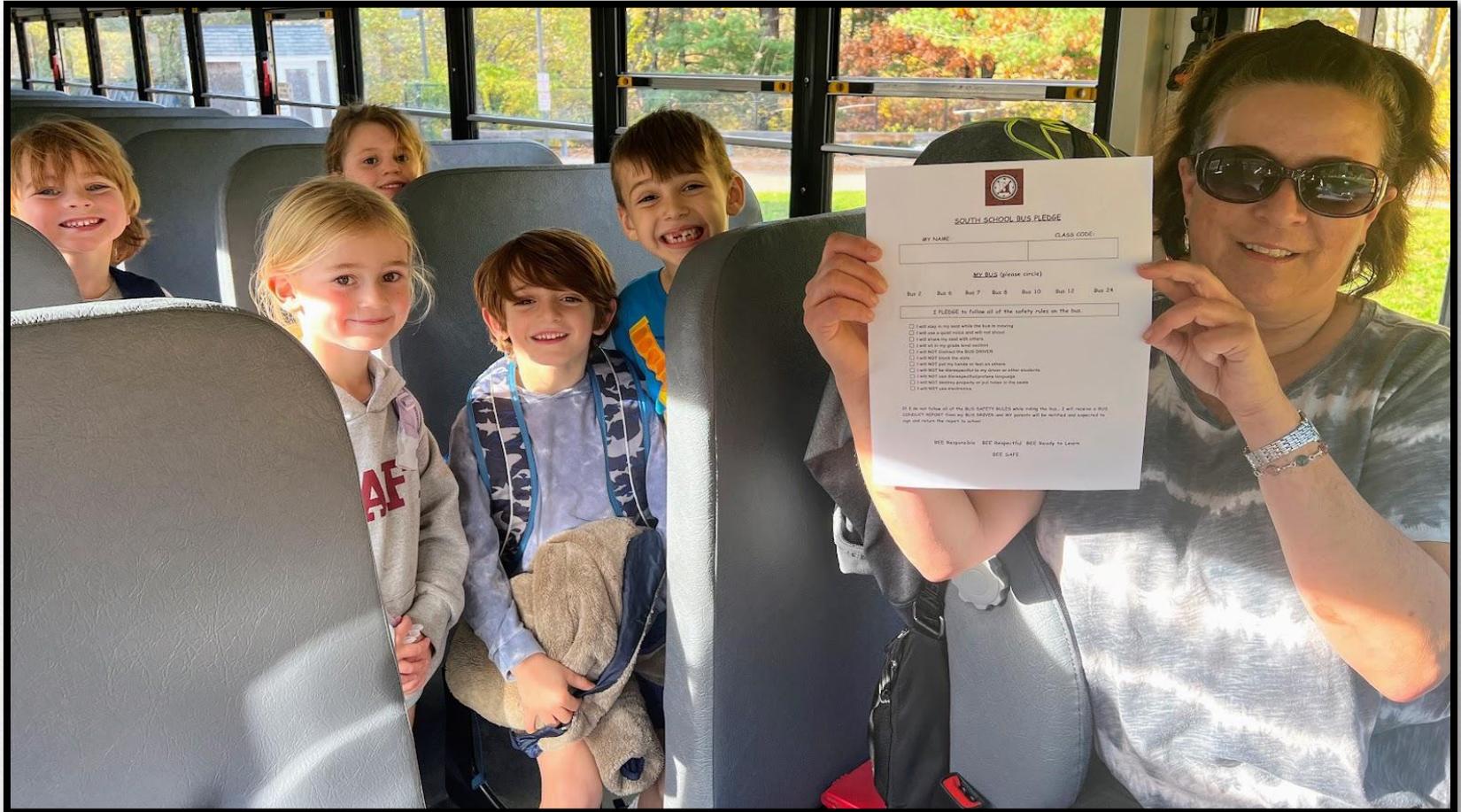
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- Discussions of the role all members of the village play in this @  
BTS nights /PTO/Newsletter/Signs
- Awareness that Safety Plan does exist and drills are practiced
- **Physical plant enhancements/ sidewalk**
- **Review Revised Handbook Security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

# Bike Rodeo



# Bus Pledge



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

It takes a village to  
prepare the child for  
the path... Thank  
you **ALL** for being  
involved!



HINGHAM PUBLIC SCHOOLS  
SOUTH ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2022-2023

CORE VALUES

At South School our students will:

- Enjoy the process of learning, work toward meeting their full potential, and become lifelong learners.
- Be responsible and will demonstrate respect and kindness for self, others, and property.
- Behave in socially acceptable ways while striving to become model citizens who appreciate /celebrate differences in others.
- Have a strong sense of community both in and outside of school.

GOALS FOR 2022-2023

1. To continue to provide equitable academic excellence for all South School students to achieve to their highest potential
2. To continue to provide equitable opportunities to develop students' physical and emotional well-being and awareness of social responsibilities while fostering a sense of belonging to the greater community
3. To continue to provide parental /community awareness of and access to existing and new supplemental activities that take place throughout the school
4. To continue to provide two-way communication, support, and collaboration with parents and community to ensure equity for all
5. To continue to provide increase awareness of safety in and around the school especially during arrival and dismissal

**Important NOTE: Many goals are applicable each year; new updates/additions have been added and reflect the District Strategic Plan Goals.**

HINGHAM PUBLIC SCHOOLS

SOUTH ELEMENTARY SCHOOL  
 SCHOOL IMPROVEMENT PLAN  
 2022-2023

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

Aligned with Hingham Public Schools Strategic Plan Goal 2: Culturally Responsive Teaching and Learning

Targets for student performance:

- To increase the number of students performing at the meeting/exceeding expectations levels on the spring 2023 MCAS
- To see academic growth for all students in all areas as measured by all assessments including MCAS and i-Ready

Status	Action Steps	Person(s) Involved and Responsible	Resources Needed	Success Measurement(s)
	1. Continue to provide literacy support to students in grades K-5 with special attention to closing gaps that exist through HTSS/MTSS Academic	1. Reading and Literacy Specialists Reading Interventionists, paraeducators, teachers, specialists (continue increased role)	1. HTSS/MTSS/Academic/Literacy Specialist; reading materials and supplementary materials, time for teacher collaboration and data meetings, Pilot myView materials, Wilson/OG (other reading instruction methods Training) Lexia, RTI, COWs/ Chromebooks/IPADS; i-Ready; MyPath	1. Increase in the number of students who are Meeting/Exceeding Grade Level Expectations on assessments

	<p>2. Provide expanded math intervention to grades K-5 students per new budget FY'23 continue Reflex Math and increased TMI (Targeted Math Instruction); using i-Ready Data and My Path</p> <p>3. Analyze Assessments, DIBELS, i-Ready , MCAS and other pertinent data through our PLCs/Data Meetings to better inform instruction and create alternate plans of action for struggling students (IST Meetings; other support measures; TIER 2/3 Instruction)</p> <p>4. Continue to expand teacher knowledge of math and reading instructional strategies, differentiated learning, IST Meeting Discussion of Strategies, Story Time with the Principal K-5; Learning Styles Workshop grade 5, HPS PD; Staff Meeting Discussion of UDL Principles</p>	<p>2. Full time Math Specialist Interventionists, Math Interventionists, Paraeducators teachers, other specialists</p> <p>3. Principal, Asst. Principal, Full Time Math Specialist, Reading/Literacy Specialists, Teachers, Interventionists</p> <p>4. Principal, Asst. Principal, Full time Math Specialist, Reading/Literacy Specialist; teaching staff</p>	<p>2. Full time Math Specialist, Math Interventionists funding, professional development, time for teacher collaboration, Reflex Math, XtraMath/free online program; TMI locations and groups, Interventionist Groups; i-Ready, My Path; My Path</p> <p>3. DIBELS/i-Ready data, EDM and Journeys/My View data, other assessments</p> <p>4. Time for teacher collaboration, professional development including HPS and outside PD Ongoing 22-23: PLCs meet to discuss planning of reading instruction, teacher workshop; differentiation/UDL Principles as part of staff meetings and professional development; collaborative meetings between general/special ed teaching staff and specialists and interventionists</p>	<p>2. Achieving meeting/exceeding level benchmarks on Everyday Math assessments and fact tests, MCAS Scores, i-Ready, other assessments, teacher inventory</p> <p>3. Further development of math and reading curricula and lessons to address areas of weakness, especially expository. Continue expanded use of Journeys/My View materials and My Path for Reading</p> <p>4. Maintaining high achievement on formal, informal, and standardized tests. Instilling motivation, enthusiasm and a love of life-long learning. Maintain overall school ranking at a high level.</p>
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<p>5. To continue the updated Math Olympics program for 10 weeks in the Winter of 2023 and continue use of Reflex; Expand Math Workshop Model</p> <p>6. Continued support of Core Reading Program (Journeys) and all reading instruction including HTSS/MTSS as well as pilot program, My View</p> <p>7. Encourage STEAM activities</p>	<p>5. Assistant Principal, Teacher volunteers, parent volunteers, full time , Math Specialist; Administration; Grade level PLCs</p> <p>6. Classroom/Special Ed teachers, Reading/Literacy Specialist, Interventionists, Interventionists, paraeducators</p> <p>7. Principal, Assistant Principal, teachers, paraeducators, science specialist</p>	<p>5. Medals and certificates, Math Olympics materials. Buzz Assembly (March); website availability ; staff meeting time and presentations</p> <p>6. Journeys Program/myView Program updated materials, My View PD workshops, PLCs with Reading/Literacy Specialists; i-Ready; My Path</p> <p>7. STEAM carts, online resources, science kits</p>	<p>5. Parent and student feedback, continued student participation, increased Math scores and mathematical understanding.</p> <p>6. Journeys Assessments/My View Assessments, teacher feedback, DIBELS, i-Ready; My Path and MCAS Data , teacher inventory</p> <p>7. Teacher/Para/Student feedback, assessment scores, enthusiasm for science</p>	
<p>Status Code for June Report: 1 / Completed                      2 / In Progress                      3 / Planned for Next Year                      4 / Cancelled</p>				

HINGHAM PUBLIC SCHOOLS  
SOUTH ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2022-2023

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

Aligned with Hingham Public Schools Strategic Plan Goal 3: Healthy, Equitable, and Inclusive Communities

Status	Action Steps	Person(s) Involved and Responsible	Resources Needed	Success Measurement(s)
	<p>1. Continue the character building Buzz Award program with added components—tailoring the program to meet the needs of the growing social emotional needs of students and, resurrect live assembly and behavior component when necessary, new school sing-songs live, rainbow of kindness, morning meeting/buddy classes kindness stories, kindness and toolbox libraries, buddy classes</p> <p>2. Reinforcement of Common Goal/Be Kinder than Necessary through rainbow of kindness, continue Buddy Bench, Calm Classroom, Tool Box retraining for</p>	<p>1. All South School Staff (especially guidance team) and students, SES community participation</p> <p>2. All South School Staff (especially guidance team) and students</p>	<p>1. Main bulletin board, awards, time to prepare awards, and time for assemblies, bee costume, songs, music, student creations, student input ... What Does it Mean to be Kind? Kindness Library, Toolbox Library</p> <p>2. Common language, murals/bulletin boards, message reminders around school, Continue “Yoga in the Classroom” More Staff training in Social</p>	<p>1. Less behavior referrals, positive environment, social emotional connections to the group, survey feedback; evidence of community common culture</p> <p>2. Year-end feedback from students, teachers, and parents, Less behavior referrals, positive environment, calmer, less stressed students, ability to cope with</p>

<p>all staff; Implementation of Toolbox Program School-wide; rainbow themed graphics with 12 tools delineated on announcements and in parent and staff communications</p> <p>3.Continue buddy class activities in grades K-5 with a focus on kindness themed childhood literature and tool box</p> <p>4. To expand opportunities for students to gain environmental and social awareness via fifth grade leadership team, student focus group, school garden, nature trail, new playground, and projects that teach civic responsibility on a local and global level...</p> <p>5. Host South School Shines Night (5/3/23) for children to share collections, talents and hobbies, GestSmart About Art Display, Poetry Display; Music</p> <p>6.To continue Fifth Grade Leadership Club and Student Focus Groups in grades 3-5</p>	<p>3. All South School Staff and students</p> <p>4. Holly Hill Farm, World's End, Aquarion Partnership Parents, Teachers, Administration, Students</p> <p>5. Parent volunteers, staff, volunteers Principal, Asst. Principal/Teacher Leaders</p> <p>6. Fifth grade teachers and students/parent volunteers</p>	<p>Thinking , Calm Classroom (school-wide); Continuation (train new staff) of Tool Box as major social emotional program</p> <p>3. Calendar to designate specific dates for periodic meetings at each grade level, literature, plan for move up at end of school year (differs by grade level); New kindness and tool box materials and books; various games</p> <p>4. Funding from PTO, community support</p> <p>5. Time in cafeteria/ music room, invitation, children to present hobbies, talents, poetry and art work</p> <p>6. Meeting space at South (cafe), PTO funding/ community outreach/focus group</p>	<p>change and emotional COVID aftermath</p> <p>3. Year-end feedback from students, teachers, and parents... Less behavior referrals, positive environment, community recognition, less anxiety about transition to new school year ;older and younger student connections expanded</p> <p>4.Bountiful garden, increase the students understanding of gardening and global issues, , increased student awareness and understanding of with privilege comes responsibility and vice versa.</p> <p>5. Parent and student feedback/number attending; student confidence</p> <p>6. Student and teacher feedback, level of participation/ completed community projects, civic minded students</p>
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	<p>7. To enhance the playground and encourage greater play options , renew blacktop graphics once capital project of repaving is complete</p> <p>8. Anti-bullying committee will meet at least three or more times as a segment of the School Council this school-year to evaluate the current anti-bullying plan to best meet the needs of the school. Note: School Council is ABC ; P/AP present at BTS Nights definition of bullying/cyber bullying</p> <p>9. Physical Education Teacher will continue to devote some time on the schedule to playground rules/options during actual recesses; focus grades 4-5</p> <p>10. To continue Pen Pal Program with the Senior Center; Live Events invites to SC; Pen Pal expanded in Spanish Class to students in Spain</p>	<p>7. All staff, PE Teacher, PTO, Playground Committee, Director of Maintenance, Maintenance, Custodians</p> <p>8. Council members, Principal, Assistant principal, Safety Officer, Teaching staff</p> <p>9. Principal, Assistant Principal, Physical Education Teacher</p> <p>10. Principal, School Council Community Rep., Classroom Teacher, Specialists, students</p>	<p>7. Playground upkeep, equipment, review of games, morning meeting discussions, new materials, new surface/equipment</p> <p>8. Meeting space/ Zoom Links, continuation of grade 3-5 curriculum night cyberspace presentation, Social Thinking Lessons/Tool Box Implementation (year 4); use of input from district rewrite of Bullying Plan;</p> <p>9. Enhanced/upgraded playground, new equipment, time in PE teacher’s schedule</p> <p>10. Classroom to volunteer, list of interested Senior Citizens, instruction in letter writing for students, delivery of letters back and forth. Transportation to events for both groups</p>	<p>7. Student, parent and staff feedback, less behavior referrals, positive environment, children enhance their ability to creatively play, playground inclusive of all children</p> <p>8. Focus group data , parent/student feedback, happy students</p> <p>9. Less conflict at recess, more involvement by reluctant students</p> <p>10. Creation of intergenerational relationships, volume of letters</p>
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	<p>South School News to highlight continuous and new initiatives that supplement academic and social education, Twitter Feed; Collaboration with Communications Director</p> <p>2. To use Curriculum Nights/Back to School Night to summarize and highlight activities that may be grade level specific or new to the school community. Continue Cyber -Space Safety discussion/workshops for parents and students gr. 3-5.</p> <p>3. To continue to revise the current online handbook with updated information.</p>	<p>teaching staff, PTO Website Coordinators, HCAM Coordinator, Communications Director</p> <p>2. Principal, Assistant Principal, Teacher Leaders, Teachers Technology Specialist Counselors Safety Officer</p> <p>3. Principal, Assistant Principal, Teacher Leader, School Council, School Admin Assistant</p>	<p>for website coordinators ; Zoom Links</p> <p>2. Revised/Updated Handbook, Individual/Grade Level Curriculum Night Presentations, South School Website/Online resources. Continuation of grade 3-5 curriculum night cyberspace presentation, Meeting Space. Collaboration with Safety Officer</p> <p>3. Technology/laptop, website, suggested changes from parent and teacher survey, continue for elementary town-wide continuity</p>	<p>and focus groups. Anecdotal feedback, track number of Twitter Followers, website coordinators keep website up to date as much as possible</p> <p>2. Parent feedback through parent/teacher conferences, focus groups and surveys. Less behavior referrals, safer/happier students</p> <p>3. Parent/Teacher feedback through School Council, Faculty Council and PTO Meetings, Focus Groups parent/teacher conferences, focus groups and surveys.</p>
<p>Status Code for June Report: 1 / Completed                      2 / In Progress                      3 / Planned for Next Year                      4 / Cancelled</p>				

SOUTH ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2022-2023

GOAL 4 : To continue to provide two-way communication, support, and collaboration with parents and community to ensure equity for all

Aligned with Hingham Public Schools Strategic Plan Goal 1: Culture of Collaboration and Community

Status	Action Steps	Person(s) Involved and Responsible	Resources Needed	Success Measurement(s)
	<p>1. Plan parent Communications to support students’ academic, social and emotional progress, specifically common language/philosophy at SES; guidance and specialists section to newsletter; continuation of Toolbox and General Parent Information Night</p> <p>2. Continue to meet the needs of new families joining the South School community, especially, but not limited to Kindergarten families</p> <p>3. To use the PTO newsletter, e-mail, school website, South School News/Buzz and the Hingham Journal and Anchor to keep the school community informed in a more streamlined/up to date way</p>	<p>1. Principal, Assistant Principal, Adjustment Counselor, School Psychologist Guidance Counselor</p> <p>2. Administration, PTO , Kindergarten Liaisons; Guidance Personnel</p> <p>3. Administration, PTO, email, Communications Coordinator</p>	<p>1. Input from parents and staff, presenters, Meeting Space, Newsletters, PTO Meetings, School Council Meetings</p> <p>2. Invitations to events for new families, informational packets, PTO Contacts and website, South School 101, Fast Facts 22-23, parent letter to Kg; Kindergarten Save the Dates Flier</p> <p>3. Technology/Laptop, parents and volunteers to write articles and take pictures for the paper and newsletters;</p>	<p>1. Attendance and feedback from surveys, more emotional stability evident for students and families. Awareness and use of common language in the school community</p> <p>2. Attendance at school events, feedback, student transitions; anecdotal information, survey</p> <p>3. Number of people on email distribution list, number of hits on school website and smore newsletter, feedback on school survey, general participation in all events</p>

	4. Continue to schedule at least two parent and two student focus groups during the school year—one parent focus group during the day and one at night	4. Principal, School Council Members, Teacher Leader, Teachers, Specialists	4. Space in the building, randomly selected parent/caregiver/student participants, invitation, thank you note	4. Action taken on suggestions/feedback from parents; more buy-in from all stakeholders
	5. Distribute parent/caregiver survey that solicits feedback	5. School Council Members, Principal; Technology Specialist	5. Time, website, google docs survey questions	5. Analysis of survey data, anecdotal feedback and emails
Status Code for June Report: 1 / Completed                      2 / In Progress                      3 / Planned for Next Year                      4 / Cancelled				

SOUTH ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2022-2023
<u>GOAL 5</u> : To continue to to provide increase awareness of safety in and around the school especially during arrival and dismissal
Aligned with Hingham Public Schools Strategic Plan Goal 1,3,4

Status	Action Steps	Person(s) Involved and Responsible	Resources Needed	Success Measurement(s)
	1. Back to School Safety Protocols discussed at School-wide Meeting and Curriculum Nights as well as in summer and school year newsletters/communications, coffees, PTO Meetings, School Council Meetings	1. Principal, Assistant Principal, Safety Officer, All Staff, School Committee members	1. Curriculum/Information Night, agendas X 2 Email lists; list of Safety Protocols	1. Attendance and data and anecdotal feedback from surveys and emails
	2. Communicate to SES community that there is a safety plan for			2. Less questions about security, safety of students, adherence to

<p>protection of students, but it cannot be completely exposed due to security concerns; train staff at staff meetings using red Emergency Response Procedures Manual</p> <p>3. Continue to think of a change to the physical plant to enhance security/safety, better signage for one-way, office rearrangement, door in Foyer? Sidewalk improvements</p> <p>4. Continued practice of lockdown procedures</p> <p>5. Meeting of Emergency Response Team School based team that meets to ensure safety measures and protocols are in place and understood by all staff</p> <p>6. Updated District Bus Conduct Report/ Created Bus Pledge for students</p>	<p>2. Administration, Teachers, Safety Officers</p> <p>3. Administration, Staff, Director of Facilities and Grounds, Business Manager, Security Committee, Custodial Supervisor</p> <p>4. Safety Officer, Principal, Assistant Principal, Teacher Leader, All staff</p> <p>5. Emergency Response Team Members</p> <p>6. Administration, Staff, Head of Transportation, Drivers, Students, Parents</p>	<p>2. Principal and PTO Newsletters, X2 emails, Curriculum night and PTO reports; Handbook</p> <p>3. New sidewalk plan, signs, focus groups, staff feedback and ideas</p> <p>4. Time to meet and discuss procedures, staff feedback after drills, time to train students/staff, parent input</p> <p>5. Meeting Place and Times/ memo to staff about ER Team; Safety Care Training for members</p> <p>6. Bus Pledge, Conduct Report, Bus Safety Assembly, email for staff</p>	<p>rules etc...cooperation with safety rules</p> <p>3. Building access much tight, video proof of security, more adherence to visitor protocols, sign-in/out sheets; parent surveys and focus group feedback, analyze security camera film,</p> <p>4. Feedback from staff/students after drills, timing of drills, data regarding location of all staff/students during drills</p> <p>5. Safest School Possible for all</p> <p>6. Less behavior referrals on buses, improved safety for students and drivers</p>
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# School Council Report

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Plymouth River School

November 2022

# Mission Statement

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The mission of the Plymouth River School Community, where children are treasured, is to foster a love of learning in an innovative, cooperative climate which empowers all students to be competent, productive, caring, and responsible citizens.

# School Council Members

2022-2023

Gregory Lamothe, Principal

Cassandra Pacella - Teacher Rep.

Julianne Riley - Teacher Rep

Christopher Christensen, Parent (shared role)

Jessica Foley , Parent (shared role)

Joan Silver, Community Representative

*Additional input provided by:*

*Melissa Smith, Assistant Principal*

*Alyson Anderson, School Committee Liaison*

*Literacy and Mathematics Specialists*

*All Staff*

*PTO*

2021/2022



**PLYMOUTH RIVER**  
ELEMENTARY

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School improvement plan recap

**Goal 1: ACADEMICS** - Identify grade level academic weaknesses as well as analyzing the impact of COVID-19 in regards to the achievement gap. HTSS implementation will play a major role in moving this goal forward.

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- Created a [master schedule](#) for the first time at PRS which included
  - 30 minutes for Reading intervention
  - 30 minutes for Math intervention
- Reviewed master schedule with all teams
- Implemented the master schedule and then sit with teams 4-6 weeks into school year to adopt any changes to the schedule that:
  - will better help serve students
  - look for was to best utilize all available staff to make smallest groupings

## Goal 2: SOCIAL-EMOTIONAL - Strengthen and support the social emotional skills of all students and provide interventions to support social-emotional, behavioral and academic success with continuing to train use the TOOLBOX Strategies

(goal in progress just retweaked)

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- Set a monthly school wide focus and align with a Toolbox tool:
  - Decrease in office referrals
  - Social talk among students regarding theme
  - Shared with [parents the tool being used](#) so they could become engaged partner in supporting the tool
- Trained more staff in CPI to engage with de-escalation strategies.
- Met regularly with the Family/Child Study Team:
  - Students and families accessing resources available
  - Decrease in tardiness and absenteeism
  - Decrease in office referrals

## Goal 3: CONNECTIONS: Strengthen a school culture which embraces a home-school-community collaboration

(work in progress)

- Reviewed newsletter structure and transform it to be user friendly for parents.
  - Use of smore
- [Week ahead](#) - informed staff of happenings of the upcoming week around the school
- Reviewed the [PRS website](#) and discuss:
  - what should/can be added
  - ease of finding information for parents
  - get Admin Assistants trained in editing website content
- Used media platforms more frequently to give parents real time happenings at school
  - @PRSHingham - Twitter
  - [Facebook](#)
- Continued after school offering of Voyagers to give students a place to try new things brought into the school by PRS PTO



**Goal 4: RESTORATIVE JUSTICE PRACTICES** - Increase the depth of understanding and use of restorative justice practices. This will contain training and facilitation of Restorative justice practices learned throughout the school year.

(cancelled)

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- Administration was trained 2021/2022 school year
- School Adjustment Counselor and Guidance Counselor trained 2022/2023 school year
- COVID got in the way of full implementation in further training of staff

**Goal 5: EQUITY:** to build a community where everyone feels like they belong and no matter race, gender, ethnicity, sexual preference, etc.... This includes staff, students, families and anyone with a relationship to PRS

(in progress)

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- Equity Team created a Wordle of what words come to mind from:
  - Belonging
  - Inclusion
  - Equity
- Equity team created a [Google Form](#) for staff .
  - What does belonging, inclusion and equity mean to staff at the school?
- [Brainstormed ideas](#) from staff on how to tackle the issue
- Team [created a lesson](#) that is differentiated for grades levels for staff to teach about belonging at morning meeting

2022-2023



**PLYMOUTH RIVER**  
ELEMENTARY

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New School Improvement Plan



THEME:



**Thank you to all that has help make the windows project at PRS a reality!**



# SCHOOL IMPROVEMENT GOALS

## 2022-2023 & 2023-2024

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### **GOAL 1: ACADEMICS**

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

### **GOAL 2: SOCIAL-EMOTIONAL**

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

### **GOAL 3: CONNECTIONS**

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

### **GOAL 4: CONNECTIONS**

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

# GOAL 1: ACADEMICS

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

*Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning*

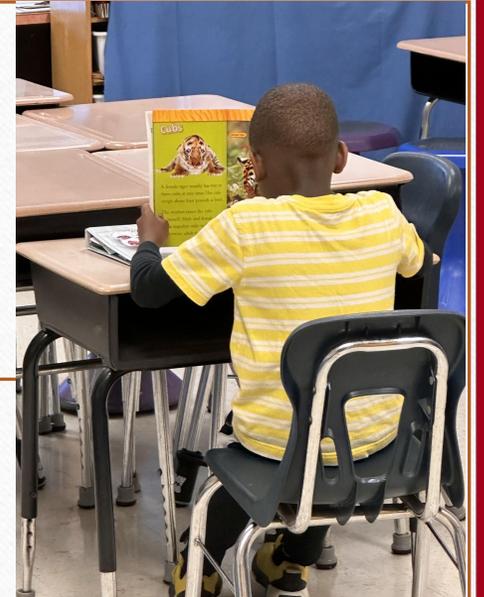
*Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction*

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- Support teaching staff in the instructional shift of timelines of the schedule and how to implement the MTSS process in order to best meet the needs of all students.
- Create time for data meetings and discussion on student achievement in order to flexibly group students across the grade level in order to provide Tier II instructions.
- Utilize interventionists & support staff to appropriately create flexible groupings
- Provide opportunities for staff to meet and relook at data to create and move around groupings as needed to provide the right support as students knowledge is growing and gaps are closing.

# READING & MATHEMATICS

- Use of the Math/Reading/Literacy specialists team to give support during MTSS.
- Targeted student learning through small group intervention:
  - Depending on the grade the students are receiving a
    - push-in model - where the staff goes into the classroom and work with the students in their grouping
    - pull-out model - where staff pulls students they are working with in their grouping
- Math Plus happens in grades 4 & 5 to enhance math enrichment by diving deeper into math concepts and conceptual understanding.



# GOAL 2: SOCIAL-EMOTIONAL

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

*Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning*

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

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- Establish a guidance counselor position across all 4 elementary schools and discuss their role as it would differ from the school adjustment counselor and school psychologist.
- Create a document across elementary schools to share as a [memo for all staff](#) to understand the roles and responsibilities.
- Develop a plan with the new Guidance counselor to go into every classroom k-5 and focus on the [TOOLbox curriculum](#) & Anti-Bullying Curriculum Tier I intervention.
- Tiered II Interventions are delivered by Guidance Counselor or School Adjustments Counselor after the Student Risk Screening scale (SRSS) and reach out to families to begin Social Emotional learning small groups with parent permission.
- The Family/Child Study Team meets bi-weekly.

# GOAL 3: COMMUNICATION

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

- *Aligned with Hingham Public Schools Strategic Plan - Spoke #1: Culture of Collaboration and Community Strategic Objective: Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging*
  - *Aligned with Hingham Public Schools Strategic Plan - Spoke #3: Healthy, Equitable, and Inclusive Communities Strategic Objective: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness*
- 

- Increase social media presence so community can see the happenings at PRS.
- Continue a [“week ahead”](#) from principal to staff members which includes happenings of the week ahead: Days of cycle, Special events, Important information, After School activities, Upcoming dates, “Good news”.
- Continue family newsletter home to parents by use of [smore](#).
- Explore ideas for parent forums other than monthly PTO meetings.
- Implement [“PRS Pals”](#).
- Increase partnerships with local media resources and use technology/social media to highlight schoolwide activities:
  - Monthly slideshows
  - Harbor Media
- Bring back staff book clubs.
- Expand new family events and combine with Back to School Open House .
- Grow the Equity team to begin to include parents and outsiders partners.
- Begin a METCO mentoring program in collaboration with Amy Jackson and using the model built from South Elementary.

# GOAL 4: UNIVERSAL DESIGN FOR LEARNING (UDL)

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

- *Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction Strategic Objective: Explore & implement research-based innovative instructional practices - Implement Universal Design for Learning, provide staff professional development, and support Universal Design for Learning practices in classroom settings*

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- Identify a lead for teacher and a UDL team to support with the dissemination of training and information.
- Attend Monthly leadership webinars, Professional Development, book club, PLC and other various scheduled events for the Inclusive Academy.
- Create staff meetings that are UDL designed to help staff see different ways in which they can incorporate this into their classroom.
- Develop a plan in Spring 23 for dissemination of key learning strategies.

# Stay up to date with PRS happenings!

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- School Council Notes - <https://hinghamschools.com/plymouth-river-elementary-school/school-council/>
- Social Media
  - Facebook - @plymouthriverschool
  - Twitter - @PRSHingham
  - Instagram - @PRS\_Hingham

# HINGHAM PUBLIC SCHOOLS

## PLYMOUTH RIVER ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN 2022-2023



### **School Council Members:**

Gregory Lamothe, Principal  
Cassandra Pacella, Teacher  
Julianne Riley Teacher  
Jessica Foley, Parent  
Chris Christensen Parent  
Joan Silver, Community Representative

### **Additional input and action from**

Melissa Smith, Assistant Principal  
Literacy Team  
Mathematics Team  
Alyson Anderson, School Committee Liaison  
PRS Staff  
Faculty Council  
PTO

# HINGHAM PUBLIC SCHOOLS

## PLYMOUTH RIVER ELEMENTARY SCHOOL

### SCHOOL IMPROVEMENT PLAN 2022-2023

#### HPS Mission Statement

*Together with students, staff, families and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community*

#### Core Values

At Plymouth River Elementary School we help to promote the district's core values: These values provide the foundation for our work and influence how we conduct ourselves and engage with others.

- ★ Inclusivity and belonging
- ★ Community well-being
- ★ Lifelong learning
- ★ Student centered
- ★ Personal excellence
- ★ Innovative learning
- ★ Civic and global responsibility

## HINGHAM PUBLIC SCHOOLS

**2022-2023 Theme**  
**“Magical Things are Happening at PRS!”**

### **SCHOOL IMPROVEMENT PLAN DEVELOPMENT PROCESS**

The Plymouth River Elementary School Council employs a reflective and collaborative process to develop this school improvement plan. This plan has been developed consistent with the educational goals consistent with goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education and by the Hingham School Committee. The Plymouth River Elementary School Council has completed a needs assessment of the school in light of our proposed goals. The plan addresses the means to address student performance, the professional development needs of the building’s professional staff, as well as the enhancement of parent/guardian involvement in the life of the school, safety, and discipline, as well as the means for meeting the diverse learning needs of every child.

Sources of evidence used to develop this plan include the district’s strategic plan, the district’s professional development plan, school enrollment and class size reports, student achievement results from local and statewide assessments, as well as parent and community feedback.

### **PLYMOUTH RIVER ELEMENTARY SCHOOL GOALS FOR 2022-2023**

**Goal 1: ACADEMICS:** Implementing the new schedule built across the 4 elementary schools while configuring the MTSS schedule to help build upon and improve the skills of all students.

**Goal 2: SOCIAL-EMOTIONAL** - Improve and support the social-emotional skills of all students to ensure growth within social-emotional, behavioral and academic domains.

**Goal 3: CONNECTIONS:** Build and grow a healthy, equitable and inclusive community that strengthens a school culture to allow for social, emotional, physical, and academic wellness for all students, staff and anyone with a connection to the PRS community

**Goal 4: Universal Design for Learning (UDL)** - Increase the depth of understanding and implementation of UDL practices that will help support students' ability to show what they have learned or how information is presented to them in various ways.

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<b>Goal 1:</b>	<p>Goal 1: ACADEMICS: Implementing the new schedule built across the 4 elementary schools while configuring the MTSS schedule to help build upon and improve the skills of all students.</p> <p><i>Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning</i></p> <p><i>Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction</i></p>			
Status	Action Steps	Person(s) Involved and/or Responsible	Resources Needed	Success Measurements
	<b>ALL CONTENT AREAS</b>			
	Create and implement a unified elementary schedule that leaves room for the uniqueness of each building. The schedule will allow for MTSS implementation at every grade level	Elementary Principals and Consultant	<ul style="list-style-type: none"> <li>→ Parameters from the Superintendent</li> <li>→ Feedback from all staff</li> <li>→ History of schedule i.e. recess before lunches</li> <li>→ DESE's time on learning</li> <li>→ Unique circumstances from each school</li> <li>→ Input from math and Reading specialists</li> <li>→ Input from grade level teachers</li> <li>→ Input from special education</li> </ul>	Schedule implemented and gather feedback from staff to revise and refine schedule
	Implement the master schedule and monitor data of the number of students needing Tier II intervention and adjust push-in/pull out times accordingly.	Principal Asst Principal Literacy Specialist Reading Specialist Math Specialist Teachers Interventionists	<ul style="list-style-type: none"> <li>→ List of groupings</li> <li>→ Document changes</li> <li>→ Data collected from BOY, MOY, EOY</li> <li>→ Data from MCAS where appropriate</li> <li>→ Coverage for staff to attend meetings</li> </ul>	Review data to measure Tier 2 student progress

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	Hold data meetings with MTSS coordinator quarterly and other parties in order to review data and the effectiveness of the schedule.	Principal Asst Principal Literacy Specialist Reading Specialist Math Specialist Teachers Interventionists	<ul style="list-style-type: none"> <li>→ List of groupings</li> <li>→ Document changes</li> <li>→ Data collected from BOY, MOY, EOY</li> <li>→ Data from MCAS where appropriate</li> <li>→ Coverage for staff to attend meetings</li> </ul>	Data Meetings are held.  Increase the number of students from Tier II to Tier I.
	Create a survey to seek teacher feedback on the implementation of the new schedule / MTSS compared to data from MCAS and i-Ready. We do understand that this will be comparing subjective data compared with formal data.	Principal Asst Principal School Council	<ul style="list-style-type: none"> <li>→ Google Forms</li> <li>→ Staff willing to take survey</li> </ul>	Survey completed
Status Code for June Report:                    1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Cancelled				

<b>Goal 2:</b>	Goal 2: SOCIAL-EMOTIONAL - Improve and support the social-emotional skills of all students to ensure growth within social-emotional, behavioral and academic domains.  <i>Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning</i> <i>Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction</i>			
<b>Status</b>	<b>Action Steps</b>	<b>Person(s) Involved and/or Responsible</b>	<b>Resources Needed</b>	<b>Success Measurements</b>
	Create a bi-monthly school-wide schedule to align and teach the Toolbox tools	Principal, Assistant Principal, Adjustment Counselor, Guidance Counselor	<ul style="list-style-type: none"> <li>→ Bi-monthly communication to staff and parents on which toolbox tool is being promoted. Bi-monthly theme and tools will</li> </ul>	Decrease in office referrals  Social talk among students regarding theme

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			<ul style="list-style-type: none"> <li>be well described and action steps to support the theme</li> <li>→ Dedicated bulletin board to display theme/tool</li> <li>→ Time at all school meetings to kick off the theme/tool and show videos/skits/speeches throughout the month to keep the momentum of the theme going</li> </ul>	Parents become engaged partner in supporting the theme
	Train Guidance Counselor trained in Toolbox and other SEL teaching the tools for the classrooms.	Principal Guidance Counselor	<ul style="list-style-type: none"> <li>→ Training for counselor</li> <li>→ Time committed in the schedule for the counselor to come in and to do the toolbox trainings.</li> </ul>	<p>Training is completed.</p> <p>Toolbox lessons implemented.</p>
	Purchase books that supplement the SEI learning standards.	Principal Assistant Principal Librarian PTO	<ul style="list-style-type: none"> <li>→ Funding for books</li> </ul>	Books are purchased and lessons are developed.
	<p>Book enrichment shows that pertains to social-emotional development.</p> <p>(School-wide assemblies and weekly all school meetings )</p>	Principal, Assistant Principal, Cultural Enrichment Coordinator, PTO METCO Director	<ul style="list-style-type: none"> <li>→ Scheduling time with cultural enrichment coordinator</li> <li>→ Funds from PTO</li> </ul>	<p>Better developed social skills</p> <p>Feedback from teachers</p> <p>Less conflict in unstructured areas (cafeteria, bus, playground)</p>
	<p>Develop a system for collection, tracking and analysis of behavioral data</p> <p>Review data from SRSS and create a questionnaire for students in grades 3-5 to receive student feedback on how they</p>	Principal, Assistant Principal, Adjustment Counselor, Guidance Counselor, Teachers, Para-Professionals Special Educators	<ul style="list-style-type: none"> <li>→ Time to collaborate</li> <li>→ Time to analyze to look for trends in behavior patterns</li> <li>→ Feedback on “reflection sheet”</li> <li>→ Create questionnaire for students with support from guidance and school adjustment counselor</li> </ul>	<p>Decrease in office referrals</p> <p>SRSS data indicates a decrease of students in the “at risk” realm from the descriptors.</p> <p>Survey is built and completed.</p>

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	are feeling.			
	Meet regularly with the SST (Student Support Team)	Principal, Assistant Principal, Adjustment Counselor, Guidance Counselor, Nurse, School Psychologist	<ul style="list-style-type: none"> <li>→ Time to meet with the team</li> <li>→ Attendance data to review</li> <li>→ Academic data to review</li> <li>→ Behavior data to review</li> </ul>	Students and families accessing resources available Decrease in tardiness and absenteeism Decrease in office referrals
Status Code for June Report:            1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Cancelled				

<b>Goal 3:</b>	<p>Goal 3: CONNECTIONS: Build and grow a healthy, equitable and inclusive community that strengthens a school culture to allow for social, emotional, physical, and academic wellness for all students, staff and anyone with a connection to the PRS community</p> <p><i>Aligned with Hingham Public Schools Strategic Plan - Spoke #1: Culture of Collaboration and Community Strategic Objective: Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging</i></p> <p><i>Aligned with Hingham Public Schools Strategic Plan - Spoke #3: Healthy, Equitable, and Inclusive Communities Strategic Objective: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness</i></p>			
<b>Status</b>	<b>Action Steps</b>	<b>Person(s) Involved and/or Responsible</b>	<b>Resources Needed</b>	<b>Success Measurements</b>
	Increase social media presence so community can see the happenings at PRS.	Principal Assistant Principal	Facebook Twitter Smore Begin an Instagram	Increase in engagement on social media.
	Continue a weekly newsletter from the principal to staff members.	Principal	Time on Fridays to create a newsletter	Weekly newsletter completed.

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	Days of cycle, Special events, Important information, Afterschool activities, Upcoming dates, “Good news”		Google calendar	
	Explore ideas for parent forums other than monthly PTO meetings.	Principal, staff, PTO Executive Board, SEPAC	Review of ideas from other schools	Increase communication between home and school.  Create and maintain a welcoming environment.
	Implement “PRS Pals”.	Principal Assistant Principal Staff	<ul style="list-style-type: none"> <li>→ Create a PRS Pals form</li> <li>→ PRS Pals form completed by those who want to participate</li> <li>→ Share with staff members secretly like a PRS Pal throughout the year</li> </ul>	Increase in staff morale and sense of community.
	Increase partnerships with local media resources and use technology/social media to highlight schoolwide activities: <ul style="list-style-type: none"> <li>- Monthly slideshows</li> <li>- Facebook</li> <li>- Twitter</li> <li>- Harbor Media</li> <li>- Instagram</li> </ul>	Principal, Harbor Media Education Coordinator, Hingham Journal, Hingham Anchor	<ul style="list-style-type: none"> <li>→ Camera, video camera</li> <li>→ Submit photos, videos, articles in real time</li> <li>→ Add links to the weekly newsletter and put a slideshow on website</li> </ul>	Increase in media engagement.
	Bring back staff book clubs.	Principal Assistant Principal Library Specialst	<ul style="list-style-type: none"> <li>→ Meeting time after school to discuss book</li> <li>→ A book to read for all staff who want to be involved space for staff to get together and talk</li> </ul>	Staff involvement in a book club to help promote staff morale.

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		Staff	about the book	
	Expand new family events and combine with Back to School Open House.	Principal, PTO	<ul style="list-style-type: none"> <li>→ Location for event</li> <li>→ Volunteers to be parent ambassadors</li> <li>→ Volunteers for school tours</li> </ul>	Create a welcoming space for new families.
	Grow the Equity team to begin to include parents and outside partners.	Principal Assistant Principal Teachers Parents Outside partners	<ul style="list-style-type: none"> <li>→ Parents who would like to be part of the team</li> <li>→ Outside partners who want to be part of the team</li> <li>→ Have new members understand where we started and what our goal is as a school</li> </ul>	Equity team meets consistently with consistent attendance.
	Begin a METCO mentoring/host program.	Principal Assistant Principal METCO Director Teachers Parents	<ul style="list-style-type: none"> <li>→ Meeting to determine how this has worked at South in the past and how to make it successful at PRS</li> </ul>	Match each Metco family with a Hingham host family.
Status Code for June Report:      1 / Completed 2 / In Progress 3 / Planned for Next Year 4 / Cancelled				

<b>Goal 4:</b>	<p>Universal Design for Learning (UDL) - Increase the depth of understanding and implementation of UDL practices that will help support students' ability to show what they have learned or how information is presented to them in various ways.</p> <p><i>Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning</i>  <i>Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and</i></p>
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	<i>data-informed instruction</i> <i>Strategic Objective: Explore &amp; implement research-based innovative instructional practices - Implement Universal Design for Learning, provide staff professional development, and support Universal Design for Learning practices in classroom settings</i>			
Status	Action Steps	Person(s) Involved and/or Responsible	Resources Needed	Success Measurements
	Identify a lead for teacher and a UDL team to support with the dissemination of training and information.	<b>Central Office Representative</b> <b>Principal</b> <b>Assistant Principal</b> <b>Inclusive Academy Team</b> <b>Teacher Leader</b>	→ <b>Teacher willing to take on being leader (Nancy Bucey)</b>	Create a UDL team and work with UDL team throughout the year to with spreading of information being learned to all staff.
	Attend Monthly leadership webinars, Professional Development, book club, PLC and other various scheduled events for the Inclusive Academy.	<b>Principal</b>	→ <b>Self Assessment completed in early September</b>	Attend trainings and gather resources for UDL implementation.
	Create staff meetings that are UDL designed to help staff see different ways in which they can incorporate this into their classroom.	<b>Principal</b> <b>Assistant Principal</b> <b>Inclusive Academy Team</b> <b>Teacher Leader</b> <b>UDL Team</b>	→ <b>Focus faculty meetings on principles of UDL</b> → <b>Staff Meetings</b> → <b>Support from the inclusive academy</b> → <b>Support from Teacher Leader</b> → <b>Support from UDL team</b>	Template for meeting structure created and implemented.
	Develop a plan in Spring 23 for dissemination of key learning strategies.	<b>Principal</b> <b>Assistant Principal</b>	→ <b>UDL team</b> → <b>Inclusive Academy Team</b> → <b>Staff meeting on what we've learned from UDL and how to build staff knowledge</b>	Plan developed for Spring 23.

Hingham Public Schools  
Q1 - FY 2023 Financial Update

Account Description	BUDGET CODES	7/1/2022 to 9/30/2022 Expended, Forecast & FY 2023 AVAILABLE BUDGET			7/1/2021 to 9/30/2021 Expended & Encumbered		FY 2022 REVISED BUDGET	FY 2022 YTD EXPENDED
		FY 2023 BUDGET	Encumbrance		FY 2022 BUDGET			
School Committee	R1100	88,350	58,429	29,921	88,350	6,733	88,350	122,410
Administration	R1200	1,711,802	1,597,388	114,414	1,540,197	1,445,213	1,540,197	1,591,155
Principals	R2200	2,506,513	2,506,441	72	2,463,464	2,349,379	2,463,464	2,676,416
Teaching	R2300	28,741,261	28,571,143	170,118	28,614,996	26,655,123	28,614,996	27,410,791
Professional Development	R2350	311,899	144,674	167,225	308,621	115,428	308,621	414,027
Textbooks	R2400	507,764	121,572	386,192	499,857	140,729	499,857	613,565
Instructional Equipment	R2410	51,609	13,172	38,437	44,728	49,423	44,728	42,565
Instructional Technology	R2450	1,187,919	1,022,419	165,500	1,241,764	1,072,739	1,241,764	1,180,750
Library	R2500	824,273	717,180	107,093	803,123	658,338	803,123	727,000
Counseling	R2700	1,616,791	1,390,272	226,519	1,520,756	1,443,662	1,520,756	1,525,206
Psychological Services	R2800	1,077,700	1,045,726	31,974	971,694	688,610	971,694	653,469
Health Services	R3200	843,200	832,139	11,061	818,896	833,196	818,896	980,613
Transportation	R3300	1,434,581	800,741	633,840	1,397,321	960,570	1,397,321	1,412,029
Athletics	R3510	748,159	410,026	338,133	742,677	325,153	742,677	736,223
Other Student Activity	R3520	167,817	506	167,311	169,639	(1,636)	169,639	198,851
Security	R3600	4,600	-	4,600			-	11,674
Custodial	R4110	1,876,934	1,804,070	72,864	1,848,685	1,604,037	1,848,685	1,940,079
Heating of Buildings	R4120	546,535	437,000	109,535	444,972	317,000	444,972	554,834
Utilities	R4130	970,735	918,056	52,679	917,185	965,819	917,185	831,444
Maintenance of Grounds	R4210	183,569	70,691	112,878	184,566	30,619	184,566	117,456
Plant Maintenance	R4220	1,329,333	1,011,766	317,567	1,281,865	985,918	1,281,865	1,352,069
Repairs of Equipment	R4230	152,006	15,797	136,209	141,100	57,195	141,100	132,716
Employee Retirement	R5100	200,000	31,040	168,960	100,163	23,092	100,163	138,130
Rents and building costs	R7300	61,201	61,200	1	58,801	58,800	58,801	17,631
Sped Supervision	S2100	712,733	648,277	64,456	661,034	525,397	661,034	602,185
Sped Instruction	S2300	10,376,093	7,234,805	3,141,288	10,031,503	7,122,793	10,031,503	9,617,678

Account Description	BUDGET CODES	7/1/2022 to 9/30/2022			7/1/2021 to 9/30/2021		FY 2022 REVISED BUDGET	FY 2022 YTD EXPENDED
		FY 2023 BUDGET	Expended, Forecast & Encumbrance	FY 2023 AVAILABLE BUDGET	FY 2022 BUDGET	Expended & Encumbered		
Sped Prof. Development	S2350	10,520	5,690	4,830	10,340	5,370	10,340	12,776
Sped Textbooks	S2400	1,500	157	1,343	1,550	5,867	1,550	16,575
Sped Counseling	S2700	634,160	617,037	17,123	584,266	701,803	584,266	689,148
Sped Psychological Services	S2800	353,594	327,273	26,321	351,346	330,032	351,346	335,139
Sped Transportation	S3300	1,096,857	210,096	886,761	1,066,750	325,225	1,066,750	946,698
Sped Programs w/ other Distr	S9100	72,220	71,685	535	132,662	148,090	132,662	198,924
Tuitions to Non-Public Schools	S9300	315,346	218,699	96,647	1,567,685	112,751	1,567,685	888,188
Tuitions to Collaboratives	S9400	916,917	846,231	70,686	969,338	687,892	969,338	895,310
Vocational Transportation	V3300	10,400	-	10,400	10,400	-	10,400	-
Vocational Tuition	V9100	181,612	-	181,612	201,785	-	201,785	196,786
Building Repairs and Mainten	X4220	218,000	26,875	191,125	423,152	44,403	423,152	738,713
Capital	X7400	665,871	232,242	433,629	595,380	262,438	595,380	590,666
	<b>Grand Total</b>	<b>62,710,374</b>	<b>54,020,512</b>	<b>8,689,862</b>	<b>62,810,611</b>	<b>51,057,199</b>	<b>62,810,611</b>	<b>61,109,890</b>



# HINGHAM PUBLIC SCHOOLS

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[www.hinghamschools.com](http://www.hinghamschools.com)

## Memo

To: School Committee Members

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

CC: Dr. Margaret Adams

Date: November 14, 2022

Subject: Quarter 1 - July 1, 2022 to September 30, 2022 - Financial Update

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The budget to actual report is for the period July 1, 2022 to September 30, 2022. As of this period all salaries have been encumbered. For bus drivers, paraprofessionals and tutors, these are all hourly employees and for this update no encumbrances have been made or estimates provided for hourly employees. Because this is a snapshot taken at the beginning of the year it is expected that there will be large positive variances particularly with supplies and services that have not been procured, as well as in the categories identified for hourly employees. This is expected at this time and as we move into the later quarters and more information is available tighter forecasts can be made and encumbrances would have been made to give a better picture of where we will land at the end of the year.

In order to provide meaningful comparative data, FY 2022 comparatives are provided for Q1 2021 and the year to date 2022 actuals. When comparing Q1 2021 to Q1 2022 it is important to bear in mind that all employee buckets will show an increase year over year because of step increases for this year. This data also reflects that all teaching staff positions have been filled this year and substitutes have been more readily available this year compared to last. Causing a small uptick in this area. Under the regular education psychologist bucket, this line reflects the adjustment counselors being hired at the elementary level and a payroll manager being hired at Central Office.

This financial update can also be used as a tool to bring to your attention areas that we are keeping a close eye on. At this time the key areas for us are vehicle fuel and heating oil as the prices in this area while they have come slightly down are above budgeted levels. Out of district tuition, we continue to meet on a regular basis with the Executive Director of Student Services to review students who could be potentially moving out of district as well as the transportation costs associated with moving students out of district. We will keep you apprised of any major fluctuations in this area but there have been no major changes to date that require your attention. The Transportation Supervisor has put in place and worked hard on many

creative solutions to help keep costs under control by absorbing more contracted services and the METCO director has also been working on another grant which will be helpful for the transportation of our METCO kids. Professional development is an area where some of the contracted decisions made at the end of the year will push us over budget but this is being managed with grants and balancing against other expenses that have not materialized.

Overall as we review the budget for Q1 there are no major concerns that we have at this time and we are happy to address any questions or concerns that you may have or meet to discuss these areas as part of the Finance Committee.

# Warrant #S102522- \$566,392.87

Approved Since Last School Committee Meeting:

## Comments:

Phone  
Utilities  
Lease renewal  
Supplies / Parts  
Tuition + transportation - special ed SVC  
Books  
Interpreter SVC.  
Digital subscriptions  
St. Paul  
Annual Exec Function Conference  
Van/Bus repairs + maintenance  
Physicals for drivers  
Repairs + maintenance (custodial)  
Elevator SVC.  
Recycling  
Course reimbursement

Report by Nancy "Nes" Correnti

Signature:



# Warrant #S110822- \$502,586.35

Approved Since Last School Committee Meeting:

## Comments:

Books  
Phone  
Utilities: water, light, heat  
Legal Fees - Special ed  
Travel mileage  
MASC Fees  
Engineering  
Reimbursement - Materials  
Asbestos Monitoring  
Supplies  
Tuition + travel - Special ed svc.  
Interpreter Services  
Home tutoring  
Repairs + maintenance - Cars/Vans/bus  
Reimbursement driving record  
Repairs + maintenance - Custodial  
Athletics: uniforms

Report by Nancy "Nes" Correnti

Signature:



Course reimbursement  
St. Paul School -  
proportionate share

CML

Sheet Music - David  
French Music

# Warrant #S110122- \$310,900.57

Approved Since Last School Committee Meeting:

## Comments:

Lease  
Phone; Metco phone  
Fuel  
Supplies  
Utilities: water  
MASS dues  
Books  
Tuition + transportation - special ed SVC  
Bus/van repairs / Radios  
Uniform / clothing allowance  
Trash / recycling  
Repairs + Maintenance - custodial  
Rodent maintenance  
Rentals  
Elevator - 90 day violation for the elevator  
Signage

Report by Nancy "Nes" Correnti

Signature:



Athletics  
Officials Supplies  
Uniforms  
Training SVC.  
Timing  
Conference dues  
Membership dues  
Speaker

# Warrant #S101822- \$794,577.84

Approved Since Last School Committee Meeting:

## Comments:

Lease Payment  
PRS Windows  
Foster-Raymond design  
Phone  
Utilities  
SAA reimbursement  
Supplies  
Course reimbursement  
Fall Conference  
Tuition + transportation - special ed.  
Bus/Van - repairs + maintenance  
PO for truck  
Trash/recycle removal  
Athletics: Officials  
Reimbursement: KIA

Report by Nancy "Nes" Correnti

Signature:

