

**HINGHAM SCHOOL COMMITTEE**  
**February 5, 2024 at 6:30 PM**  
**Central Meeting Room 2nd Floor**  
**Town Hall**  
**210 Central Street**  
**Hingham, MA 02043**

**or Remote via Zoom**  
**Dial-in number: 1-929-205-6099**  
**Meeting ID: 885 4405 7146**  
**Passcode: 583831**  
**Website: <https://zoom.us/join>**

**MEETING AGENDA**

1. Call to Order
  
2. Public Hearing on the FY25 Operating Budget
  - 2.1 Call to Order of Public Hearing
  - 2.2 Presentation on the proposed FY25 Operating Budget
  - 2.3 Comments and questions about the proposed FY25 Operating Budget
  - 2.4 Adjourn Public Hearing to resume Open Meeting
  
3. School Showcase: Plymouth River Elementary School
  
4. Approval of minutes
  - 4.1 Minutes of the School Committee meeting held on January 22, 2024
  
5. Questions and Comments

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

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

6. Superintendent's Report

- 6.1 Personnel Report
- 6.2 Timeline for Search for Executive Director of Student Services
- 6.3 Review of Mid-Year Artifacts
  
- 7. Communications
  - 7.1 Communications Received by the Superintendent
  - 7.2 Student Communications
  - 7.3 Other Communications
  
- 8. Unfinished Business
  - 8.1 To discuss the proposed FY25 budget
  
- 9. New Business
  - 9.1 To receive a report of the College and Testing Placement Data for the Class of 2023
  - 9.2 To discuss substitute rates and act as appropriate
  - 9.3 To discuss approving the Designer/Architect for the Dock and act as appropriate
  - 9.4 To approve grants and donations and act as appropriate
  - 9.5 To approve surplus and act as appropriate
  
- 10. Subcommittee and Project Reports  
Warrants Signed
  
- 11. Other items as may not reasonably be known 48 hours in advance of the meeting
  
- 12. Adjourn to Executive Session not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:
  - To approve minutes from the Executive Session held on January 22, 2023 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
  
  - To provide an update on negotiations with HEA Unit A, B, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
  
  - To hear a grievance from HEA Unit A as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Next School Committee Meetings:

February 7, 2024 at 6:30PM joint meeting with Select Board and Advisory Committee

February 26, 2024 at 6:30PM

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

Hingham Public Schools

# FY 25 Budget Presentation



**Presented by:**

**Dr. Margaret Adams, Superintendent of Schools**

**Aisha Oppong, Director of Finance and Operations**

**Kathryn Roberts, Asst Superintendent**

**Interim Executive Director of Student Services - Dr. Barbara Cataldo**



# Agenda

- Introduction Budget Process
  - Budget Priorities
  - Current Budget Drivers
- Financial and Enrollment Data
- Impact of Collective Bargaining Agreements on Budget
- Memorandum of Agreement with the Town
- Budget Considerations



Hingham Public Schools

# FY 25 Budget Presentation



## Budget Process and Priorities



# Budget Process

- Meetings were held with department heads from September through November to evaluate the prior year's budget, evaluate staffing and communicate expectations for the year ahead.
- Department leaders and principals then met to determine the budget vision based on the strategic plan.
- Department leaders evaluated their needs given level services and areas that could be cut and or reallocated. This information was then communicated to the leadership team.



# Leadership Team's Budget Priorities

## **Student Services**

- Provide systems, structures, and programs in the Student Services Department in collaboration with efforts to strengthen MTSS which address diverse social-emotional, behavioral health, and academic needs.

## **Multi-Tiered System of Social Emotional and Academic Supports**

- Strengthen tiered systems of support for social-emotional learning and academics through staffing, schedules, professional development, high-quality instruction and curriculum to support the wellness, mental health, and academic needs of all students.



# Leadership Team's Budget Priorities

## **Professional Development**

- Promote and support strategic initiatives through aligned, relevant professional development. Continue to advance educator capacity to employ best practices, including Universal Design for Learning and implementation of high-quality tiered curriculum and wellness supports.

## **Facilities & Technology**

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

# Hingham Together

Navigating Our Future

## Our Mission

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

## Our Vision

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

## Our Core Values

## Strategic Objectives



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



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



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



**Spoke #4:** Capital and Finance



**Spoke #5:** Human Resources and Leadership



**Community  
Well-being**



**Student  
Centered**



**Innovative  
Learning**



**Inclusivity  
and  
Belonging**



**Lifelong  
Learning**



**Personal  
Excellence**



**Civic  
and Global  
Responsibility**



# Current Budget Drivers

## Implement Strategic Plan

### Meet Contractual Obligations

- Several union contractual agreements have expired in August 2023.
- Meet contractual obligations to provide for increased tuition reimbursement.

### Increased Substitute Costs

### Increased Fuel Costs

- Natural gas costs have doubled.
- HMLP is increasing rates 6% as of June 2023 and an additional 6% as of June 2024.

### Increased Fees

- District will increase athletics, rentals, activities fees, Kids In Action (after-school and PreK) fees.



# Current Budget Drivers

## Increased Student Needs

- The estimated cost for increase special education including out of district tuitions and contracted services is expected to be \$1.6 million.
- Operational Service Division provides every year an estimated rate of inflation for planning Approved Private Special Education program. The increase for FY25 has been set at 4.69%.
- For the Fiscal Year 2024, their analysis resulted in an estimate rate of 14%. For further context, from FY11 through FY23, the average tuition increase was 1.87% with a low of 0.75% to a high of 2.72%.



# Current Budget Drivers

## Increased Student Needs

- Budget for three Speech and Language Pathologists into district budget. These were previously funded via contracted services. In addition, the district currently still has two other contracted services providers.
- Two Team Chairs-currently funded via IDEA. In FY25, the positions need to be moved into district budget.
- Increased need for contracted services for psychologists for testing for initial referrals.
- Increased need for BCBA support to meet SEL needs of students.



Hingham Public Schools

# FY 25 Budget Presentation

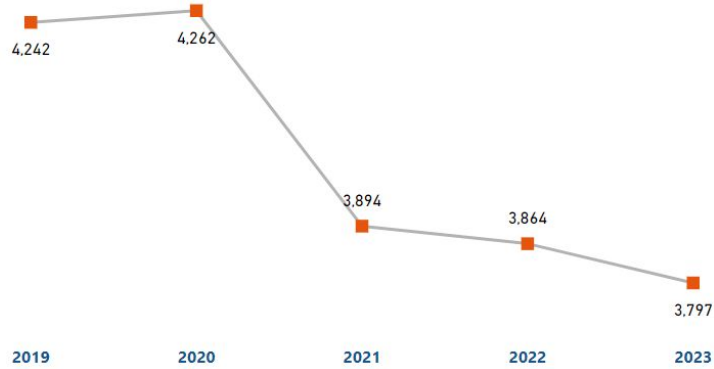


## Financial & Enrollment Data



# Change Over 5 Years Enrollment

## All Students Enrollment



-10%

-4%

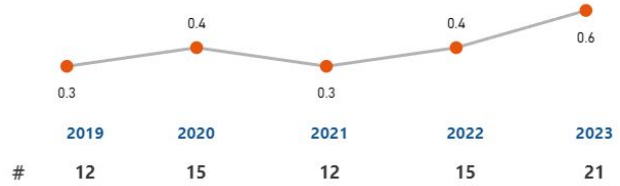
### % Students with disabilities



14%

3%

### % English Learners



75%

11%

### % Economically Disadvantaged/Low Income



38%

30%

District Change Over 5 Years

State Change Over 5 Years



# FY23 FTE Per 100 Students Comparable Districts

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



# FY23 Per Pupil Expenditure

Spending per in-district pupil per category as percent of total spending by comparable districts.

Organization	Total	Admin	Instr'l Leaders	Teachers	Other Teaching Services	Professional Development	Instr'l Materials	Guidance & Psychology	Pupil Services	Operations & Maintenance	Benefits & Fixed Costs
Cohasset	20,330	4%	6%	40%	8%	0%	2%	4%	8%	9%	18%
Duxbury	17,963	4%	7%	40%	6%	1%	3%	3%	13%	8%	16%
Groton-Dunstable	18,668	3%	8%	37%	10%	1%	1%	3%	9%	8%	21%
Hingham	18,625	3%	6%	46%	9%	1%	4%	5%	8%	9%	11%
Medfield	18,018	3%	7%	45%	9%	0%	3%	4%	10%	9%	11%
Norwell	17,537	3%	7%	41%	7%	0%	3%	3%	10%	8%	17%
Reading	16,663	4%	7%	42%	9%	1%	4%	3%	7%	8%	14%
Scituate	18,105	4%	7%	47%	5%	0%	2%	4%	7%	7%	16%
Sharon	18,293	3%	6%	38%	8%	0%	4%	4%	11%	6%	21%
Wellesley	23,732	3%	9%	41%	11%	2%	4%	4%	7%	7%	12%
Westford	20,246	2%	6%	34%	7%	0%	1%	3%	28%	6%	13%



# FY23 Per Pupil Expenditure

Spending per in-district pupil by category, spending in dollars, by comparable districts.

Organization	Total	Admin	Instr'l Leaders	Teachers	Other Teaching Services	Professional Development	Instr'l Materials	Guidance & Psychology	Pupil Services	Operations & Maintenance	Benefits & Fixed Costs
Cohasset	20,330	\$785	\$1,300	\$8,066	\$1,623	\$96	\$437	\$911	\$1,679	\$1,809	\$3,625
Duxbury	17,963	\$665	\$1,209	\$7,200	\$1,011	\$93	\$470	\$619	\$2,368	\$1,397	\$2,930
Groton-Dunstable	18,668	\$495	\$1,485	\$6,823	\$1,845	\$152	\$273	\$574	\$1,675	\$1,429	\$3,917
Hingham	18,625	\$625	\$1,119	\$8,494	\$1,588	\$116	\$705	\$863	\$1,447	\$1,621	\$2,046
Medfield	18,018	\$485	\$1,267	\$8,092	\$1,558	\$52	\$499	\$730	\$1,810	\$1,540	\$1,984
Norwell	17,537	\$567	\$1,181	\$7,240	\$1,303	\$47	\$440	\$585	\$1,750	\$1,366	\$3,059
Reading	16,663	\$586	\$1,223	\$7,041	\$1,493	\$146	\$701	\$550	\$1,166	\$1,374	\$2,385
Scituate	18,105	\$714	\$1,317	\$8,594	\$918	\$42	\$291	\$715	\$1,335	\$1,304	\$2,875
Sharon	18,293	\$466	\$1,017	\$7,012	\$1,545	\$51	\$687	\$696	\$1,931	\$1,020	\$3,867
Wellesley	23,732	\$603	\$2,129	\$9,699	\$2,627	\$486	\$935	\$1,018	\$1,731	\$1,629	\$2,876
Westford	20,246	\$379	\$1,188	\$6,880	\$1,436	\$29	\$196	\$663	\$5,645	\$1,283	\$2,545



# FY24 Student to Staff Ratios

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



# FY24 Student to Staff Ratios

Department	Hingham Middle School	Hingham High School
ELA	18.2 (45 sections-includes 4 STEM/Lit sections)	18.9 (71 sections)
Family and Consumer Science	16.1 (34 sections)	14.9 (18 sections)
Health	13.9 (40 sections)	19.6 (14 sections)
History	18.6 (32 sections)	16.9 (80 sections)
Math	15.1 (44 sections)	17.0 (72 sections)
Math Lab	6.1 (14 sections)	NA
Physical Education	17.0 ( 48 sections)	19.2 (18 sections)
Reading Lab/Specialized Reading	11.8 (27 sections)	4 (2 sections)
Science	19.3 (32 sections)	19.8 (60 sections)
Science Lab	NA	15.9 (9 sections)
Technology	15.9 (34 sections)	7.2 (29 sections)
World Language	14.5 (51 sections)	15.2 (65 sections)
Visual and Performing Arts	16.8 (75 sections)	15.3 (24 sections)



# Special Education Enrollment Data

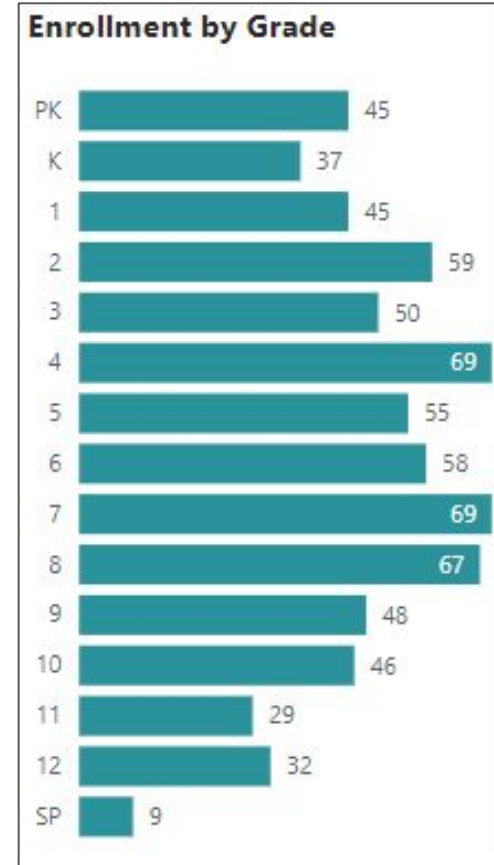
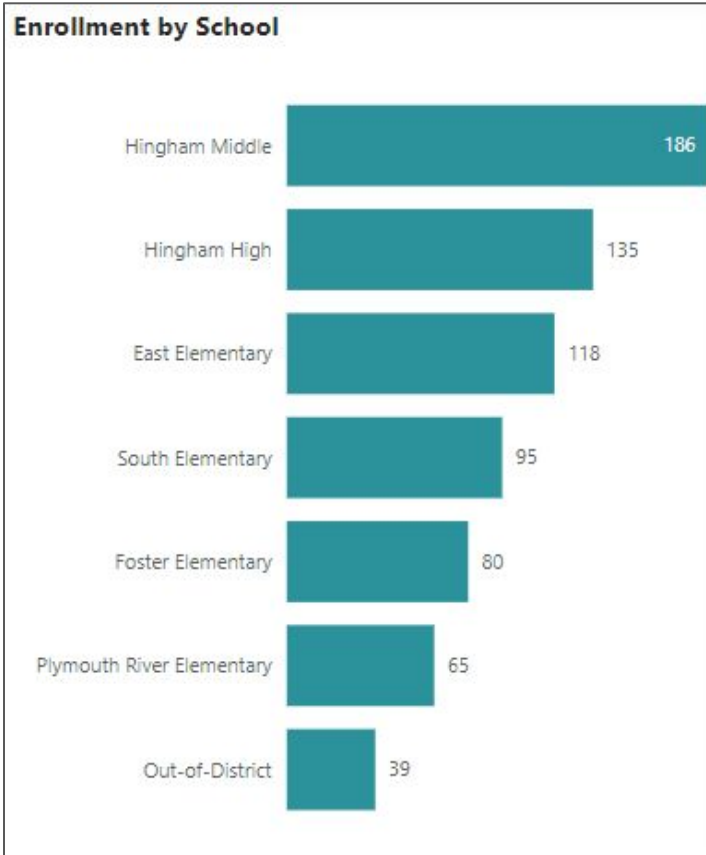
School	IEPs	% of Total	# of 504s
East	118	22%	31
Foster	80	20.4%	19
PRS	65	18.2%	23
South	95	19.2%	38
HMS	186	21.8%	120
HHS	135	12.3%	183
Total	679	18%*	414

\*Includes 39 Out of District  
Date: As of January 12, 2024





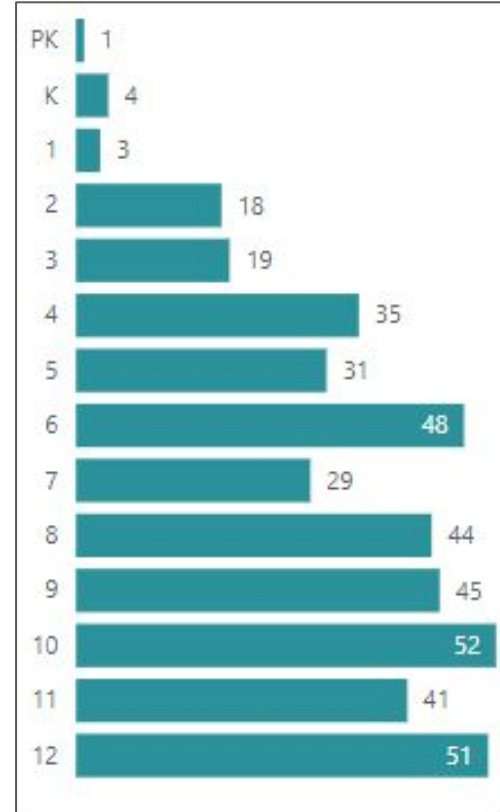
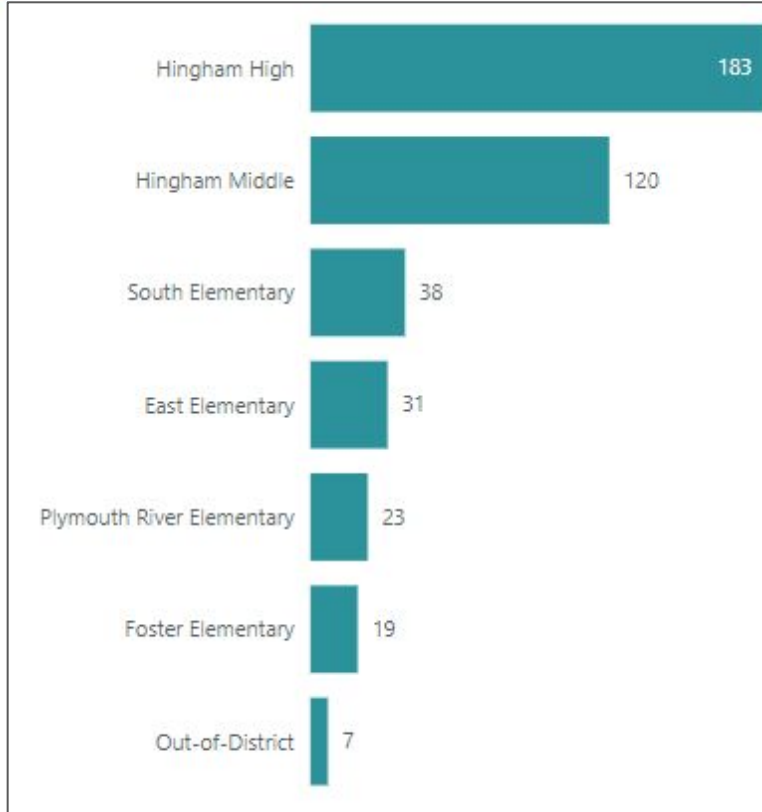
# Special Education Enrollment Data



Updated: January 12, 2024



# 504s Enrollment Data



Updated: January 12, 2024



# Special Education Enrollment Data

Years	Students with Disabilities	% of Total
2019	558	13.2%
2020	604	14.2%
2021	536	13.8%
2022	604	15.6%
2023	635	16.7%
2024	718	18.3%

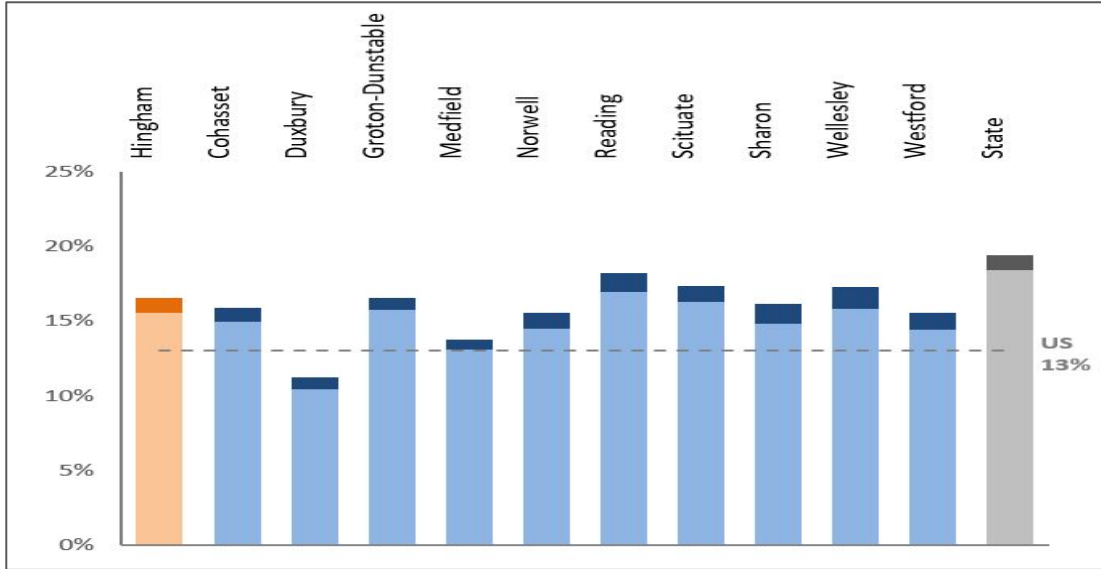


# Out of District Tuition Costs

Years	Out of District Tuition Costs	Number of Students
2019	\$4,044,235	47
2020	\$2,615,821	45
2021	\$3,758,007	46
2022	\$4,292,080	51
2023	\$4,480,706	51
2024	\$4,600,727	45



# 2022-2023 Special Education Enrollment Data



	Hingham	Cohasset	Duxbury	Groton-Dunstable	Medfield	Norwell	Reading	Scituate	Sharon	Wellesley	Westford	State
<b>Enrollment</b>												
All students*	3,837	1,420	2,834	2,371	2,531	2,177	3,899	2,789	3,591	4,219	4,762	923,349
SWDs												
In-district	597	212	296	373	332	315	660	454	531	667	688	169,699
Out-of-district	38	14	22	20	17	24	50	30	48	61	52	9,396
<b>SWDs as % of all students</b>												
In-district	15.6%	14.9%	10.4%	15.7%	13.1%	14.5%	16.9%	16.3%	14.8%	15.8%	14.4%	18.4%
Out-of-district	1.0%	1.0%	0.8%	0.8%	0.7%	1.1%	1.3%	1.1%	1.3%	1.4%	1.1%	1.0%



# Students with Disabilities (Comparable Districts)

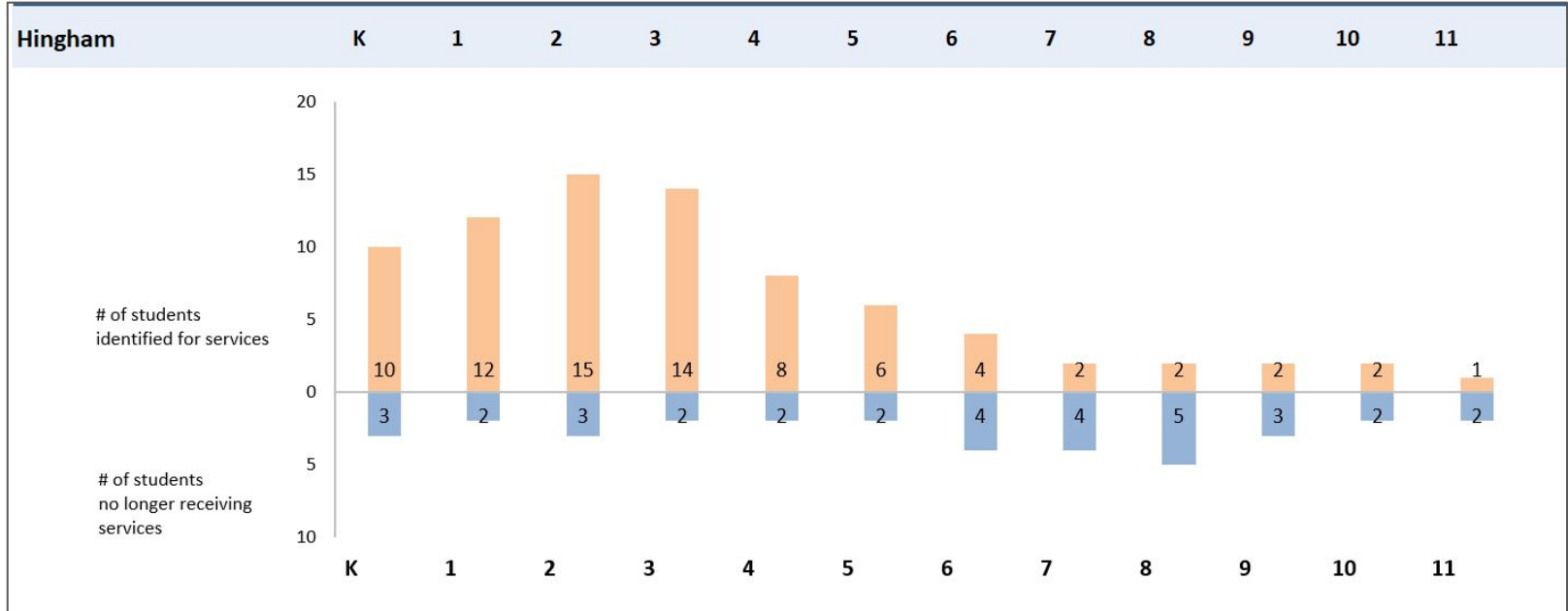
SELECT COMPARISON DISTRICTS																				
Select up to ten comparison districts in the blue cells (use drop-down or type district name)  Delete and re-select comparison district names if you select a new target district above.		2022-2023 Students					2022-2023 Disabilities Summary							2022 NextGen MCAS - SWDs						
		<i>in/out-of-district*</i>					<i>List of Disability Types</i>							Grades 3-8				Gr 10		
		Region	Enrolled	Low Income	EL	SWD	SWD	# of Disability Types	Most Common	Second Most Common	Third Most Common	% Meeting or Exceeding Expectations		Average Student Growth Percentile (SGP)		% Meeting or Exceeding Expectations				
#	%		%	%	#	ELA	Math					ELA	Math	ELA	Math					
Hingham	Southeast	3,797	7.2	0.6	16.5	635	11	26%	LD	22%	Comm	16%	Neur	30%	32%	48.9	51.1	38%	29%	
Cohasset	Southeast	1,406	6.8	--	15.9	226	9	25%	LD	22%	Hlth	15%	Comm	27%	14%	50.0	56.0	37%	26%	
Duxbury	Southeast	2,810	7.8	0.6	11.2	318	11	30%	LD	20%	Comm	16%	Hlth	24%	24%	47.5	43.5	31%	40%	
Groton-Dunstable	Northeast	2,351	10.1	1.9	16.6	393	10	23%	LD	21%	Hlth	18%	Aut	25%	30%	46.0	42.5	30%	41%	
Medfield	Gr Boston	2,513	8.0	1.2	13.8	349	10	29%	LD	18%	Hlth	12%	Aut	19%	23%	41.6	47.4	35%	45%	
Norwell	Southeast	2,153	5.9	0.4	15.6	339	11	31%	LD	18%	Delay	16%	Hlth	19%	19%	41.7	48.9	42%	38%	
Reading	Northeast	3,847	10.3	1.4	18.2	710	10	25%	LD	17%	Delay	15%	Hlth	23%	18%	52.9	53.1	42%	18%	
Scituate	Southeast	2,759	12.1	0.5	17.4	484	10	29%	LD	17%	Delay	16%	Hlth	18%	21%	42.5	39.8	35%	26%	
Sharon	Southeast	3,542	11.9	3.2	16.1	579	11	20%	Hlth	18%	LD	17%	Aut	21%	24%	38.0	43.7	27%	23%	
Wellesley	Gr Boston	4,158	7.6	2.5	17.3	728	10	19%	Hlth	18%	LD	16%	Aut	30%	28%	45.8	47.2	58%	44%	
Westford	Northeast	4,710	8.0	3.2	15.5	740	11	18%	Aut	16%	Hlth	16%	Neur	20%	28%	45.2	51.8	53%	38%	
State		913,735	42.3	12.1	19.6	179,095	11	24%	LD	16%	Aut	15%	Hlth	11%	12%	41.8	43.3	20%	15%	

\* In RADAR Special Education, "All students" refers to the students enrolled in-district plus out-of-district SWDs. "Enrolled" or "in-district" does not include out-of-district SWDs. The Department generally reports enrollment as students enrolled in the district only, but for SWDs it includes SWDs out-of-district when it reports district SWD enrollment and performance.

Source: [DESE Radar](#)



# SWDs Identified/No Longer Receiving Services (2019-2022 Average)



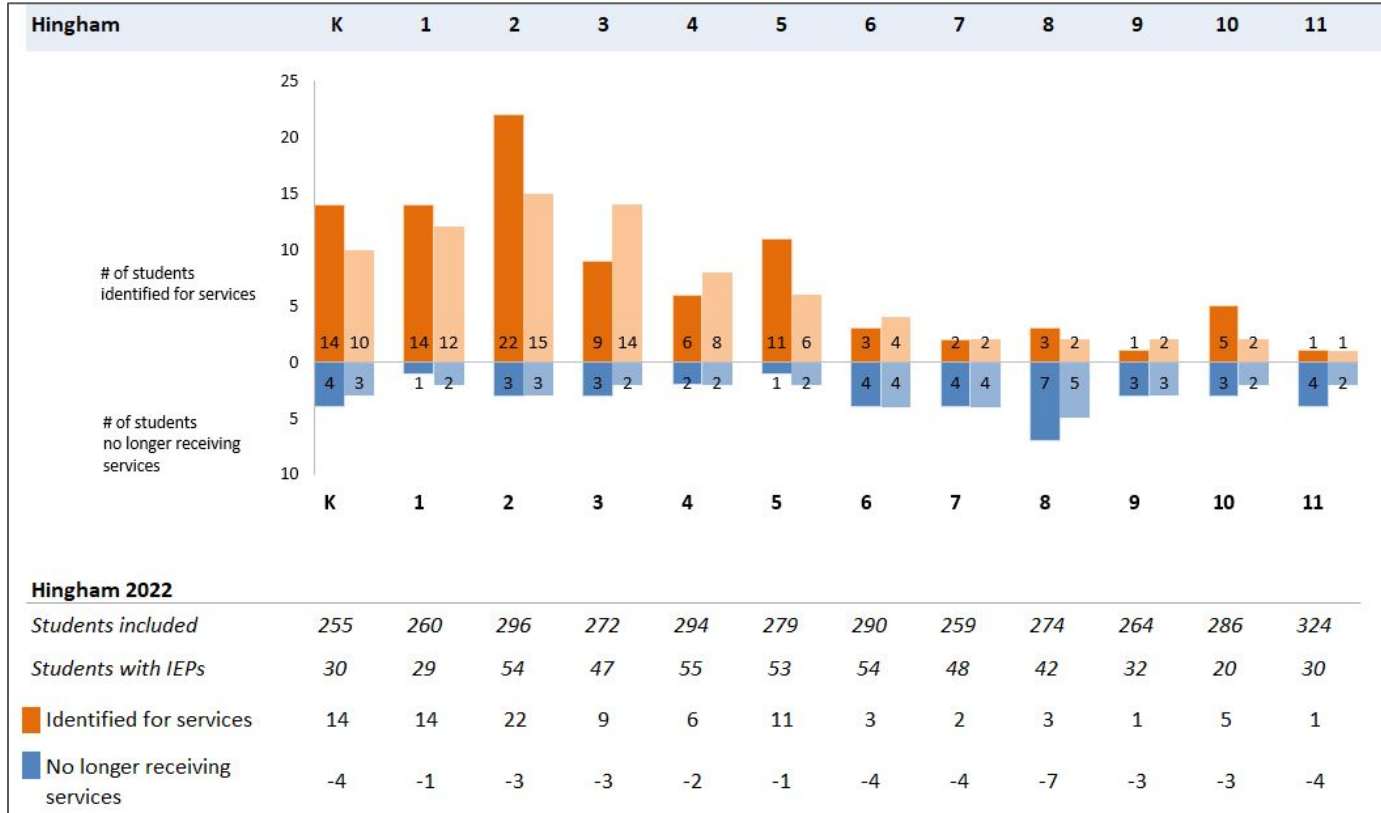
## Hingham 4 Year Average

Identified for services	10	12	15	14	8	6	4	2	2	2	2	1
No longer receiving services	-3	-2	-3	-2	-2	-2	-4	-4	-5	-3	-2	-2

Source: [DESE Radar](#)



# SWDs Identified/No Longer Receiving Services (2022 Compared to 2019-2022 Average)



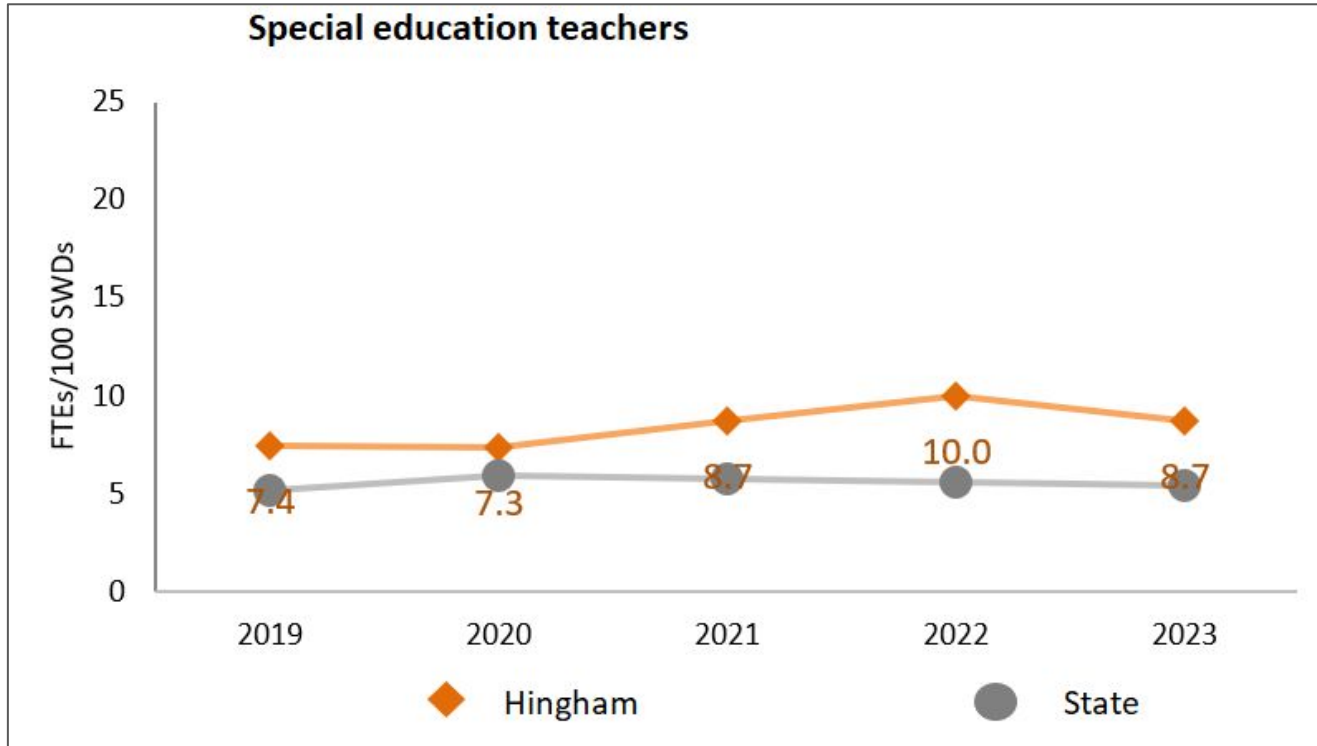
Source: [DESE Radar](#)





# Special Education Staffing

2019-2023 Trends in Special Education Staffing per 100 SWDs

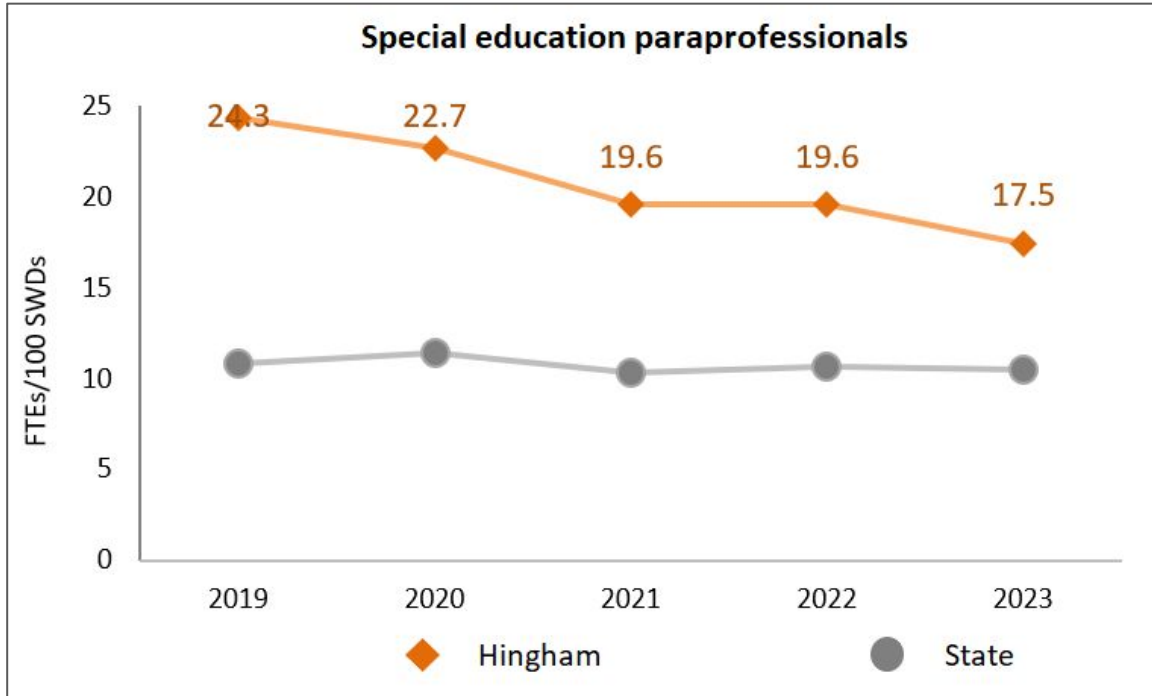


Source: [DESE Radar](#)



# Special Education Staffing

2019-2023 Trends in Special Education Staffing per 100 SWDs

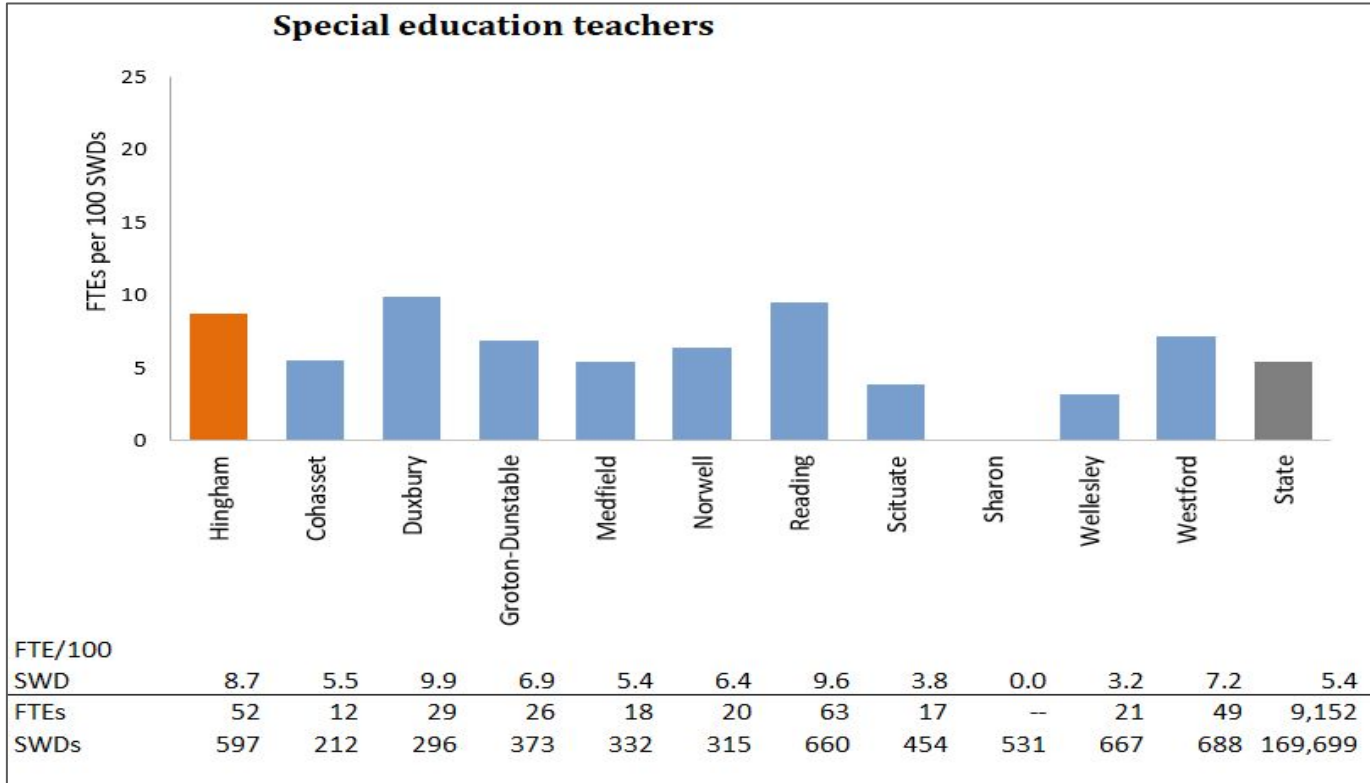


Source: [DESE Radar](#)



# Special Education Staffing

2020-2023 District Staffing Comparison by District per 100 SWDs

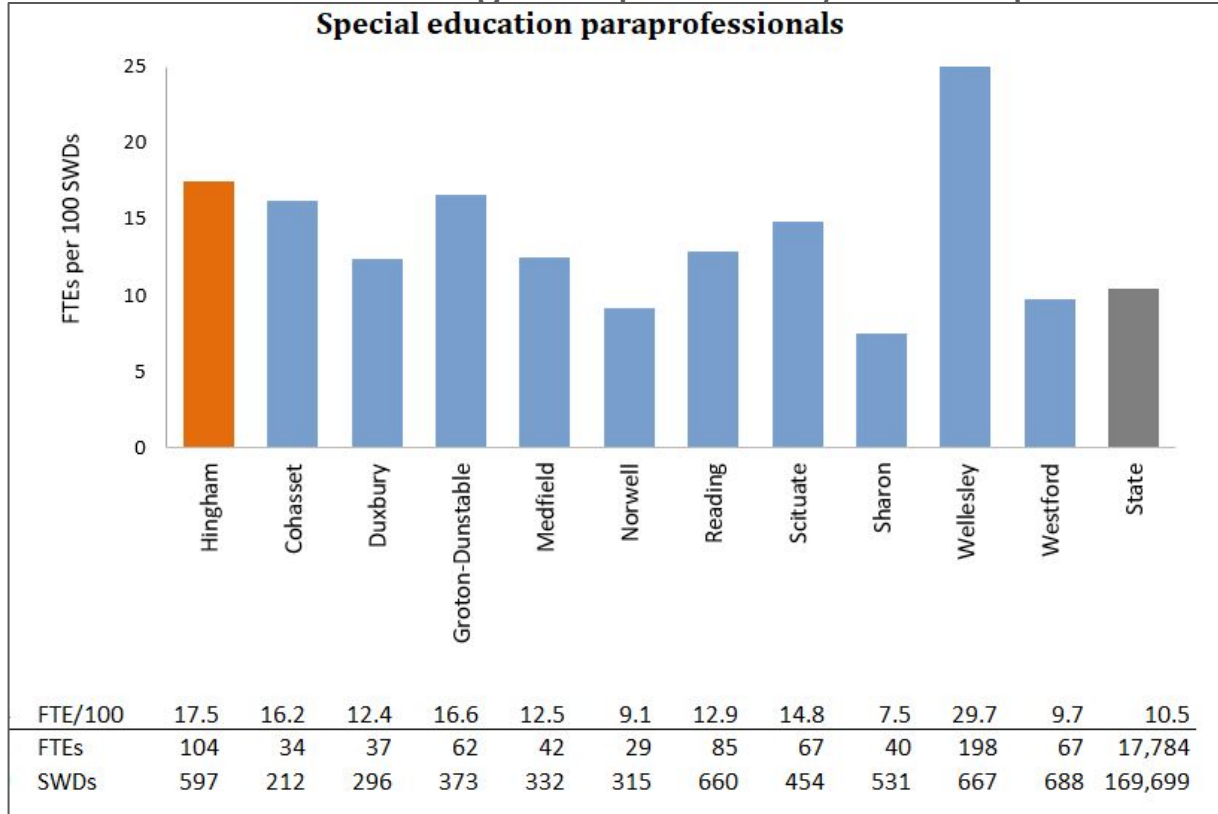


Source: [DESE Radar](#)



# Special Education Staffing

## 2020-2023 District Staffing Comparison by District per 100 SWDs



Source: [DESE Radar](#)

Hingham Public Schools

# FY 25 Budget Presentation



**Memorandum Of Understanding (MOU) with the Town**



# Memorandum of Understanding - History

- As stated in the Select Board's Report in the 2021 Town Meeting Warrant, the Town lacked the means to fully fund the budget beyond FY22. The FY22 budget was balanced by using approximately \$5 million in one-time funds, including COVID-related federal funds, that would not be available to the Town in the long term.
- Municipal and school leaders worked together to assess future needs, explore additional revenue opportunities (including consideration of a Proposition 2½ operational override), and together identified ways to sustainably fund the budget going forward.



# Memorandum of Understanding - History

- The Town Administrator established a six-member Sustainable Budget Task Force to develop options to facilitate a sustainable five-year Financial Forecast for FY23 through FY27 for the Town.
- “Sustainable” means a financial forecast that uses realistic assumptions for revenue and expenditure growth that allows the Town to 1) provide services that meet residents’ expectations, and 2) meet ongoing expenditure obligations through regularly occurring revenues.
- The Task Force reported progress to the Town Administrator and Select Board on a monthly basis and presented its findings in January 2022.



# Memorandum of Understanding History

- One of the recommendations of the Sustainable Budget Task Force was a 3.5% budget increase for the Town's budget. This was the impetus of the MOU signed between the Schools and the Town Departments as part of the Override.
- 3.5% was determined based on an analysis of the Town's budget over time and the revenue which the Town has been able to raise .
- **Excerpt from the Sustainable Task Force Executive Summary:** “Both municipal and school departments should target a 3.5% expenditure growth rate in future years to better align expenses with available revenue. The Task Force outlines its recommendation on measures to address personnel costs, which represent 80% of the Town's budget, in Section VI. See Section IX for their summary, along with all of our recommendations. “





# Preliminary Town Forecast

## FIVE-YEAR PRELIMINARY FORECAST

	ACTUALS FY2023	ESTIMATE FY2024	FORECAST FY2025	FORECAST FY2026	FORECAST FY2027	FORECAST FY2028	FORECAST FY2029
<b>SOURCES</b>							
Tax Levy							
Prior Year Levy (before excluded debt)	89,363,478	92,360,198	103,368,500	106,692,712	110,140,030	113,543,531	117,032,119
2.5% increase	2,234,087	2,309,005	2,584,212	2,667,318	2,753,501	2,838,588	2,925,803
New growth	762,633	808,830	740,000	780,000	650,000	650,000	650,000
Override	0	7,890,467	0	0	0	0	0
Debt exclusions (net of Stab + CPCDS)	3,506,882	5,910,437	7,879,316	9,931,609	10,653,831	11,306,533	11,156,606
Total Tax Levy	95,867,080	109,278,937	114,572,028	120,071,639	124,197,362	128,338,652	131,764,528
<b>Other Revenue</b>							
State Aid (1.5% FY25-29)	10,475,993	10,699,148	10,859,635	11,022,530	11,187,868	11,355,686	11,526,021
Local Receipts (2.5% FY25-29)	13,643,507	11,963,849	12,367,480	12,676,668	12,993,584	13,318,424	13,651,384
Fund Balance/Federal Funds	3,785,882	404,000	0	0	0	0	0
SSCC	2,011,444	2,754,998	2,629,188	2,629,188	2,629,188	2,629,188	2,629,188
Weir River Water System	12,886,913	14,154,255	14,185,293	14,185,293	14,185,293	14,185,293	14,185,293
Sewer	4,199,982	4,084,483	3,728,694	3,915,129	4,110,885	4,316,429	4,532,251
Light Plant (\$450K Min.)	476,957	500,000	500,000	500,000	500,000	500,000	500,000
Stabilization Fund	178,836	178,836	178,836	178,836	178,836	178,836	178,836
CPCDS Stabilization Fund (for Foster/PSF)	0	0	1,000,000	3,000,000	2,000,000	1,000,000	0
Capital Stabilization Fund	0	0	0	0	0	0	0
Tax Mitigation Stabilization Fund	0	0	0	0	0	0	0
Opioid Settlement Funds	0	250,577	192,401	0	0	0	0
Excess Overlay	620,000	150,000	0	0	0	0	0
Municipal Waterways Fund	125,000	144,000	0	0	0	0	0
Total Other Revenue	48,404,514	45,284,146	45,641,528	48,107,643	47,785,654	47,483,856	47,202,973
<b>Total Sources</b>	<b>144,271,594</b>	<b>154,563,083</b>	<b>160,213,556</b>	<b>168,179,282</b>	<b>171,983,016</b>	<b>175,822,508</b>	<b>178,967,501</b>
<b>USES</b>							
State Assessments (5% FY25-29)	1,209,365	1,170,095	1,228,600	1,290,030	1,354,531	1,422,258	1,493,371
Overlay	850,000	850,000	850,000	850,000	850,000	850,000	850,000
Other expenses / deficits	0	100,000	100,000	100,000	100,000	100,000	100,000
Total	2,059,365	2,120,095	2,178,600	2,240,030	2,304,531	2,372,258	2,443,371
<b>Appropriations</b>							
Capital Outlay (+\$100k FY25-29)	117,015,706	3,308,498	4,282,477	3,400,000	3,500,000	3,600,000	3,700,000
Article 6	131,539,189	147,534,365	155,373,963	164,971,473	170,137,297	175,443,902	179,870,586
Article 4 (3.5% FY25-29)	0	302,497	313,084	324,042	335,384	347,122	359,272
Total appropriation	134,847,687	152,119,339	159,087,047	168,795,516	174,072,681	179,491,024	184,029,857
<b>Total Uses</b>	<b>136,907,052</b>	<b>154,239,434</b>	<b>161,265,647</b>	<b>171,035,545</b>	<b>176,377,212</b>	<b>181,863,282</b>	<b>186,473,228</b>
<b>EXCESS (Shortfall)</b>	<b>7,364,542</b>	<b>323,650</b>	<b>(1,052,091)</b>	<b>(2,856,263)</b>	<b>(4,394,196)</b>	<b>(6,040,774)</b>	<b>(7,505,726)</b>



# Review of the MOU

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



# Student Services Areas Impacted by the MOU

## Summary

<b>FY 2025 - Summary of Costs to Apply to the Town Based on the MOU</b>		
Special Education Tuitions	6,018,819	
Specialized Services	1,287,601	
Transportation	395,891	
<b>Total Cost</b>		<u>\$7,702,311</u>
Application of grants to Tuition	(3,005,360)	
24 Budgeted Cost per MOU	(3,194,702)	
2% Rate threshold for the Increase of the Budget	(63,894)	
		<u>(6,263,956)</u>
<b>Net amount applied to the Town</b>		<u><u>\$1,438,355</u></u>



# Student Services Areas Impacted by the MOU

## Tuitions

ORG	OBJ	ACCOUNT DESCRIPTION	FY 25 Budgeted ODD Tuition	FY 2024 Budgeted ODD Tuition	Actual 22-23
S91006	5651	TUITIONS MASS PUBLIC SCHOOLS	73,760	95,615	91,752
S91006	565149	SUMMER TUITIONS MA PUBLIC SCH	5,666	4,200	22,844
S93006	5296	TUITIONS NON-PUBLIC SCHOOLS	4,547,033	3,452,507	3,142,495
S93006	565149	SUMMER TUITIONS PRIVATE SCHOOL	73,278	84,325	88,067
S94006	5651	TUITIONS MASS PUBLIC SCHOOLS	1,204,083	850,000	1,113,805
S94006	565149	SUMMER TUITIONS COLLABORATIVES	115,000	114,080	21,548
<b>Total Tuitions</b>			<b>6,018,819</b>	<b>4,600,727</b>	<b>4,480,706</b>
<b>IDEA grant</b>			<b>(815,962)</b>	<b>(744,126)</b>	<b>(668,134)</b>
<b>Circuit Breaker</b>			<b>(2,189,398)</b>	<b>(2,083,381)</b>	<b>(1,881,131)</b>
<b>24 Budget per MOU/ Paid from Operating Budget</b>			<b>(2,171,267)</b>	<b>1,773,220</b>	<b>1,931,441</b>
<b>2% Rate of increase per MOU</b>			<b>(35,464)</b>		
<b>Town's Share of Tuitions per MOU</b>			<b>806,728</b>		



# Student Services Areas Impacted by the MOU

## Specialized Services

ORG	OBJ	ACCOUNT DESCRIPTION	FY 25 Budgeted ODD Tuition	FY 2024 Budgeted ODD Tuition	Actual 22-23
<b>Specialized Services</b>					
S23004	5290	SPECIALIZED SERVICES	675,000	275,362	412,145
S23004	5291	PHYSICAL THERAPY SERVICES	150,000	80,000	145,821
S23004	5292	LANGUAGE SERVICES	60,000	20,000	54,879
S23004	5293	SPECIALIZED EQUIP CONTRACTS	5,000	500	2,173
S23004	5298	HOME & HOSPITAL TUTORS	100,000	145,000	26,803
S23004	5299	ABA SPECIALISTS	297,601	186,020	117,701
<b>Total</b>			1,287,601		
<b>24 Budget</b>			(694,015)		
<b>2% Rate of increase for Special ED</b>			(13,880)		
<b>Town's Share of Tuition</b>			579,706		



# Student Services Areas Impacted by the MOU

## Transportation

ORG	OBJ	ACCOUNT DESCRIPTION	FY 25 Budgeted ODD Tuition	FY 2024 Budgeted ODD Tuition	Actual 22-23
		Transportation			
S33004	5279	TRANSPORTATION	395,891	329,420	334,269
		24 Budget per MOU	(329,420)		
		2% Rate of increase per MOU	(6,588)		
		Town's Share of Transportation	<u>59,883</u>		

Hingham Public Schools

# FY 25 Budget Presentation



## Impact of Collective Bargaining on the Budget





# Current Proposals

## Teachers and Paraprofessional Pay Consists of the following:

Base Pay - which consists of:

- **Steps** which are years of service (each year there is an increase of pay of 0% - 5% based on where teachers/paras fall on 1-13 step schedule, Paraeducators 1-6 steps schedule - current SC proposal.)
- **Lanes** reflect the level of education for teachers (there are different pay rates from Bachelor's degrees to Doctorate degrees - there is a 4%-5% increase in pay rates as education increases.
- **COLA** - cost of living adjustments. This is an additional increase which is paid on top of any steps and lane adjustments paid each year.

**Longevity** - The current proposal for teachers includes an additional \$2,650 - \$3,950 per year that teachers are paid based on years of service above 15 years. For paraprofessionals an additional \$300 - \$1,500 is agreed to for years of service above 5 years.





# Current Budget Drivers

FY 24 Placements by Degree

Step	B	B15	M	M15	M30	M60	D	Grand Total	
1	5	0	5	0	0	0	0	10	3%
2	0	0	4	0	0	1	1	6	2%
3	1	1	10	4	0	0	0	16	4%
4	2	2	8	2	1	0	0	15	4%
5	0	1	2	5	1	0	0	9	2%
6	1	0	6	1	1	1	0	10	3%
7	1	0	5	7	2	2	0	17	4%
8	0	0	5	1	3	1	1	11	3%
9	1	1	7	4	7	1	0	21	6%
10	0	0	6	2	11	5	0	24	6%
11	0	0	6	4	9	2	1	22	6%
12	1	0	6	2	10	5	0	24	6%
13	3	1	17	23	46	98	8	196	51%
								0	0%
<b>Grand Total</b>	<b>15</b>	<b>6</b>	<b>87</b>	<b>55</b>	<b>91</b>	<b>116</b>	<b>11</b>	<b>381</b>	<b>100%</b>
	4%	2%	23%	14%	24%	30%	3%	100%	



# Current Budget Drivers

FY 25 Placements by Degree @ 3% School Committee's last Proposal

	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate
Lanes														
Steps	B	B	B15	B15	M	M	M15	M15	M30	M30	M60	M60	D	D
1	-	\$62,772	-	\$65,296	-	\$68,553	-	\$71,454	-	\$74,356	-	\$77,583	-	\$80,805
2	5	\$65,733	-	\$68,286	5	\$71,939	-	\$75,066	-	\$78,195	-	\$81,584	-	\$84,969
3	-	\$68,696	-	\$71,277	4	\$75,325	-	\$78,679	-	\$82,033	1	\$85,585	1	\$89,133
4	1	\$71,657	1	\$74,268	10	\$78,709	4	\$82,288	-	\$85,872	-	\$89,586	-	\$93,297
5	2	\$74,619	2	\$77,259	8	\$82,096	2	\$85,900	1	\$89,708	-	\$93,587	-	\$97,462
6	-	\$77,582	1	\$80,250	2	\$85,480	5	\$89,513	1	\$93,547	-	\$97,588	-	\$101,623
7	1	\$80,543	-	\$83,241	6	\$88,865	1	\$93,125	1	\$97,386	1	\$101,591	-	\$105,788
8	1	\$83,505	-	\$86,232	5	\$92,250	7	\$96,736	2	\$101,224	2	\$105,591	-	\$109,953
9	-	\$86,467	-	\$89,222	5	\$95,635	1	\$100,348	3	\$105,063	1	\$109,590	1	\$114,116
10	1	\$89,427	1	\$92,213	7	\$99,021	4	\$103,960	7	\$108,902	1	\$113,593	-	\$118,281
11	-	\$92,390	-	\$95,204	6	\$102,407	2	\$107,571	11	\$112,739	5	\$117,594	-	\$122,445
12	-	\$95,352	-	\$98,195	6	\$105,791	4	\$111,183	9	\$116,577	2	\$121,595	1	\$126,608
13	4	\$95,352	1	\$98,195	23	\$105,791	25	\$111,183	56	\$116,577	103	\$121,595	8	\$126,608
<b>Grand Total</b>	<b>15</b>		<b>6</b>		<b>87</b>		<b>55</b>		<b>91</b>		<b>116</b>		<b>11</b>	
	<b>#</b>	<b>Projected Number of teachers at step/lane for 24-25 based on current steps and lanes</b>												
	<b>Rate</b>	<b>Annual salary at step &amp; lane</b>												

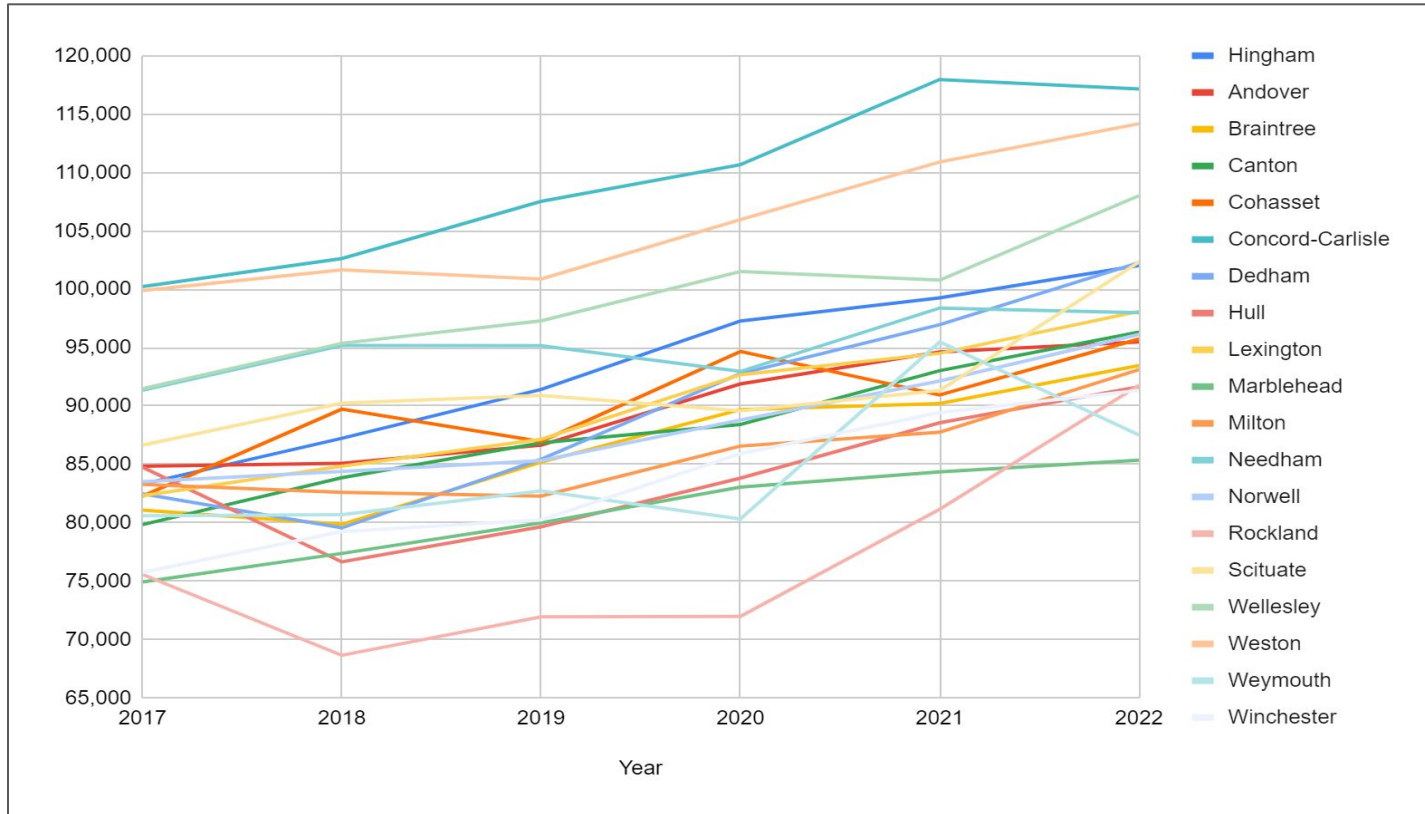


# Current Budget Drivers

FY 25 Total Costs of Placements by Degree								
Steps	Lanes							Total
	B	B15	M	M15	M30	M60	D	
1	-	-	-	-	-	-	-	-
2	\$328,666	-	\$359,694	-	-	-	-	\$688,360
3	-	-	\$301,298	-	-	\$85,585	\$89,133	\$476,017
4	\$71,657	\$74,268	\$787,093	\$329,153	-	-	-	\$1,262,171
5	\$149,239	\$154,517	\$656,769	\$171,800	\$89,708	-	-	\$1,222,034
6	-	\$80,250	\$170,960	\$447,564	\$93,547	-	-	\$792,320
7	\$80,543	-	\$533,188	\$93,125	\$97,386	\$101,591	-	\$905,831
8	\$83,505	-	\$461,252	\$677,154	\$202,449	\$211,182	-	\$1,635,540
9	-	-	\$478,176	\$100,348	\$315,189	\$109,590	\$114,116	\$1,117,418
10	\$89,427	\$92,213	\$693,146	\$415,839	\$762,312	\$113,593	-	\$2,166,531
11	-	-	\$614,440	\$215,143	\$1,240,133	\$587,968	-	\$2,657,684
12	-	-	\$634,749	\$444,733	\$1,049,193	\$243,190	\$126,608	\$2,498,471
13	\$381,409	\$98,195	\$2,433,203	\$2,779,579	\$6,528,310	\$12,524,280	\$1,012,861	\$25,757,837
<b>Total</b>	<b>\$1,184,445</b>	<b>\$499,444</b>	<b>\$8,123,968</b>	<b>\$5,674,437</b>	<b>\$10,378,225</b>	<b>\$13,976,979</b>	<b>\$1,342,718</b>	<b>\$41,180,215</b>



# Average Teacher Salary



Source: [DESE Radar](#)



# Current Proposals

## Parental Leave for all Employees

### **2023-2024 - School Year**

The School Committee has offered all employees access to 12 weeks out of their sick time for the year 2023-2024. This includes 60 days of accrued paid sick leave. On average most employees receive 15 sick days per year of employment and this is allowed to accumulate from year to year. This benefit is available regardless of gender, parenting status or whether there are multiple parents in the district.

### **2024-2025 - School Year - 12 weeks/ 60 days of paid sick time.**

The School Committee has offered 2 weeks/ 10 days of paid leave outside of the regular sick time and 50 days of paid leave through the use of the accrued paid sick leave.

### **2025-2026 - School Year - 12 weeks/ 60 days of paid sick time.**

The School Committee has offered 4 weeks/ 20 days of paid leave outside of the regular sick time and 40 days of paid leave through the use of the accrued paid sick leave.



# Current Proposals

## Parental Leave for all Employees

**2026-2027 - School Year - 12 weeks/ 60 days of paid sick time.**

The School Committee has offered 8 weeks/ 40 days of paid leave outside of the regular sick time and 20 days of paid leave through the use of the accrued paid sick leave.

The Cost of this benefit is equivalent to the substitute rate of \$306.23 x 60 days x average of 27 persons who go out on leave for the district = **\$ 496,093.** The amount budgeted in any one year may go above or below this threshold depending on how many parental leaves or adoptions there are in any one year.





# Cost of Current Proposals FY 24 - FY 25

Proposals	Amount \$
<b>Unit A - Teachers</b>	
Hingham School Committee @ 3%	\$41,180,215
Hingham Education Association@ 6.5%	\$43,615,953
<b>Difference</b>	(\$2,435,738)
Cost of current proposed longevity	\$414,400
<b>Total School Committee Cost</b>	<b>\$41,594,615</b>



# Cost of Current Proposals FY 24 - FY 25

Proposals	Amount \$
<b>Unit B - Paraeducators</b>	
Hingham School Committee @ (2024 -19%) 4%	\$3,839,633
Hingham Education Association@ (2024-43%) 43%	\$5,782,126
<b>Difference</b>	(\$1,942,493)





# Cost of Current Proposals FY 24 - FY 25

Proposals	Amount \$
<b>Unit D - Administrative Assistants</b>	
Hingham School Committee @ 3%	\$1,420,768
Hingham Education Association@ 5%	\$1,747,700
<b>Difference</b>	(\$326,932)



# Cost of Current Proposals FY 24 - FY 25

Proposals	Amount \$
Unit A - Teachers	\$2,435,738
Unit B - Paraprofessionals	\$1,942,493
Unit D - Administrative Assistants	\$326,932
<b>Total Differences</b>	<b>\$4,705,163</b>
Average teacher salaries - FY 2025 (\$41,180,215 / 381)	<b>\$108,085</b>



# Cost of Current Agreements FY 24 - FY 25

<b>Proposals</b>	<b>Amount \$</b>
<b>Unit C - Custodian &amp; Maintenance Employees</b>	
Hingham School Committee	\$2,200,996
Cost of current proposed longevity	\$6,425
<b>Total School Committee Cost</b>	<b>\$2,207,421</b>



# Cost of Current Agreements FY 24 - FY 25

Proposals	Amount \$
<b>Bus and Van Drivers</b>	
Hingham School Committee	\$1,593,036
Cost of current proposed longevity	\$6,075
<b>Total School Committee Cost</b>	<b>\$1,599,111</b>



# Cost of Current Proposals FY 24 - FY 25

	Total Cost \$
Unit A	\$41,594,615
Unit B	\$3,839,633
Unit C - Finalized	\$2,207,421
Unit D	\$1,420,768
Bus and Van Drivers- Finalized	\$1,599,111
<b>Total School Committee Cost</b>	<b>\$50,661,548</b>

Hingham Public Schools

# FY 25 Budget Presentation

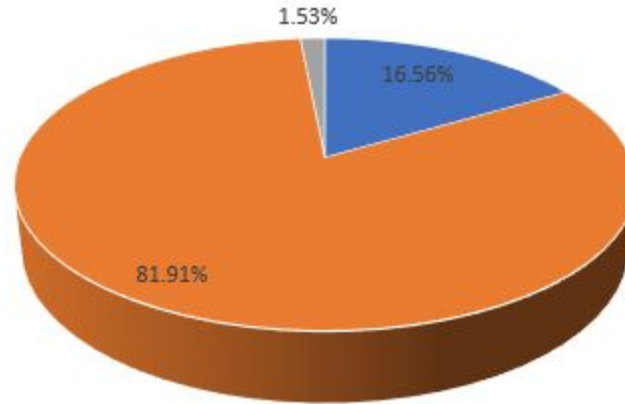


## Budget Considerations



# Composition of FY25 Budget

Composition of the Hingham Public Schools Budget



■ Contracted ■ Personnel ■ Non-Contractual



# Overall FY25 Budget

Account Description	Hingham Public Schools - FY 2025 Budget Summary		
	Budget FY2024-2025	BUDGET FY2023-2024	Actual FY2022- 2023
School Committee	84,350	105,000	70,844
Administration	1,682,192	1,698,846	1,609,032
School Building Administration	2,882,853	2,814,741	2,987,062
Teaching	32,125,481	29,218,823	29,717,304
Professional Development	489,918	438,280	263,163
Textbooks	410,965	602,466	301,086
Instructional Equipment	48,280	67,611	32,887
Instructional Technology	547,921	1,038,998	1,164,712
Library	913,344	876,448	768,488
Counseling	2,047,851	1,521,246	1,558,553
Psychological Services	1,500	1,500	0
Health Services	968,116	934,556	791,085
Transportation	1,925,778	1,774,064	1,593,031
Food Service	0	0	224
Athletics	1,322,389	966,526	806,810
Other Student Activity	194,257	250,347	79,440
Security	12,000	12,000	6,794
Custodial	2,085,882	1,722,924	2,041,151
Heating of Buildings	852,273	636,804	415,933
Utilities	992,867	972,137	942,615
Maintenance of Grounds	183,569	183,569	47,206
Plant Maintenance	1,759,002	1,703,405	1,324,472
Repairs of Equipment	143,960	156,409	124,689
Employee Retirement	70,000	150,000	31,040
Rents and building costs	80,000	166,709	61,200
Sped Supervision	999,886	1,020,122	677,981
Sped Instruction	13,339,444	11,335,131	9,035,452
Sped Prof. Development	30,336	11,582	18,898
Sped Textbooks	4,000	5,000	3,750
Sped Counseling	1,079,664	1,266,099	1,061,177
Sped Psychological Services	988,689	1,106,275	1,127,325
Sped Transportation	1,216,443	1,072,747	1,112,025
Sped Programs w/ other Districts	79,426	99,815	114,596
Tuitions to Non-Public Schools	4,620,310	709,325	681,492
Tuitions to Collaboratives	1,319,083	964,080	1,135,353
Vocational Transportation	10,400	10,400	0
Vocational Tuition	90,000	90,000	164,033
<b>Grand Total</b>	<b>\$75,602,429</b>	<b>\$65,703,985</b>	<b>\$61,870,903</b>
Grants & Revolving	(5,482,032)		
Town MOU	(1,438,355)		
Deficit	(678,417)		
<b>Approved Town Increase of 3.5%</b>	<b>\$68,003,625</b>		





# Overall FY25 Budget - Revolving Funds

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



# Overall FY25 Budget - Grants

Grants & Revolving Accounts	Budget 2014-2015 \$	Budget 2015-2016 \$	Budget 2016-2017 \$	Budget 2017-2018 \$	Budget 2018-2019 \$	Budget 2019-2020 \$	Budget 2020-2021 \$	Budget 2021-2022 \$	Budget 2022-2023 \$	Budget 2023-2024 \$	Budget 2024-2025 \$
<b>Gross Special Ed Spending</b>	12,266,576	13,009,162	13,713,755	14,271,313	15,101,228	15,885,316	17,087,847	18,472,992	17,070,271	19,771,332	23,558,864
<b>Grants</b>											
IDEA	(853,263)	(915,085)	(934,634)	(947,817)	(823,033)	(771,842)	(857,913)	(830,000)	(988,440)	(984,126)	(1,025,962)
IDEA ARP								(236,727)			
ECC	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(13,490)	(16,942)	(17,506)
Circuit Breaker	(1,160,184)	(942,740)	(1,013,537)	(1,196,599)	(1,432,632)	(1,781,419)	(1,652,110)	(1,796,301)	(1,881,131)	(2,083,381)	(2,189,398)
Tuition Revolving	(220,000)	(370,000)	(220,000)	(220,000)	(220,000)	(220,000)	(320,000)	(220,000)	(220,000)	(220,000)	(400,000)
Other Revolving SSEC/FDK SPED	(4,500)	(79,025)	(56,000)	(70,000)	-	-	-	-	-	-	-
Town MOU Deductions:	-	-	-	-	-	-	-	-	-	-	(1,438,355)
<b>Total Offsets</b>	(2,251,437)	(2,320,340)	(2,237,661)	(2,447,906)	(2,489,155)	(2,786,751)	(2,843,513)	(3,096,518)	(3,103,061)	(3,304,449)	(5,071,221)
<b>Net Spending - Special Ed</b>	10,015,139	10,688,822	11,476,094	11,823,407	12,612,073	13,098,565	14,244,334	15,376,474	13,967,210	16,466,883	18,487,643
<b>Gross Regular Ed Spending</b>	33,803,356	36,031,679	37,429,513	39,363,885	40,892,996	42,784,979	44,229,628	47,662,630	50,184,044	50,204,394	51,925,148
<b>Revenue Offsets</b>											
Athletics	(294,000)	(312,661)	(312,600)	(323,600)	(323,600)	(323,600)	(358,308)	(378,308)	(425,034)	(455,000)	(455,000)
Middle School Activity	(74,116)	(78,139)	(79,440)	(81,240)	(40,000)	(50,000)	(50,000)	(50,000)	(30,000)	(30,000)	(35,000)
Field Revolving Account	(10,000)	(50,000)	(30,000)	(30,000)	(30,000)	(30,000)	(30,000)	-	-	-	-
Building Revolving Account	(7,500)	(100,812)	(55,000)	(55,000)	(55,000)	(55,000)	(28,957)	(78,957)	(55,000)	(60,000)	(60,000)
Kids In Action	-	-	(112,900)	(167,000)	(167,000)	(167,000)	(157,500)	(50,000)	(50,000)	(80,000)	(150,000)
Food Service	-	-	-	(18,003)	(18,003)	(38,714)	(41,452)	-	-	(50,000)	(50,000)
Drivers Ed	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	-	-	-	(15,000)	(20,000)
Continuing Ed	(5,000)	-	-	-	-	-	-	-	-	-	-
Other (Drama, Student Parking)	(9,000)	(9,000)	(9,000)	(9,000)	(9,000)	(9,000)	(4,000)	-	-	(4,000)	(4,000)
Cable Grant	(18,104)	(18,104)	(18,466)	(18,466)	(18,466)	(18,466)	(18,466)	(18,466)	-	(25,000)	(25,000)
ESSER Grant	-	-	-	-	-	-	(128,449)	(1,521,650)	(950,000)	-	-
METCO GRANT	-	-	-	(68,344)	(119,719)	(115,839)	(119,719)	(116,500)	(45,000)	(50,166)	(50,166)
Other Offsets (Full Day K)	-	(780,975)	(744,000)	(730,000)	(839,270)	(940,000)	(980,000)	(767,000)	(769,715)	(900,000)	(900,000)
<b>Potential New HS Activity Fee</b>											(100,000)
<b>Total Offsets</b>	(422,720)	(1,354,691)	(1,366,406)	(1,505,653)	(1,625,058)	(1,752,619)	(1,916,851)	(2,980,881)	(2,324,751)	(1,669,166)	(1,849,166)
<b>Net Spending Regular Ed</b>	33,380,636	34,676,988	36,063,107	37,858,232	39,267,938	41,032,360	42,312,777	44,681,749	47,859,293	48,535,228	50,075,982
<b>Total Offsets</b>	(2,674,157)	(3,675,031)	(3,604,067)	(3,953,559)	(4,114,213)	(4,539,370)	(4,760,364)	(6,077,399)	(5,427,812)	(4,973,615)	(6,920,387)
<b>24-25 Deficit</b>	-	-	-	-	-	-	-	-	-	-	(560,000)
<b>Total School Spending Budget</b>	46,069,932	49,040,841	51,143,268	53,635,198	55,994,224	58,670,295	61,317,475	66,135,622	67,254,315	69,975,726	75,484,012
<b>Net School Spending</b>	43,395,775	45,365,810	47,539,201	49,681,639	51,880,011	54,130,925	56,557,111	60,058,223	61,826,503	65,002,111	68,003,625



# Fees in FY25 Budget

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



# Hingham Middle - Proposed Reductions

<b>Position</b>	<b>Amount</b>
Library Paraprofessional	\$28,000
Math Tutors	\$100,000
World Language Teacher	\$78,537
0.5 Librarian	\$39,417
<b>Total</b>	<b>\$245,954</b>



# Hingham High - Proposed Reductions

<b>Reduction</b>	<b>Amount</b>
Math Teacher (Retirement)	\$124,499
ELA Teacher (Retirement)	\$109,064
.6 Music Teacher	\$40,363
World Language Teacher	\$78,537
History Teacher	\$80,000
<b>Total</b>	<b>\$432,463</b>



# Proposed Reductions

<b>Reduction</b>	<b>Amount</b>
Hingham Middle School	<b>\$245,954</b>
Hingham High School	<b>\$432,463</b>
Curriculum	<b>\$150,000</b>
Technology	<b>\$93,253</b>
<b>Total</b>	<b>\$921,670</b>

Hingham Public Schools

# FY 25 Budget Presentation



## Important Dates

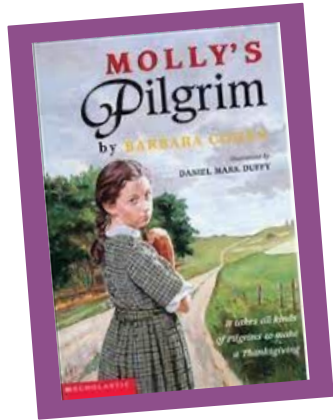


# Important Dates

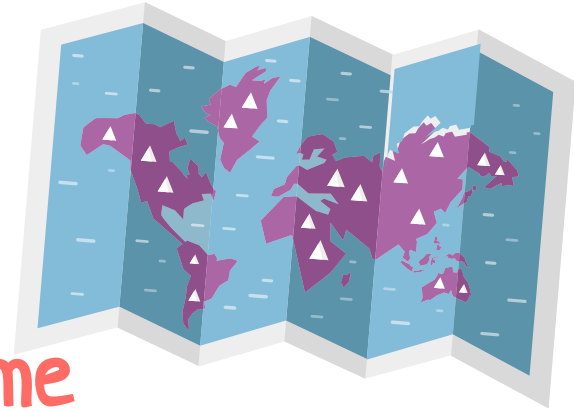
<b>Important Dates</b>	<b>Meeting Details</b>
Wednesday February 7 PM	Meeting with Select Board & Advisory
Tuesday February 13 <sup>th</sup> 7PM	Advisory Meeting – Possible Advisory Vote on Budget
Thursday February 29 <sup>th</sup> 7PM	Joint Session - All boards
March 12 <sup>th</sup> 6:30 PM	School Committee Vote on Budget
April 24 <sup>th</sup>	Town Meeting
April 27 <sup>th</sup>	Vote



Our class recently read the book  
Molly's Pilgrim by Barbara Cohen.



Molly's Pilgrim is a story  
about a Russian girl who came  
to America with her family to  
find religious freedom.



After finishing the book, we worked on ancestor projects at home with our families.

Our assignment was to learn about an ancestor who immigrated to America like Molly and her family did.



We learned that 3R has ancestors from  
**14** countries all over the world!



Charlie Kenny, Wes Cavanaugh, and  
Katherine Pikoulas will share their family projects.

Charlie  
Kenny



Ancestor: Paul

Country: Germany

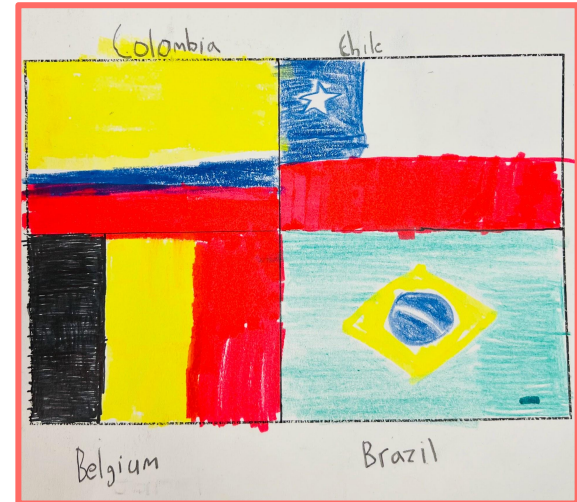


Wes  
Cavanaugh



Ancestor: Barbara

Country: Colombia



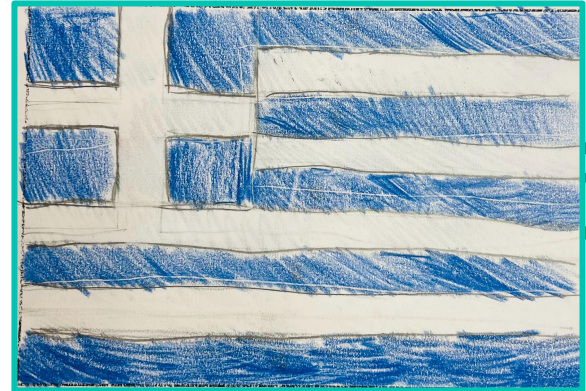


Katherine  
Pikoulas



Ancestor: Katherine

Country: Greece





## HINGHAM SCHOOL COMMITTEE

January 22, 2024

### MEETING MINUTES

#### **Called to Order at 6:00 PM**

School Committee Chair Nes Correnti called the meeting to order at 6:00 PM, and began by reading the following statement for those participating by zoom:

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

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

**School Committee members participating remotely:** Alyson Anderson

**School Committee members absent:** none

**Central Office Members present:** Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, and Executive Director of Business and Support Services Aisha Oppong  
Also present: Executive Assistant Sherry Robertson and Student Advisory Committee representatives Alex Doggett and Slater Fairfield

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

**Visitors present:** High School Principal Rick Swanson, Middle School Principal Derek Smith, South Elementary School Principal Mary Eastwood, Plymouth River Elementary School Principal Greg Lamothe, Foster Elementary School Principal Matt Scheufele, East Elementary School Principal Jonathan Hawes, and Athletic Director Jim Quatromoni, as well as member of the Advisory Committee Educations Subcommittee (ACES), and several high school students.

**Remote visitors:** There were approximately 40 remote attendees on Zoom.

**ACES called to order by Tina Sherwood at 6:00PM.**

**Approval of minutes:**

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on January 4, 2024

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on January 8, 2024

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on January 18, 2024

**Questions and Comments:**

none

**Superintendent's Report**

Dr. Adams provided an update to the School Committee on happenings in the district. Topics mentioned included: Elementary Report Cards, Preschool/Pre-Kindergarten Open Houses, Kindergarten Registrations, High School Chorus Mattress Fundraiser, and Student Attendance.

**Student Communications**

Student Advisory Committee Representative Alex Doggett reported that the new website with volunteer opportunities has been launched; midterms are ongoing; and information regarding upcoming service trips will be going out soon.

**New Business****HHS Student: U.U. Presidential Scholar Nominee**

The Committee honored Hingham High School student Nora Andrews who has been selected to represent MA as one of the U.S. Presidential Scholar nominees

**FY 25 Budget Overview**

Dr. Adams reviewed the current budget drivers, and Executive Director of Business and Support Services Aisha Opong explained the preliminary town budget forecast.

Elementary Principals Mary Eastwood, Greg Lamothe, Jonathan Hawes, Matt Scheufele, Middle School Principal Derek Smith, and High School Principal Rick Swanson, each presented their school improvement goals, an overview of the proposed FY 25 budget, staffing and student-teacher ratios, and gave summaries of potential reductions. Athletic Director Jim Quatromoni discussed highlights and accomplishments of the athletic program, and discussed the fee structure and an overview of the proposed FY 25 budget.

At 6:48 PM there was a temporary disruption by a zoom attendee. The Committee apologized to the community due to the offensive language used by the caller. The remote meeting was muted momentarily while the attendee was removed and reported to zoom.



**ACES voted to adjourn at 7:42 PM.**

**Hingham Middle School Program of Studies**

Middle School Principal Derek Smith presented the Middle School Program of Studies.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the 2024-2025 Hingham Middle School Program of Studies, as presented

**Hingham High School Program of Studies**

Hingham High School Principal Rick Swanson gave a presentation highlighting the updates to the High School Program of Studies that included a discussion on the potential of a community service requirement for graduation.

On a motion by Michelle Ayer and Seconded by Kerry Ni

- It was voted to accept the new High School Program of Studies with the proposed change to the community service graduation requirement. The change would be to allow for a pilot program that will be required beginning with the class of 2028. The incoming ninth grade students will be required to complete 10 hours of community service. At the conclusion of the pilot there will be an assessment of the program which will include a survey of students, parents, and the administrators of the pilot program, which will be provided to the School Committee for their consideration of implementing a community service graduation requirement.

Nes Correnti – aye

Michelle Ayer – aye

Jen Benham – no

Kerry Ni – aye

Tim Dempsey – aye

Alyson Anderson – aye

Matt Cosman - no

**Grants and Donations**

none

**Declaration of Surplus**

none

**Subcommittee and Project Reports/Warrants Signed**

- Matt Cosman reported that the East School Council will be meeting on January 23<sup>rd</sup>; the Hingham Education Foundation held a meeting about grant opportunities; and the next Special Education subcommittee meeting will be scheduled soon.
- Tim Dempsey reported that the Hingham Human Rights Commission had a recent meeting; there was also a recent meeting of SNAP; there will be an upcoming meeting of the Educational Programming Subcommittee.
- Kerry Ni reported that the Middle School Council met on January 8<sup>th</sup> and she updated the Committee on the upcoming meeting schedule of the Salary and Negotiations Subcommittee.
- Jen Benham reported that there are signed warrants in the meeting packet; there will be a

meeting of the Finance/Capital and Facilities Subcommittee on January 26<sup>th</sup>.

- Nes Correnti reported that there was a meeting last week of the Wellness Committee and that the School Committee will attend the Capital Outlay meeting on January 29<sup>th</sup>; and the Public Hearing on the Budget will be on February 5<sup>th</sup>.
- Michelle Ayer reported that the Hingham Unity Council and SEPAC will be hosting a Community Conversation on disabilities on March 16<sup>th</sup>.
- Alyson Anderson reported that the Plymouth River School Council meeting will be on January 23<sup>rd</sup>; the Hingham Arts Alliance fundraiser is scheduled for March 24<sup>th</sup>; and that the Policy Subcommittee will be scheduling a February meeting.

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

none

On a motion by Michelle Ayer and seconded by Jen Benham



- It was **voted** to adjourn to Executive Session at 9:01 PM, not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:
- To approve minutes from the Executive Session held on January 8, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
- To provide an update on negotiations with HEA Unit A, B, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Respectfully Submitted By: Jen Benham



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 01.22.2024 Agenda.pdf 



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 2.1 Minutes of the School Committee meeting held on January 4, 2024.pdf 



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 2.2 Minutes of the School Committee meeting held on January 8, 2024.pdf 



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 2.3 Minutes of the School Committee meeting held on January 18, 2024.pdf 


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 Item 4.0 January 22 2024 Superintendent Report.pdf 



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 Item 7.1 Acknowledgement of US Presidential Scholar.pdf 



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 Item 7.1 H Andrews (Hingham) .pdf 



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 Item 7.2 FY25 School Principals Budget Presentation.pdf 

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 Item 7.2 Results of User fee Fee Survey 2023-2024 by District 



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 Item 7.3 HMS POS Memo 2024-2025.pdf 



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 Item 7.4 HHS POS Memo 2024-2025.pdf 



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 Item 7.4 HHS PROGRAM OF STUDIES 2024-2025 FINAL.docx.pdf 

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 Item 7.4 PROGRAM-OF-STUDIES-2023-2024-FINAL.docx-Google-Docs (1).pdf 

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 Item 8 Warrants.pdf 

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**FOR IMMEDIATE RELEASE**

CONTACT: [jbellis@hinghamschools.org](mailto:jbellis@hinghamschools.org)

January 30, 2024

### **Hingham Public Schools Fine Arts Department Announces the Hingham High School Arts Pathway Program**

**Hingham, MA** - The Hingham Public Schools (HPS) Fine Arts Department is pleased to announce the incorporation of the HHS Arts Pathway Program into the Hingham High School Program of Studies for the 2024-2025 school year. This comes after the program's successful pilot during the 2023-2024 school year.

The Arts Pathway Program applies a community-based approach to support Hingham High School students in cultivating a passion and appreciation for the Fine and Performing Arts. Through participation in professional and school arts events, community-building, mentorship, coursework, and career-oriented opportunities, students will develop skills that will foster enthusiasm for the arts throughout high school and beyond. This program was modeled after the current Global Citizenship Program at Hingham High School and inspired by DESE Innovation Career Pathways program models.

During the 2023-2024 school year, Fine Arts Director Joann Bellis collaborated with the non-profit organization Hingham Arts Alliance to develop and implement a pilot version of this program. Between the club version of the program and the more rigorous "certificate" version, over 50 HHS students have since engaged with the group.

The Hingham Arts Alliance provided funding and high-quality resources to support the launch of the innovative pilot to ensure its success in the first year. Some examples of their support include the funding of multiple teacher stipends, the organization of a College and Career Arts Alumni Panel, and the funding of ticket costs for a collaborative art/music field trip to see an open rehearsal with the Boston Symphony Orchestra and visit the Isabella Stewart Gardner Museum.

The goal of the Arts Pathway Program is to build a more connected arts community, provide opportunities for students to engage with Fine and Performing Arts within and outside of the school, better prepare students for college and careers in creative fields, and elevate significant coursework in the arts on the high school transcript.

To learn more about the program, please reach out to Fine Arts Director Joann Bellis ([jbellis@hinghamschools.org](mailto:jbellis@hinghamschools.org)).



**FOR IMMEDIATE RELEASE**

CONTACT: [jbellis@hinghamschools.org](mailto:jbellis@hinghamschools.org)

January 30, 2024





# HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

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[madams@hinghamschools.org](mailto:madams@hinghamschools.org)

[www.hinghamschools.com](http://www.hinghamschools.com)

**Margaret Adams, Ed.D.**  
Superintendent of Schools

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: February 5, 2024

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

### **Kindergarten Registration is Now Open**

Children turning five by August 31st, 2024, will be eligible for kindergarten next year. Registration is now open through February 16th. Families are encouraged to bring their completed packets and documents to their respective schools.

### **Preschool/PreKindergarten Registration**

Today, we held the Preschool/PreKindergarten lottery for the Integrated Program and Kids in Action. We will be informing families of the lottery results this week. We will be collecting registration forms and deposits from families through March 1st.

### **Grades 6-12 Technology Symposium**

Last summer, the Hingham Education Foundation generously funded fellowship opportunities for sixteen HMS and HHS teachers to explore current topics in education technology. Each of the Grade 6-12 Technology Fellows pursued independent summer courses through an Ed Tech teacher and also participated in on-site workshops on topics such as using technology to support Universally Designed Learning, AI for Education, and other relevant topics. To culminate their work, the technology fellows will lead workshop sessions for HMS and HHS colleagues during the February 7th early release. See [the link](#) to see the session options.

### **Student Opportunity Act Plan**

We have begun working internally on drafting our Student Opportunity Act Plan. This is required by each district by DESE. It outlines an evidence-based plan for reducing persistent disparities in achievement across student groups. Plans must be submitted for the Commissioner's review on a three-year cycle, with annual progress updates submitted in subsequent years. New 3-year

SOA Plans are due April 1, 2024. We will submit a plan for your approval sometime in March to meet the April 1st deadline.

### **School Building Committee**

As an update for the new school elementary building, we heard that the project is on track for an August 16th opening at the most recent School Building Committee.

- For the site work, phase one work is on hold until the Spring of 2023. Geothermal piping work is complete. Pressure testing was completed and passed on 1/16/24. Temporary water and electricity are connected and usable.
- In Area A, all concrete slab placements are complete. The exterior framing is ongoing. Masonry started on the elevator shaft.
- In Area B, masonry work is ongoing at stair three. Mechanical, electrical, and plumbing are ongoing on all floors. Toilet carries are being installed on all floors. Exterior framing and sheathing are ongoing. Interior framing is complete on level 2 and level 3 and is ongoing on level 1. The roof membrane and blocking are complete. The window trim is scheduled for delivery this past week.

The district will order furniture for the new building in the first week of April. In March, any remaining funding left for furniture will be allocated to small wares, such as rugs and other materials for the school.

We also held a smaller meeting this week to discuss the technology budget, what will be purchased, and when. We also worked on understanding what needs to be ordered and installed by the district.

### **Congratulations**

This past week, Hingham High School was named the 2024 AFS-USA Global School of the Year. The [AFS-USA Global School Award](#) recognizes a US-based school or district committed to cultural diversity, global competence, and curriculum internationalization. The nomination portfolio submitted showed evidence from the Hingham High School Mission Statement that references the preparation of students to be productive members of an ever-changing global society, from the course listings for globally focused classes to the support of international clubs, students, and service learning.

### **METCO Impact on Students**

After six years of research, METCO shared the first phase of independent research results from Dr. Elizabeth Setren's longitudinal study about the impacts of the METCO program.

The findings revealed that the METCO program greatly positively affects its participants' educational achievements and careers. There is also no indication of negative academic or behavioral effects in the suburban schools attended by METCO students. Additional key findings for METCO participants include:

- Substantial gains in Math and English Language Arts MCAS test scores
- Increased school attendance despite the farther distance
- High school dropout rate decreased by 50 percent
- Increased SAT taking and scores

- Increased college aspirations and enrollment
- Increased income earnings and employment

### **School and District Report Cards**

The federal Every Student Succeeds Act (ESSA) requires districts to annually distribute school report cards to the families of all students enrolled in each of the district's schools, regardless of the school's Title I status or accountability determination. Report cards must include assessment and accountability results, teacher qualifications, and other district and school performance information.

In addition to the report cards, ESSA requires that districts notify all parents of students enrolled in Title I schools that they may request, and the district will provide, certain information related to the professional qualifications of their student's classroom teacher(s).

The district and school report cards are linked [here](#). We will share a letter about the report cards with families by the end of the month. Links to the report cards can also be found on the district and school websites.



# 2023 District Report Card

Families and communities are critical partners to a district's success. Just as a student's report card shows how they are performing, the district report card shows how a district is performing in multiple areas. It shows the district's strengths and the challenges that need to be addressed to ensure the district is meeting the needs of all students.

## Hingham

### Superintendent

Margaret Adams

### Grades Served

PK,K,01,02,03,04,05,06,07,08,09,10,11,12

### Website

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

### Address

220 Central Street, Hingham,  
MA 02043

### Phone

781-741-1500

### Title I Status

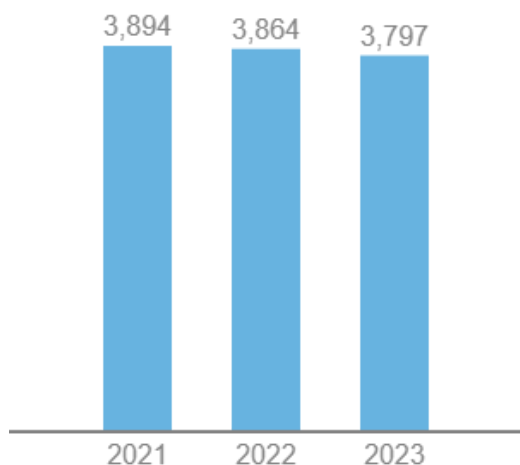
Non-Title I District

► Who are our students and teachers?

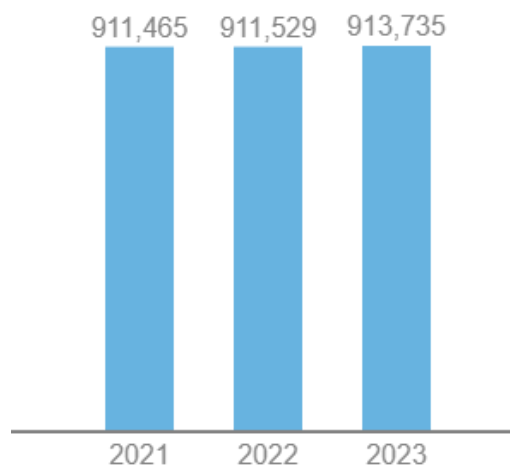
## Students

### Student Enrollment

The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.



Our District



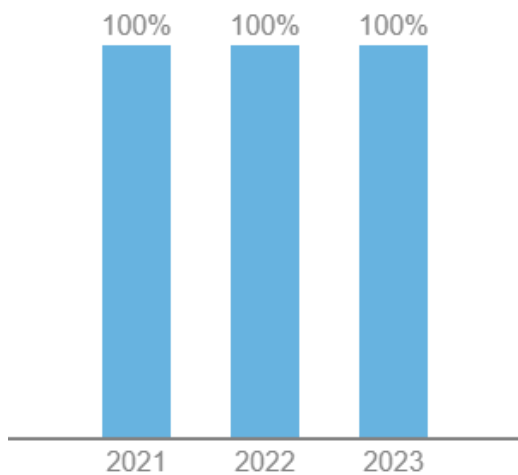
Massachusetts

## Student Demographics

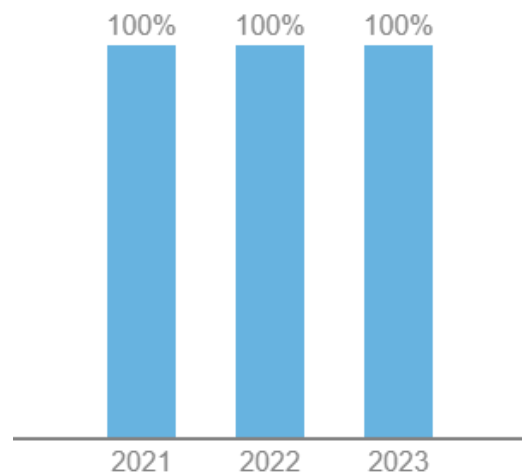
The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students from low income families, and high needs students (students who belong to one or more of the other selected population groups).

**Note:** In fall 2021, DESE began reporting information for the low-income students group and no longer reports data for the economically disadvantaged student group.

All Students ▼



Our District



Massachusetts

[View more detailed enrollment data](#)

## Teachers

### Teacher Workforce

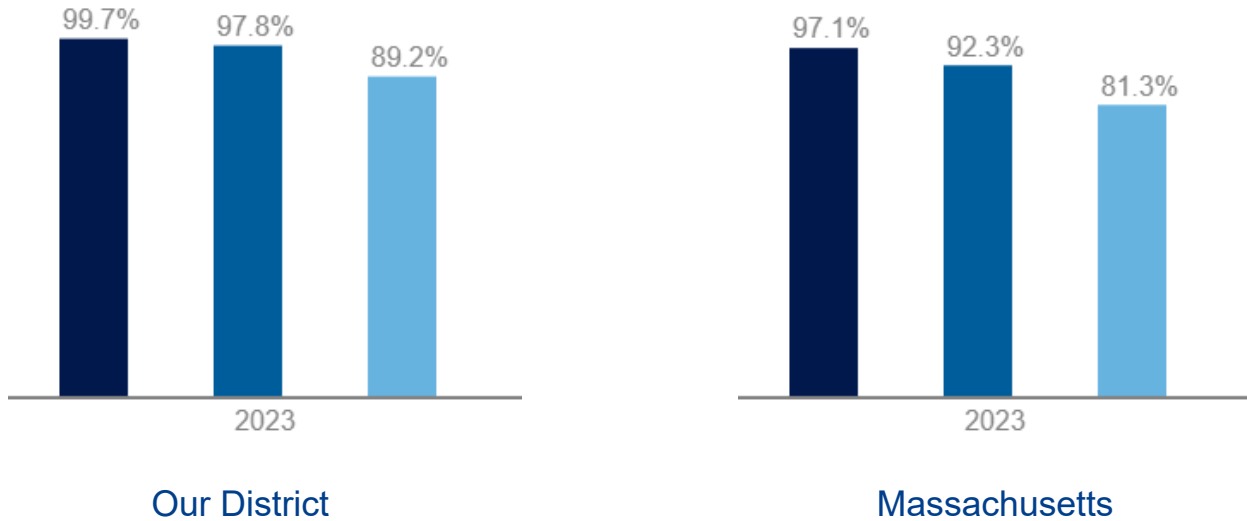
The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

Our District : 312.6

Massachusetts : 76,977.6

## Teacher Qualifications

The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher's license.



- Licensed Teachers
- Teachers Licensed in the Subject They Teach
- Experienced Teachers

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[View more detailed teacher data](#)

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► What academic opportunities are available to our students?

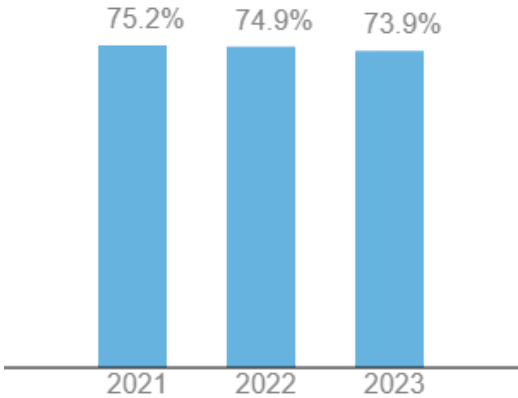
## Access to Broad and Challenging Coursework

**Note:** In fall 2021, DESE began reporting information for the low-income students group and no longer reports data for the economically disadvantaged student group.

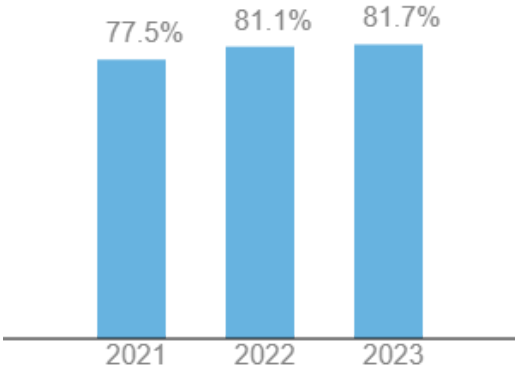
All Students ▼

[Access to the Arts](#)

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.



Our District



Massachusetts

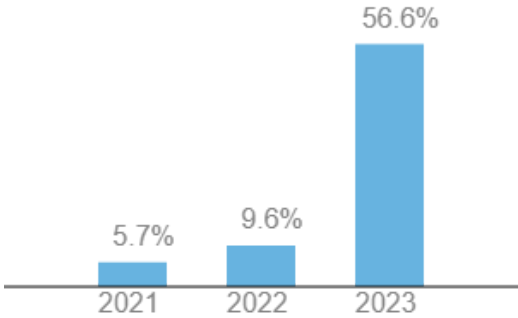
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[View more detailed arts data](#)

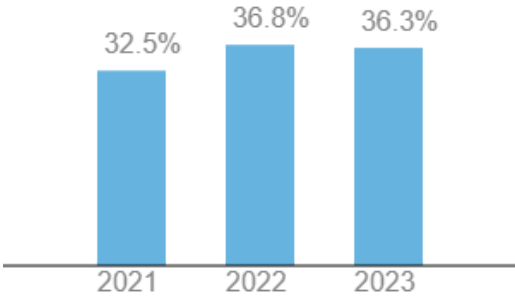
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### Access to Digital Literacy and Computer Science Courses

The percentage of students who complete at least one digital literacy or computer science course.



Our District



Massachusetts

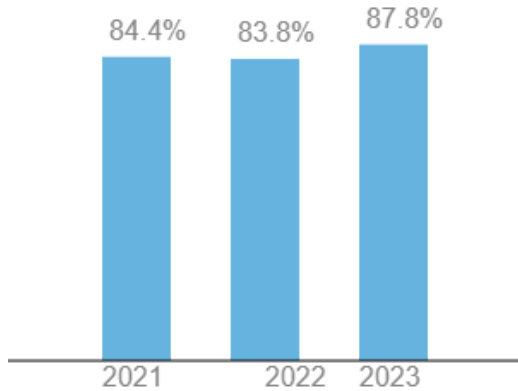
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[View more detailed digital literacy and computer science course data](#)

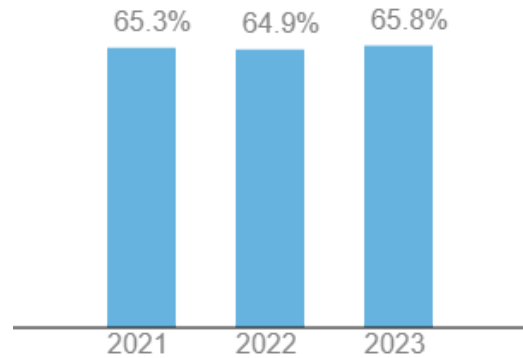
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## Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.



Our District



Massachusetts

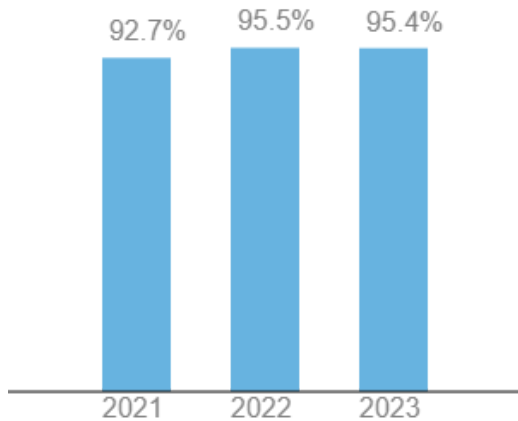
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[View more detailed advanced coursework data](#)

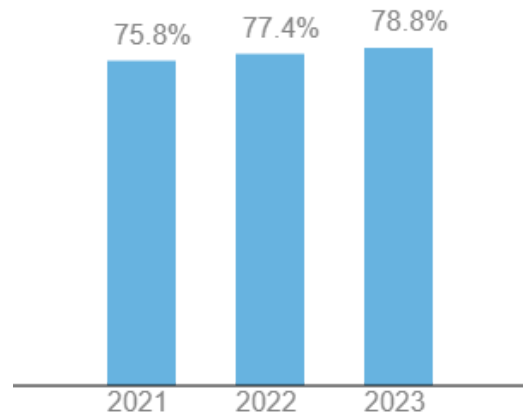
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## Grade 9 Course-Passing

The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.



Our District



Massachusetts

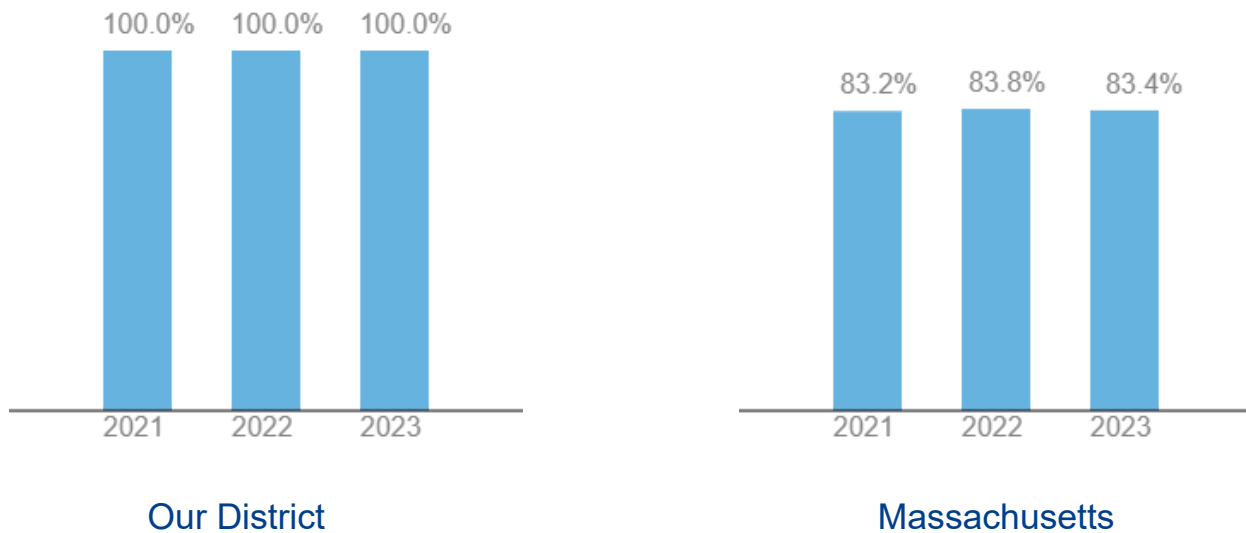
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[View more detailed grade 9 course-passing data](#)

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## MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same world language, one year of an arts program and five additional "core" courses.



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[View more detailed MassCore data](#)

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► What do student attendance and discipline look like in our district?

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## Student Attendance and Discipline

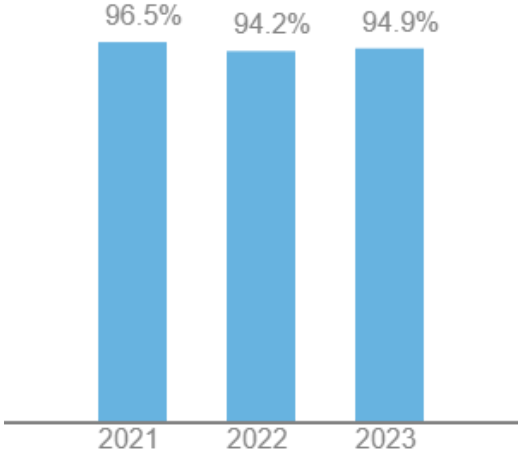
**Note:** In fall 2021, DESE began reporting information for the low-income students group and no longer reports data for the economically disadvantaged student group.

All Students ▼

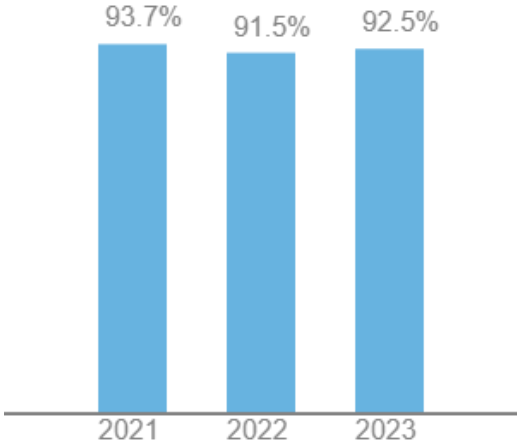
### Attendance

ATTENDANCE RATE

The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.



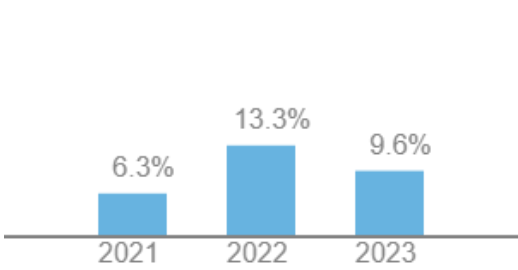
Our District



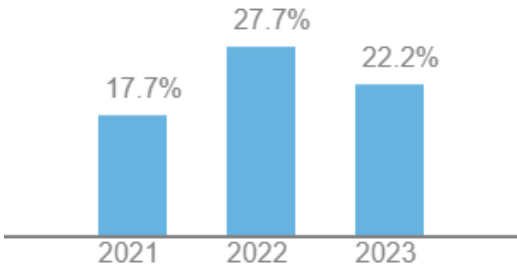
Massachusetts

CHRONIC ABSENTEEISM RATE

The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.



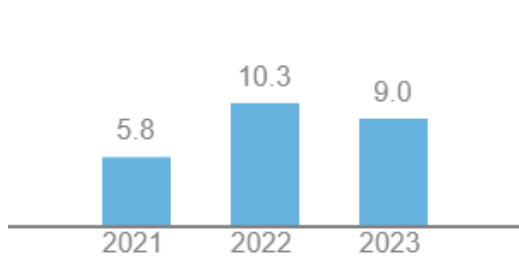
Our District



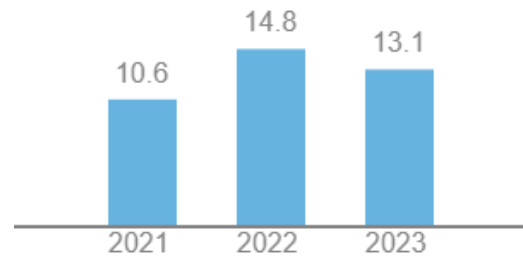
Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.



Our District



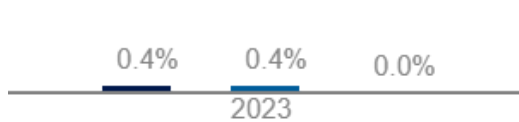
Massachusetts

[View more detailed attendance data](#)

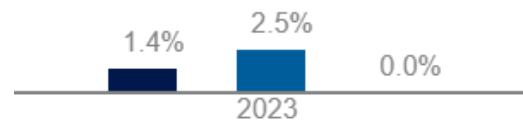
## Student Discipline

### Reported Incidents

The percentage of students who are suspended (in and out of school) or expelled.



Our District

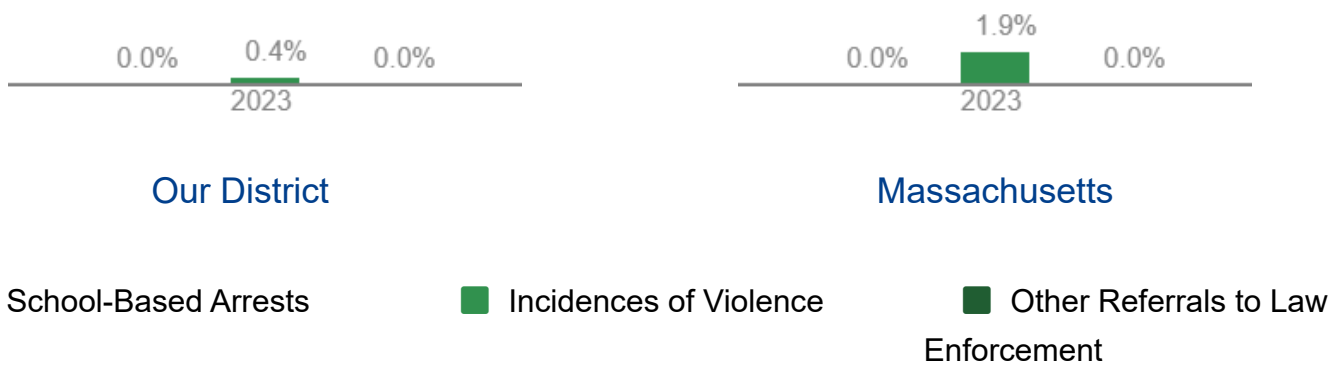


Massachusetts

- In-School Suspensions
- Out-of-School Suspensions
- Expulsions



The percentage of students who are referred to law enforcement, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. School-based arrests are also considered referrals to law enforcement.



[View more detailed discipline data](#) | [View Federal Civil Rights Data Collection data](#)

► How prepared are our students for success after high school?

## High School Outcomes

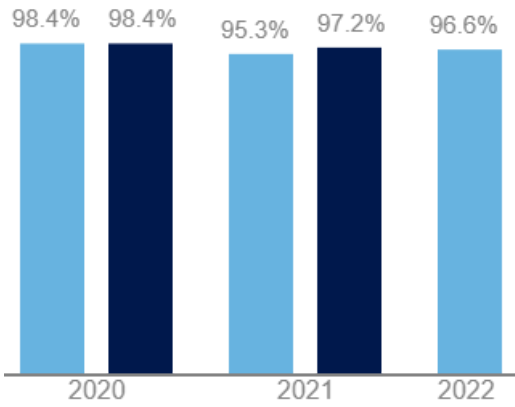
**Note:** In fall 2021, DESE began reporting information for the low-income students group and no longer reports data for the economically disadvantaged student group.

All Students ▼

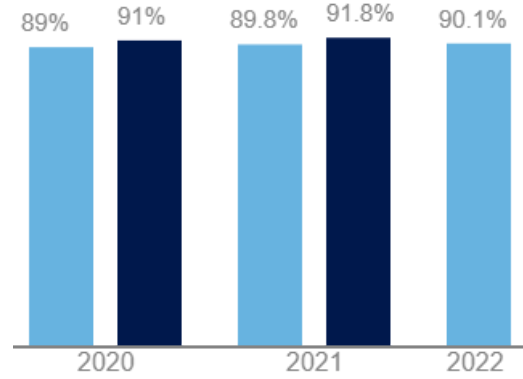
### High School Completion

#### Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years. Data displays for 2020 and 2021 include data for the economically disadvantaged student group.



Our District



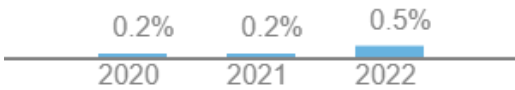
Massachusetts

■ 4-Year Graduation Rate      ■ 5-Year Graduation Rate

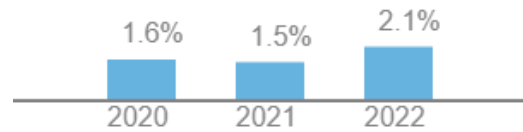
[View more detailed graduation data](#)

## Annual Dropout Rate

The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a given year without graduating or transferring to another school.



Our District



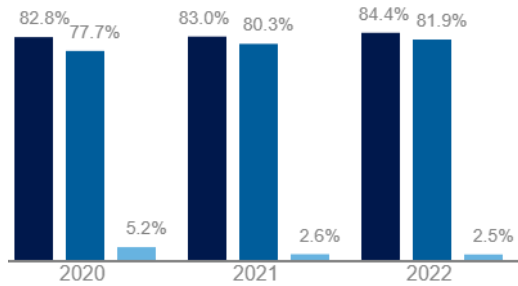
Massachusetts

[View more detailed dropout data](#)

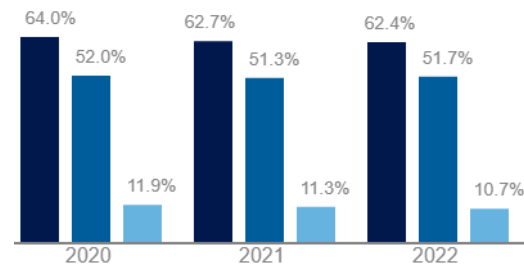
## Post-Secondary Enrollment

## College-Going Rates

The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.



Our District



Massachusetts

■ Any Post-Secondary

Institution

■ 4-Year Institution

■ 2-Year Institution

[View more detailed post-secondary enrollment data](#)

► How do our students perform on state tests?

## Student Performance on MCAS

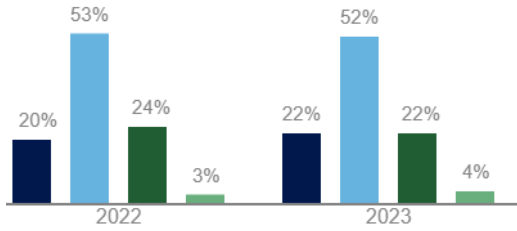
**Note:** In fall 2021, DESE began reporting information for the low income students group and no longer reports data for the economically disadvantaged student group.

### Student Achievement

The percentage of students scoring at each achievement level on the English language arts, mathematics, and science MCAS tests.

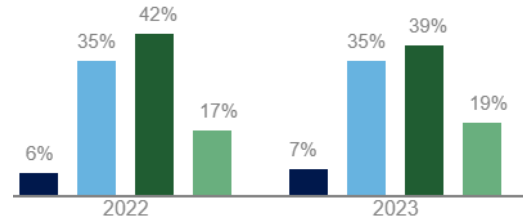
All Students ▼

ENGLISH LANGUAGE ARTS (GRADES 03-08)



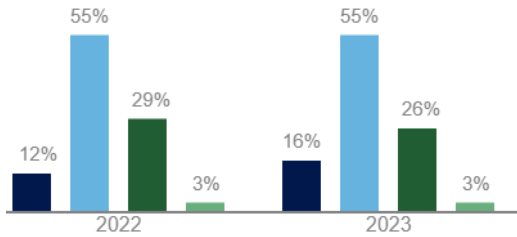
### Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations



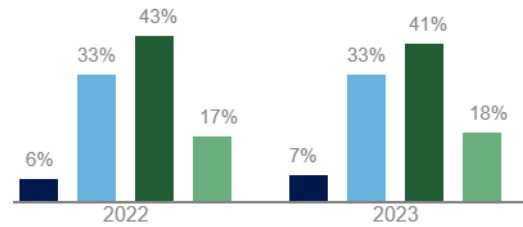
### Massachusetts

## MATHEMATICS (GRADES 03-08)



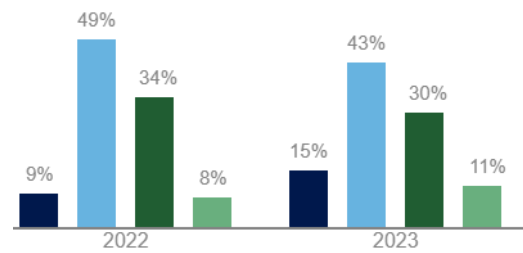
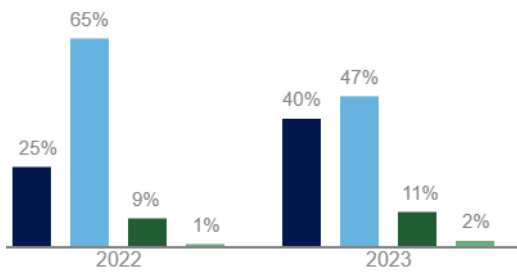
### Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations



### Massachusetts

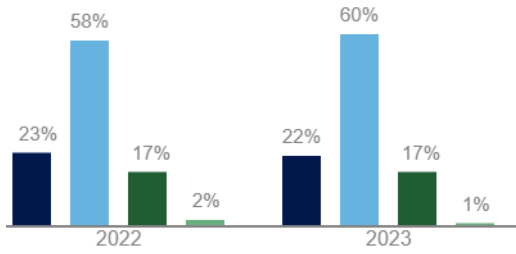
## ENGLISH LANGUAGE ARTS (GRADES 10)



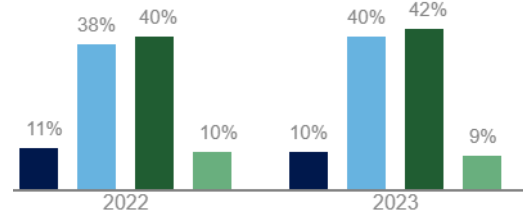
### Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

#### MATHEMATICS (GRADES 10)



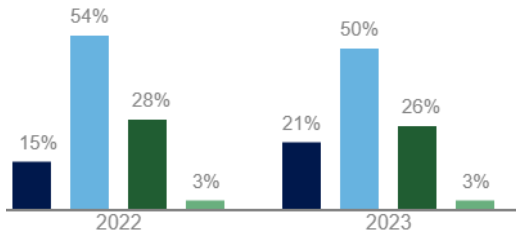
### Massachusetts



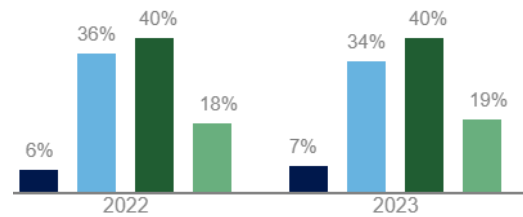
### Our District

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

#### SCIENCE (GRADES 05 AND 08)



### Massachusetts

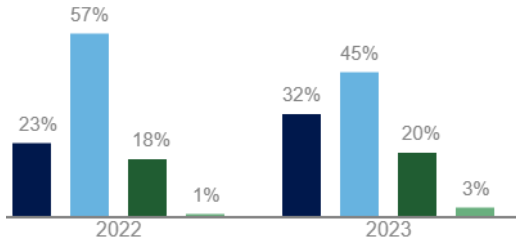


### Our District

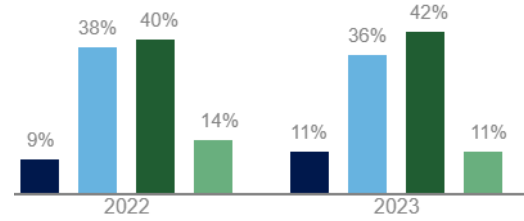
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

#### SCIENCE (GRADE 10)

### Massachusetts



Our District



Massachusetts

- Advanced
- Proficient
- Needs Improvement
- Failing

[View more detailed achievement data](#) | [View Massachusetts NAEP data](#) | [View ACCESS for ELLs data](#)

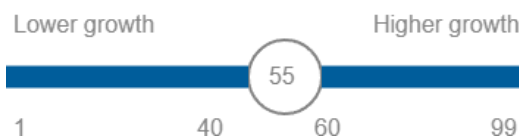
## Student Progress

Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

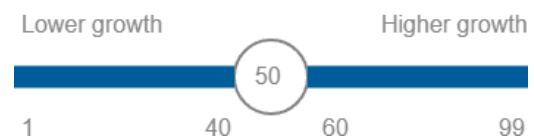
**Note:** In fall 2021, DESE began reporting information for the low-income students group and no longer reports data for the economically disadvantaged student group.

All Students ▼

### ENGLISH LANGUAGE ARTS (GRADES 03-08)

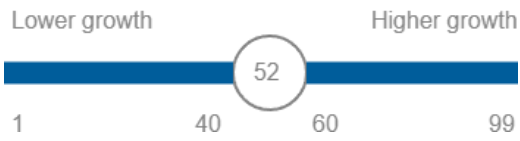


Our District

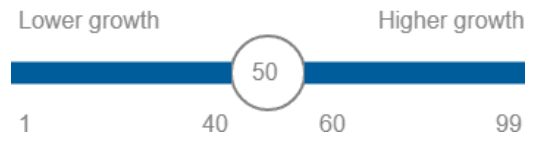


Massachusetts

### MATHEMATICS (GRADES 03-08)

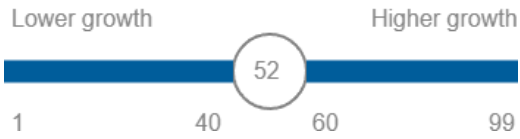


Our District

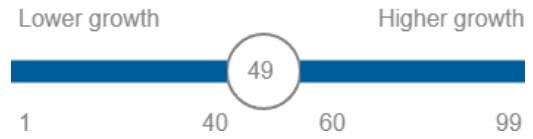


Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)

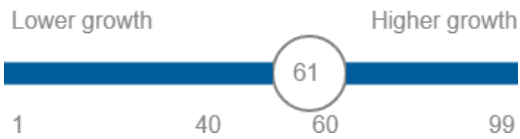


Our District

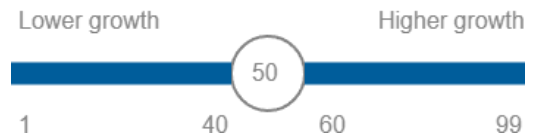


Massachusetts

MATHEMATICS (GRADES 10)



Our District



Massachusetts

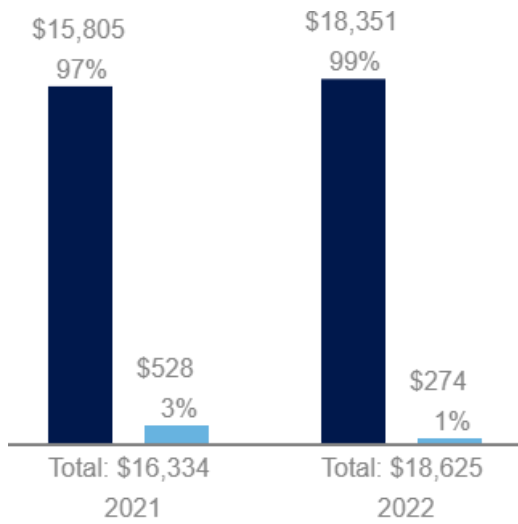
[View more detailed student growth data](#)

► How much does our district spend per student?

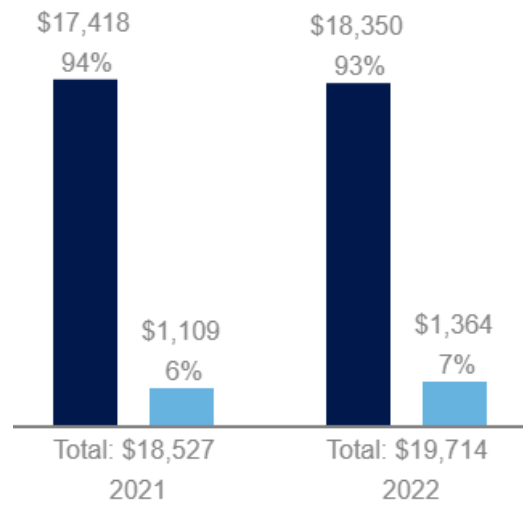
## Finance

### Dollars Spent per Student

The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.



Our District



Massachusetts

- State & Local Funds
- Federal Funds

[View more detailed school per pupil spending data](#) | [View more detailed district per pupil spending data](#)

► How is our district doing in the state's accountability system?

## Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

### Progress Toward Improvement Targets

Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.

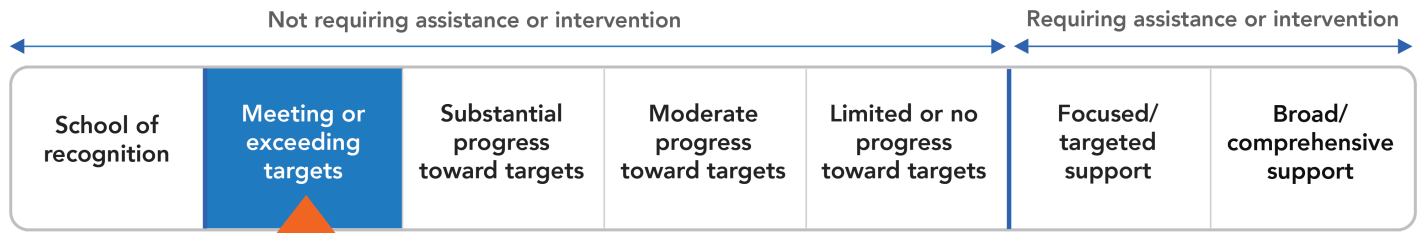




Our district is meeting or exceeding targets for most accountability measures.

## Overall Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."



[View more detailed accountability data](#) | [View accountability lists](#) | [Federal Designations](#) | [Learn more about the accountability system](#)

[View our 2022 report card](#)



# HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

[madams@hinghamschools.org](mailto:madams@hinghamschools.org)

[www.hinghamschools.com](http://www.hinghamschools.com)

**Margaret Adams, Ed.D.**

Superintendent of Schools

To: Margaret Adams, Superintendent of Schools

From: Kelly Larkin, Human Resources Coordinator

Cc: Aisha Oppong, Director of Finance and Operations

Subject: Personnel Report

Date: February 5, 2024

The following report represents changes in personnel during the period of January 5, 2024 to February 5, 2024.

## Appointments

Name	Position	Location
Alicia Rizzo	Paraeducator	East Elementary
Dylan Gately	Paraeducator	Foster

## Resignations

Name	Position	Location
Holly Constant	Paraeducator	Foster Elementary
Nicholas Pasolini	Paraeducator	South elementary


**Transfers**

Name	Position	Location
n/a		

**Open Positions**

- METCO Bus Monitor
- Bus Monitor - District
- Custodian - Middle School (offer pending)
- Paraeducator (2) - South
- Paraeducator (1) - Foster
- Paraeducator (2) - HMS
- Paraeducator - (1) -HHS



# HINGHAM PUBLIC SCHOOLS

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[www.hinghamschools.com](http://www.hinghamschools.com)

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Timeline for the Executive Director of Student Services Hiring

Date: February 5, 2024

The following is a tentative, approximate schedule for the recruitment and appointment of Executive Director of Student Services:

Action	Dates
Preparation of Recruiting Materials	2/1/24-2/5/24
Profile Development	2/5/24-3/1/24
Advertising	2/5/24-3/1/24
Committee Formation, Orientation, and Training	3/5/24-3/9/24
Interviews	3/12/24-4/1/24
Identification of Finalists	4/1/24
Reference Checks	4/22/24-4/26/24
Schedule Finalists' Interviews	4/22/24-4/26/24
Finalists' Interviews with Central Office	4/22/24-4/26/24
Final Appointment	5/6/24-5/13/24
Induction	Beginning in May 2024 through July 2024

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

- Two parents as selected by the Special Education Advisory Council

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

# **HINGHAM PUBLIC SCHOOLS**

HINGHAM, MASSACHUSETTS

## **VACANCY: Executive Director of Student Services**

### **Job Description**

Title: Executive Director of Student Services

Reports to: Superintendent

### **Summary:**

The Executive Director of Student Services coordinates all Student Services programming, including special education, nursing, English Language Learners, guidance, and counseling within the District. They ensure compliance with Special Education laws and regulations at the state and federal levels. They manage and support, with principals, all special education, guidance, counseling, and nursing personnel. They develop a vision for special education, guidance, and counseling programming with the school community, including short-term and long-term goals based on ongoing program evaluation. Funding opportunities are sought via state, federal, and private grant applications to support innovative programs that enhance the educational process within the Hingham Public Schools.

### **Qualifications:**

- Minimum of a Master's Degree in a relevant discipline from an accredited college or university; advanced degree preferred.
- Licensed as Administrator of Special Education-All Levels by MA DESE.
- Previous educational administration experience is preferred.
- Minimum of five years of successful teaching experience in a public school special education setting.
- Effective written and verbal communication skills.
- Knowledge of Massachusetts and federal education laws/regulations in special education.
- Ability to collaborate with families and community members of diverse cultural and educational backgrounds.
- Knowledge of best practices in curriculum and research based programming for special education.

### **Essential Duties and Responsibilities:**

#### **Program Development**

# **HINGHAM PUBLIC SCHOOLS**

## **VACANCY: Executive Director of Student Services**

- Anticipates programming needs and develops programs to meet student's needs in the least restrictive environment.
- Supports the development of inclusive programming for students with disabilities by building a common vision among the community, staff, students, families, and leadership that outlines both short-term and long-term goals to meet the needs of students with disabilities.
- Provide leadership in developing, implementing, and evaluating special education and services to meet identified student needs in a culturally responsive learning environment.
- Development of an Instructional Student Support Team (ISST) in all buildings, training staff, and technical support of staff to support a tiered level of student support activities in all buildings before referral to determine eligibility for special education services, including active monitoring of the District's implementation of its multi-tiered system of supports.
- Collaborates with District committees, including the Equity Task Force and Wellness Committee to represent the needs of students with disabilities and student services department.
- Coordinates and manages home services for students on the Autism Spectrum, special education summer services, and early childhood administration.
- Coordinates all tutoring required due to hospitalizations or extended medical care needed at home.
- Stay current regarding evidence-based practices, policies, and procedures by engaging in high-quality, relevant professional development and training.
- Participates in developing the District's Strategic Plan, monitors the plan's implementation concerning Student Services, and provides updates to the School Committee.

### **Staff Development and Supervision**

- Supervises and evaluates administrators and other staff in Student Services as directed.

# **HINGHAM PUBLIC SCHOOLS**

## **VACANCY: Executive Director of Student Services**

- Mentors Principals in support of equitable special education programming, Multi-tiered System of Support, instructional leadership, and student data management to make informed decisions and ensure equity and access for all students.
- Coordinates training for paraprofessionals and Student Services personnel in conjunction with other school and district leaders. Assess staff training needs regularly and arrange professional development training for paraprofessional and Student Services personnel aligned with research-based best practices.
- Assists in recruitment, selection, and recommendation for recruiting of diverse Student Services staff.
- Chairs search committees for District administrative positions as directed by the Superintendent.
- Participates in contract negotiations as directed by the Superintendent.
- Organizes, plans, and delivers professional development to support mandatory training for educators, paraprofessionals, and other service providers.
- Collaborates with the Coordinator of Transportation on budget, staffing, and student transportation provisions needed to accommodate students.
- Provides annual training for van and bus drivers.
- Hold regular meetings with all relevant professional staff to ensure consistency in completing procedural requirements and meeting student needs
- Collaborates with district nurses to ensure the medical needs of all students are met.
- Collaborates with district and school leaders to supervise and plan the district's guidance, counseling, and social-emotional learning program.

### **Community Engagement**

- Consult with staff, parents, and outside agencies regarding student services, special education students, and programs offered, including an ongoing collaboration with the district SEPAC and other parent organizations.



# **HINGHAM PUBLIC SCHOOLS**

## **VACANCY: Executive Director of Student Services**

- Collaborates with families and community in developing a vision for the special education programming in the district, including problem-solving to support families and districts in strengthening current services for students with disabilities.
- Maintain positive relationships through collaboration with parents/guardians, SEPAC, state agencies, and community organizations to support positive student outcomes.

### **Fiscal Management**

- Works closely with the Assistant Superintendent of Finance and Operations and the Superintendent in ensuring solid fiscal practices and compliance with State and Federal regulations and District policies. Provide necessary training to ensure staff compliance.
- Identifies, writes, and manages competitive and non-competitive grant opportunities.
- Develops, prepares, and administers special education budgets with district administrators and monitors monthly expenditures.
- Monitors preparation of Circuit Breaker submission and Medicaid reimbursement.

### **Compliance**

- Ensures compliance with local, state, and federal laws and regulations regarding special education, Section 504 regulations, and civil rights.
- Monitors staff caseloads and student progress.
- Support staff allocation to meet students' needs, including identifying paraprofessional needs across schools.
- Present as decision-maker/case preparer for all rejected IEPs through the mediation process and formal hearing; works closely with school and parent attorneys to negotiate settlement agreements.
- Responsible for accepting, logging, and assigning all referrals submitted for evaluation, maintaining a system-wide register of all students referred, evaluated, terminated, and currently in service, and maintaining this information within the student data management system.
- Develops and maintains complete and cumulative individual paper records of all children receiving special education services.

# HINGHAM PUBLIC SCHOOLS

## VACANCY: Executive Director of Student Services

- Serves as the District's point of contact for children identified under McKinney-Vento or foster care.
- Responsible for city-wide Child Find efforts, as required by special education regulations.
- Collaborates with other school and district leaders to prepare for annual city-wide preschool and Kindergarten screening.
- Ensures compliance with Massachusetts Laws related to school attendance/discipline issues/compliance with Student Record Regulations, provides in-service training and technical support on Student Record Regulations.
- Assists in developing all school policies, as directed by the Superintendent.
- Assists with investigations involving civil rights violations, bullying, and harassment as directed.
- Complete all reports required by the district and the MA Department of Elementary and Secondary Education, including, but not limited to, end-of-year reports, annual program plans, and grant reports.

### Other

- Performs any other duties as directed by the Superintendent.

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

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

**Posting Date:**

Hingham Public Schools

**2023-2024**

**Formative Artifacts**



**By Margaret Adams, Superintendent of Schools**

**February 1, 2024**



# Goal 1: Effective Entry and Direction Setting

**By June 2024, to ensure the district's continuous improvement, provide leadership for implementing comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.**

- Implement year two of the Strategic Plan.
- Implement year one of the two-year Professional Development Plan.
- Implement year one of the three-year Technology Plan.
- Develop and implement year one of equity goals based on the Equity Audit.
- Develop and implement the second year of the Communication Plan.
- Continue to strengthen MTSS implementation in grades K-12.
- Create opportunities to amplify student voices.



# Goal 1: Effective Entry and Direction Setting

By June 2024, to ensure the district's continuous improvement, provide leadership for implementing comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

- Strategic Plan Update #1 ([Presentation](#) and [Overview](#)) and #2
- [Communication Plan](#)
- [MTSS Update Fall Benchmark](#)
- [Wellness Committee Agendas](#)



## Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention

**To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.**

- Create a hiring guide for all hiring managers to utilize consistently throughout the hiring process for educators and administrators in all schools and programs.
- Develop materials to distribute to prospective applicants.
- Revise the process for hiring substitutes and establish quarterly substitute training.
- Create a system for paraprofessional training.
- Provide training for hiring managers on the role of bias in hiring.
- Strengthen partnership with the Massachusetts Diversity in Education network.
- Track data for recruitment and retention, including experiencing data of the recruitment and onboarding processes.



## Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention

To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.

- [Table of Contents of Faculty Handbook](#)
- [Table of Contents for Hiring Guide](#)
- [Revised Substitute Handbook](#) and [created training materials](#)
- [Table of Contents Paraprofessionals Handbook](#)



## Goal 3: Comprehensive Program Evaluation of Student Services

**To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.**

- Complete program evaluation of special education.
- Enlist community stakeholder input in program evaluation.
- Create short and long-term goals for student services.
- Collaborate with Interim Executive Director of Student Services to ensure transition for the 2024-2025 school year.





## Goal 3: New Superintendent Induction Program

To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.

- [Special Education Program Evaluation Interview Schedule](#)
- [Table of Contents of District Curriculum Accommodation Plan](#)
- [Social Emotional/Behavioral Health Task Force Timeline](#)
- [Student Services Update #2](#)
- [Preschool/PreK Open House](#)



## Goal 4: Professional Practice

**To ensure the district's continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan**

- Attend content sessions provided by NISP.
- Complete all outlined NSIP assignments, including implementation updates on the strategic plan.
- Meet with the assigned NISP coach at least monthly.
- Seek out additional coaching opportunities through various networks, including meeting with other mentors, which will enhance my role as district leader in developing strong relationships with key stakeholders, including leadership -both district and municipal — faculty and staff, and the community.



## Goal 4: Professional Practice

To ensure the district's continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan.

- [NISP Cohort 13 Schedule](#)
- [Coaching Meeting Dates](#)

**Goal 1: Effective Entry and Direction Setting**

By June 2024, to ensure the district's continuous improvement, provide leadership for implementing comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

***Benchmarks***

- Updates on progress towards Professional Development Plan, Technology Plan, Communication, and Strategic Plan.
- Develop and implement year one of the Equity and Inclusion Plan.

***Standards Addressed***

- I-E-Data-Informed Decision Making
- II-E-Fiscal Systems
- III-A-Engagement
- IV-C-Communication
- IV-E-Shared Vision

***Key Actions***

- Implement year two of the Strategic Plan.
- Implement year one of the two-year Professional Development Plan.
- Implement year one of the three-year Technology Plan.
- Develop and implement year one of equity goals based on the Equity Audit.
- Develop and implement the second year of the Communication Plan.
- Continue to strengthen MTSS implementation in grades K-12.
- Create opportunities to amplify student voices.

***Artifacts***

- Strategic Plan Update #1 ([Presentation](#) and [Overview](#)) and #2
- [Communication Plan](#)
- [MTSS Update Fall Benchmark](#)
- [Wellness Committee Agendas](#)

***Next Steps***

- MTSS Elementary Update for Winter and Spring
- Plan for Strategic Plan Update #2 in February

We continue to make progress in many areas of the strategic plan. We have focused primarily this year on strengthening our human resources procedures and programs related to student services. Updates to those goals are outlined below. In addition, we continue to work on strengthening our MTSS structures across K-12. In grades 6-12, we have established mechanisms for administrators to review attendance and course grades as indicators of student progress. This work will continue into the spring.

**Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention**

To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.

**Benchmarks:**

- A hiring guide was created to support consistent processes.
- New training materials created.
- Create a district faculty manual.
- Implement standard practices for teacher and staff evaluation.

**Standards Addressed**

- I-D-Evaluation
- II-B-Human Resources Management and Development
- II-D-Laws, Ethics, and Policies
- II-E-Fiscal Systems

**Key Actions**

- Create a hiring guide for all hiring managers to utilize consistently throughout the hiring process for educators and administrators in all schools and programs.
- Develop materials to distribute to prospective applicants.
- Revise the process for hiring substitutes and establish quarterly substitute training.
- Create a system for paraprofessional training.
- Provide training for hiring managers on the role of bias in hiring.
- Strengthen partnership with the Massachusetts Diversity in Education network.
- Track data for recruitment and retention, including experiencing data of the recruitment and onboarding processes.

**Artifacts**

- [Table of Contents of Faculty Handbook](#)
- [Table of Contents for Hiring Guide](#)
- [Revised Substitute Handbook](#) and [created training materials](#)
- [Table of Contents Paraprofessionals Handbook](#)

**Next Steps**

- Get feedback from the full Leadership Team on the Hiring Guide and Faculty Handbook. Plan for training on the materials and resources in the spring as we begin the hiring process in the spring/summer.
- Complete paraprofessional handbook. Develop and strengthen orientation for new paraprofessionals next year.
- Support continued implementation of training for new substitutes.

Several of the artifacts shared above are the table of contents of the documents in progress. The table of contents will show that substantial work has been completed. However, additional work is planned through the winter to finalize documents. In addition,

the documents will be shared with multiple smaller teams for feedback to help continue to strengthen the content to be responsive to staff and students' needs. We also expect the documents to be revised and improved every year. We will continue to build on our best practices each year.

**Goal 3: Develop a Comprehensive Program Evaluation of Student Services**

To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.

**Benchmarks**

- Program evaluation completed.
- Short and long-term goals identified for student services.
- Transition plan in place for 2024-2025 school year.

**Standards Addressed**

- I-E-Date-Informed Decision Making
- III-A-Engagement
- III-B-Sharing Responsibility
- IV-E-Shared Vision

**Key Actions**

- Complete program evaluation of special education.
- Enlist community stakeholder input in program evaluation.
- Create short and long-term goals for student services.
- Collaborate with Interim Executive Director of Student Services to ensure transition for the 2024-2025 school year.

**Artifacts:**

- [Special Education Program Evaluation Interview Schedule](#)
- [Table of Contents of District Curriculum Accommodation Plan](#)
- [Social Emotional/Behavioral Health Task Force Timeline](#)
- [Student Services Update #2](#)
- [Preschool/PreK Open House](#)

**Next Steps:**

- Present program evaluation report to the school committee.
- Create short and long-term goals for special education programming for the district.
- Finish revision of the District Curriculum Accommodation Plan.

We expect the special education program evaluation final document to be ready by the end of the month. We will share the results with the school committee and other community members. A description of short-term goals that respond to some areas of need

will be included. Following feedback from multiple teams, we will share long-term goals and plan of action to address needs by the end of the school year. These goals will be important to facilitate the entry of an Executive Director of Student Services.

One area that we will immediately begin planning for is strategies to support social-emotional and behavioral health needs in grades K-12. A small task force will begin immediately with a needs assessment and collection of best practices. The group will continue into next year to develop a long term plan to address those needs.

One area that we have made progress this year is in the further development of the integrated preschool/PreKindergarten program. The program will make use of expanded space at the Foster. We look forward to further strengthening the early childhood offerings to the community.

**Goal 4: (Professional Practice) New Superintendent Induction Program**

To ensure the district’s continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan.

**Benchmarks**

- Calendar documents attendance and contact with the assigned coach.
- Verification from NSIP that the superintendent actively engaged in the first year of the program.
- Updates on the implementation of the strategic plan.

**Standards Addressed**

- I-E-Data-Informed Decision Making

**Key Actions**

- Attend content sessions provided by NISP.
- Complete all outlined NSIP assignments, including implementation updates on the strategic plan.
- Meet with the assigned NISP coach at least monthly.
- Seek out additional coaching opportunities through various networks, including meeting with other mentors, which will enhance my role as district leader in developing strong relationships with key stakeholders, including leadership -both district and municipal — faculty and staff, and the community.

**Artifacts:**

- [NISP Cohort 13 Schedule](#)
- [Coaching Meeting Dates](#)

**Next Steps:**

- IV-D-Continuous Learning of Administrator
- IV-E-Shared Vision

- Seek out other opportunities to continue to grow in my role as superintendent.

I have welcomed the opportunity to meet continuously with mentors and long-time superintendents. These opportunities have provided opportunities to continue to develop strategies and support short-term and long-term planning as they arise in the district.



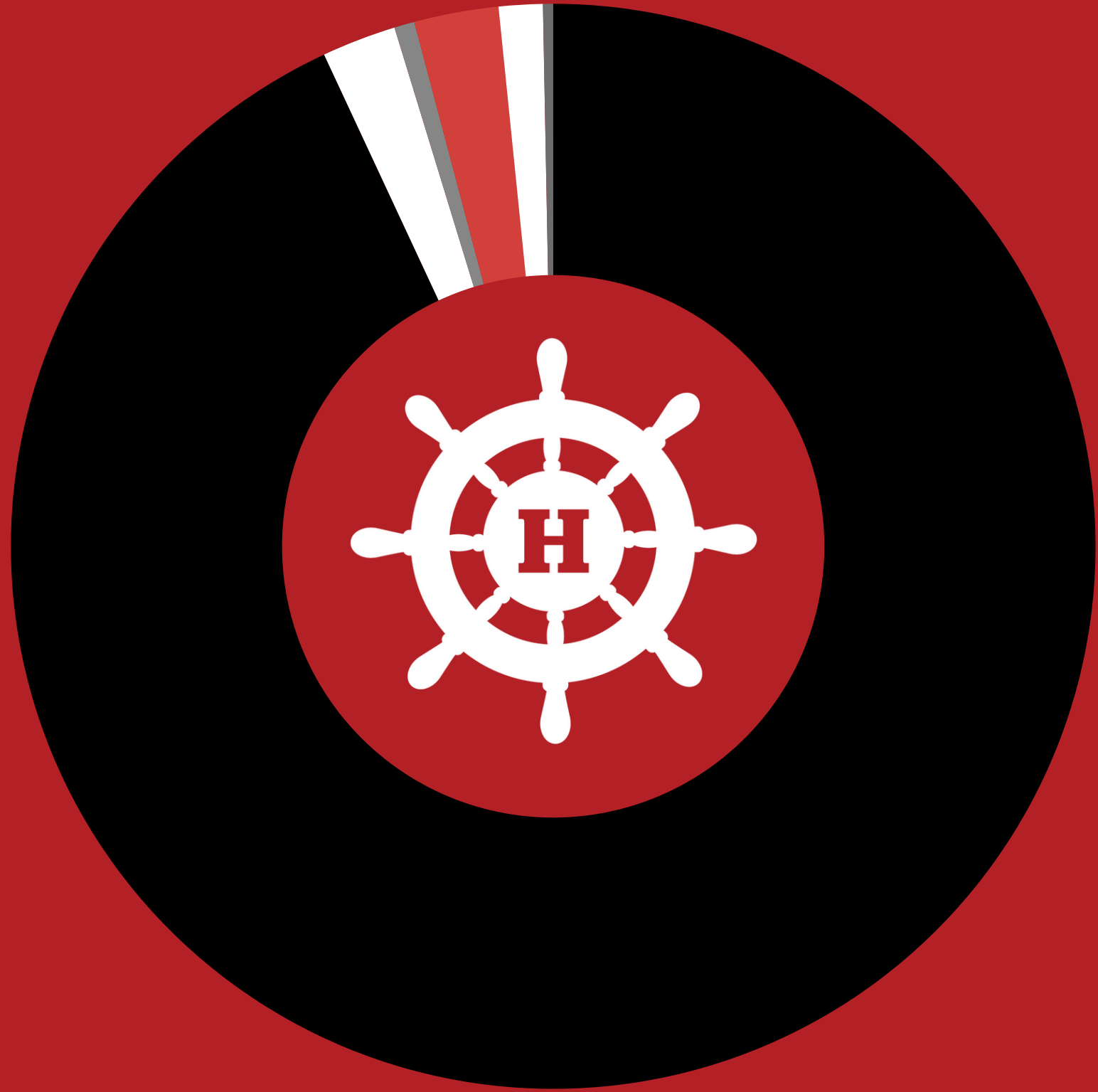
HINGHAM PUBLIC SCHOOLS

# 2023 COLLEGE ENTRANCE AND TESTING

HEATHER RODRIGUEZ, DIRECTOR OF SCHOOL COUNSELING



# CLASS OF 2023 FUTURE PLANS



**Four-Year Colleges**

**92.5%**

**Two-Year/Specialized Schools**

**2.2%**

**Prep Schools**

**.6%**

**Employment/Apprenticeship**

**2.5%**

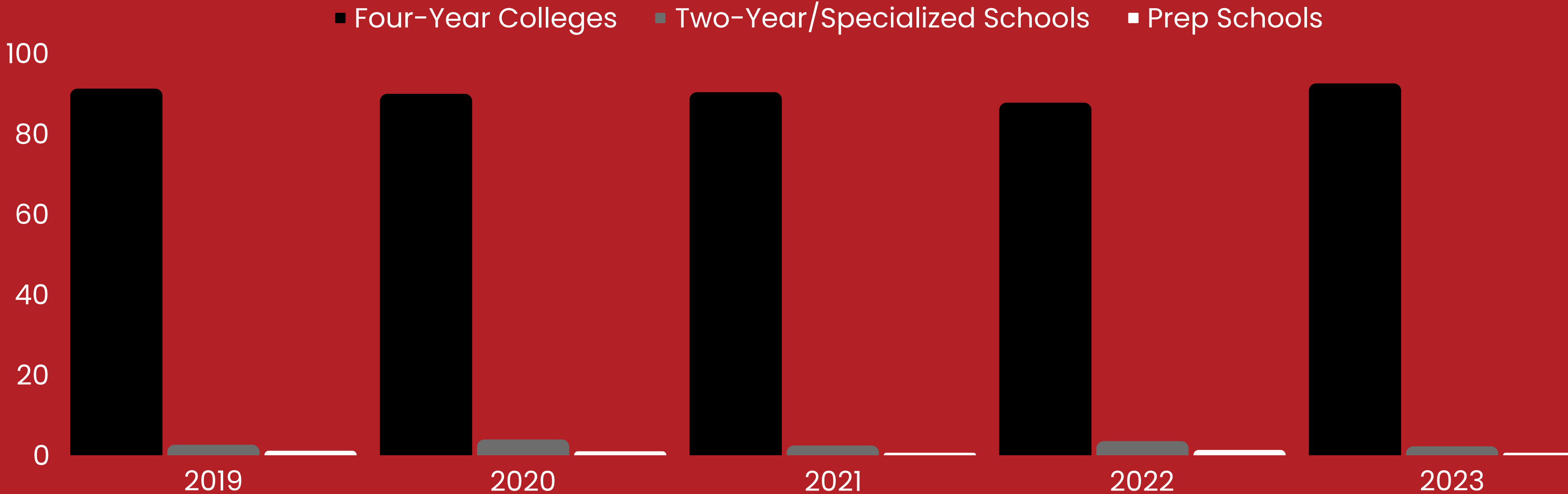
**Gap Year**

**1.3%**

**Undecided**

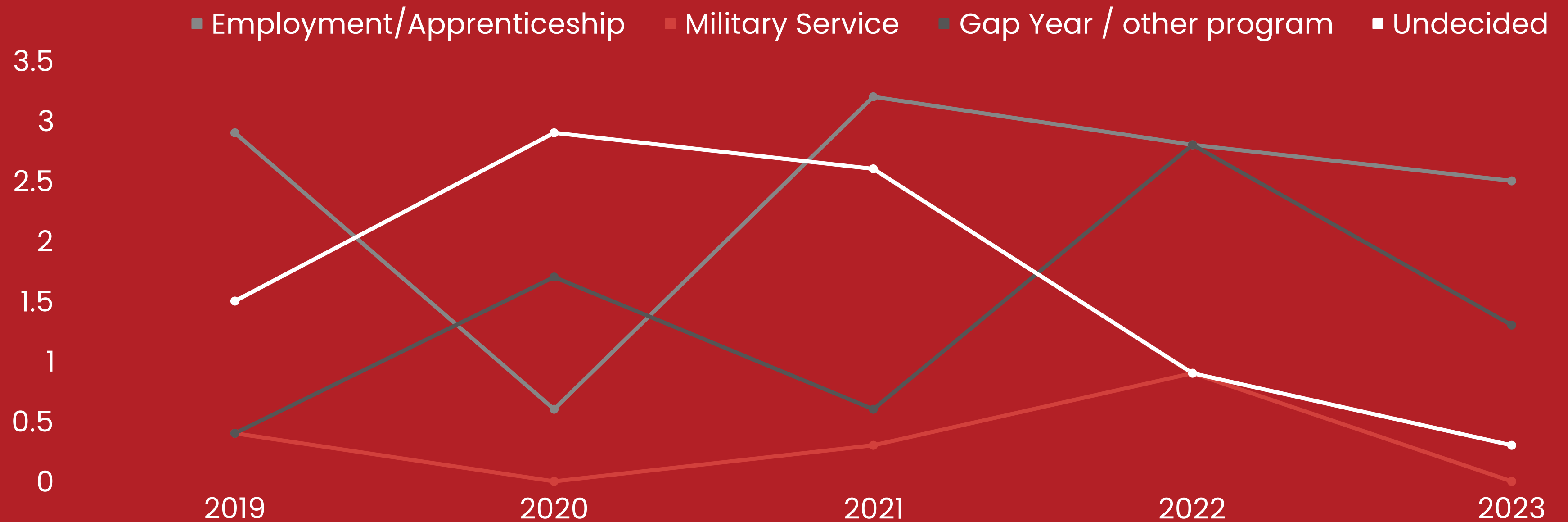
**.3%**

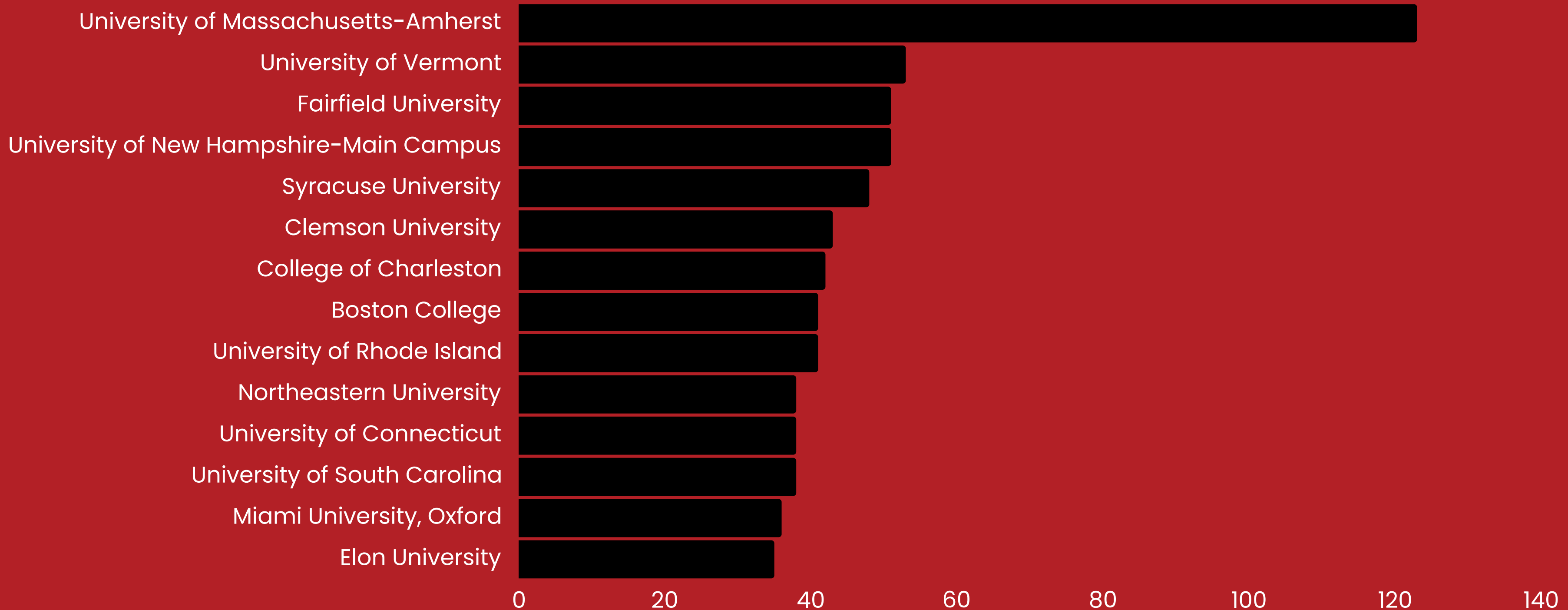
# FUTURE PLANS-CONTINUING EDUCATION-PAST FIVE YEARS



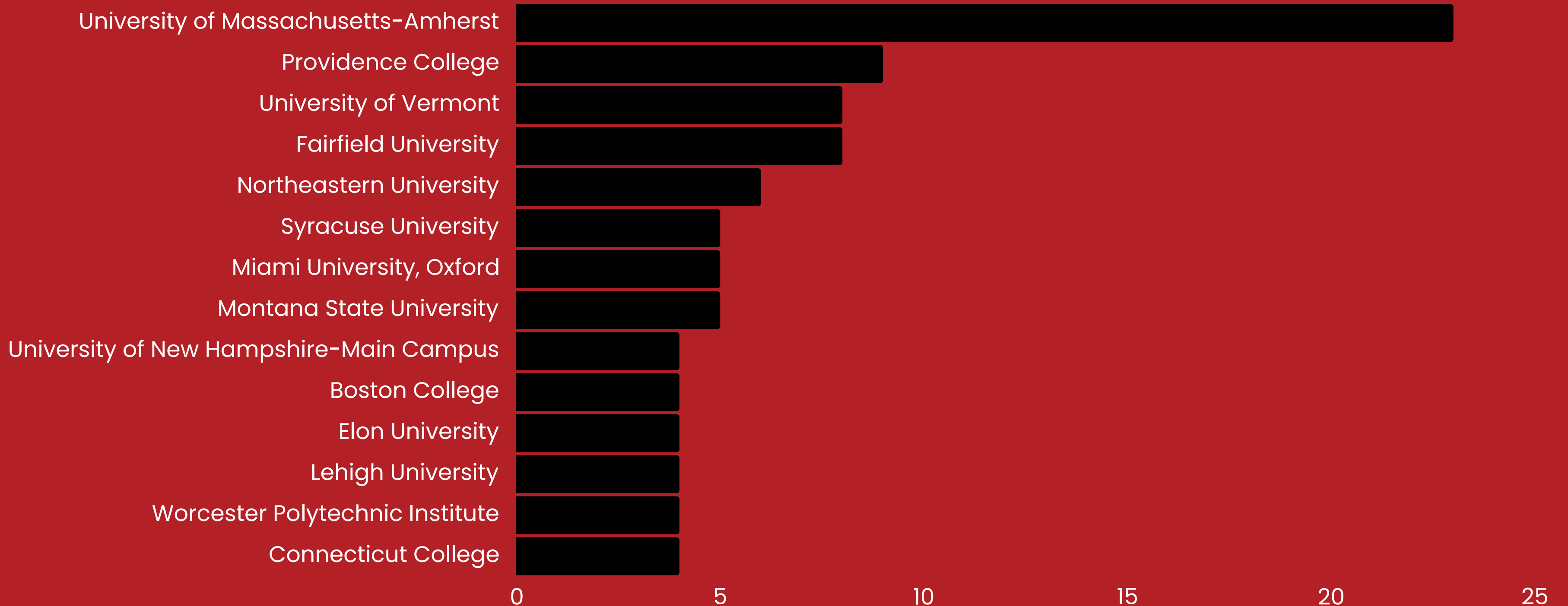


# OTHER FUTURE PLANS FOR THE LAST FIVE YEARS





**MOST APPLIED TO COLLEGES**



# MOST ATTENDED COLLEGES

# WHERE DID THEY GO?

## TOP FIVE STATES

**Massachusetts**

**76**

**New York**

**25**

**Rhode Island**

**24**

**Connecticut**

**19**

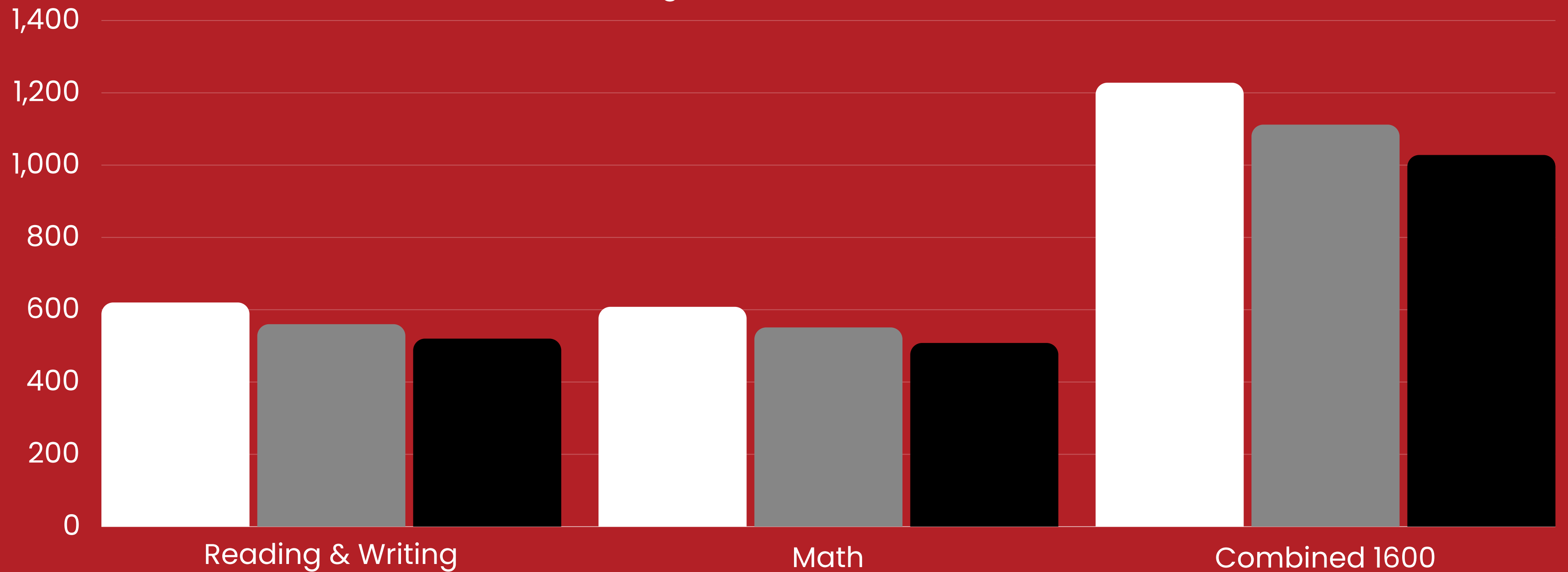
**Vermont**

**12**

MA NY RI CT VT OH PA NC NH VA CA FL MD ME MT SC IN WI DC MI CO MS OR LA KS KY IL WA TX MN AR NJ TN

# SAT SCORES

■ Hingham ■ Mass ■ National

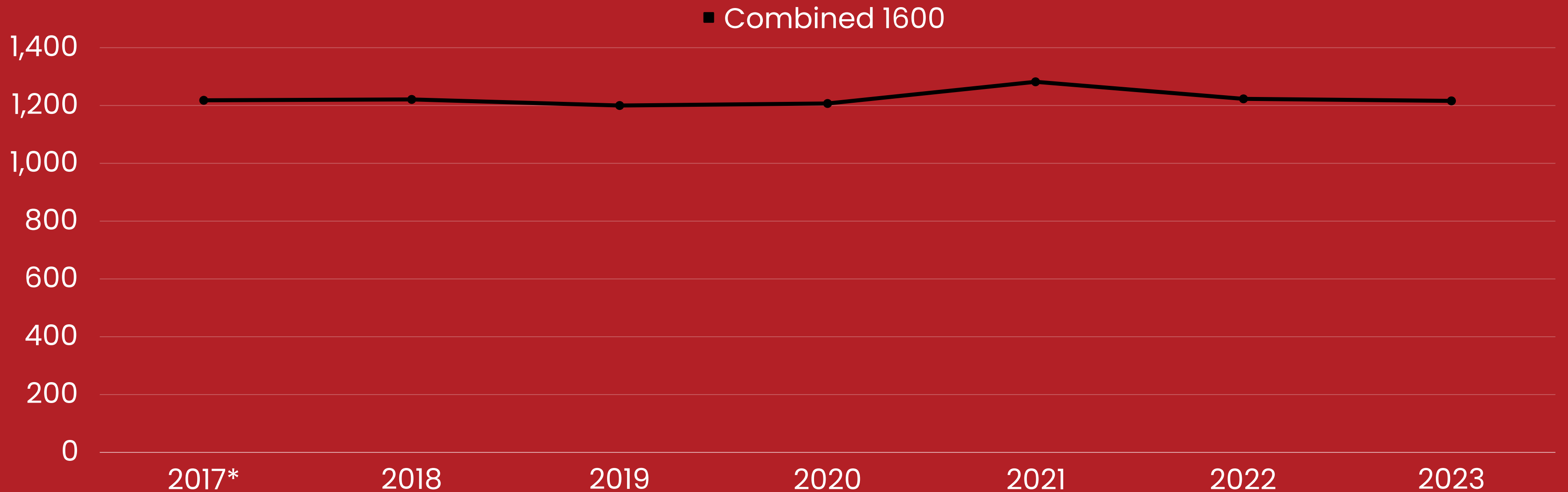




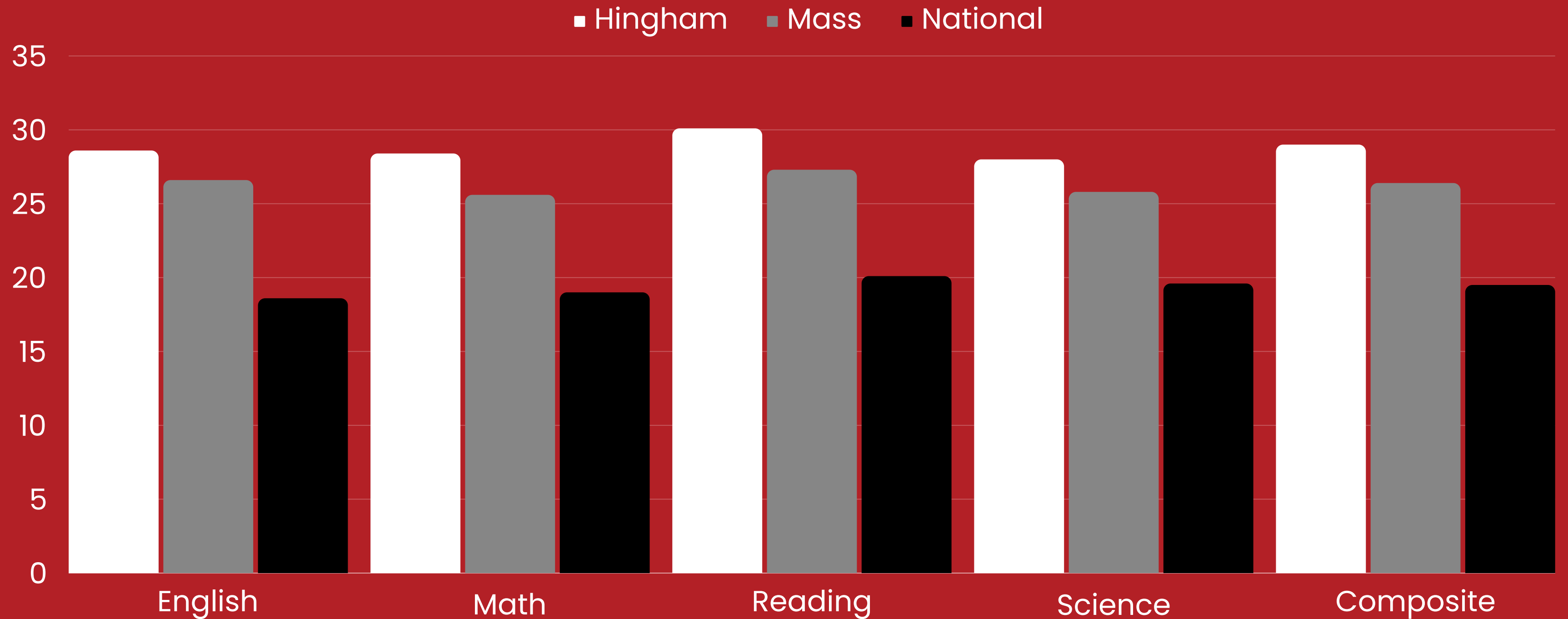
# SAT DEMOGRAPHICS

<b>Student Group</b>	<b>Test Takers</b>	<b>Reading / Writing</b>	<b>Math</b>
All Students	311	620	608
Low Income	12	617	568
Students w/ Disabilities	2	-	-
High Needs	14	599	563
Female	135	638	611
Male	176	606	605
Asian	8	-	-
Hispanic/Latino	10	612	633
Multi-race, Non-Hisp./Lat.	13	632	608
White	280	618	604

# HHS SAT SCORES FOR THE LAST 7 YEARS

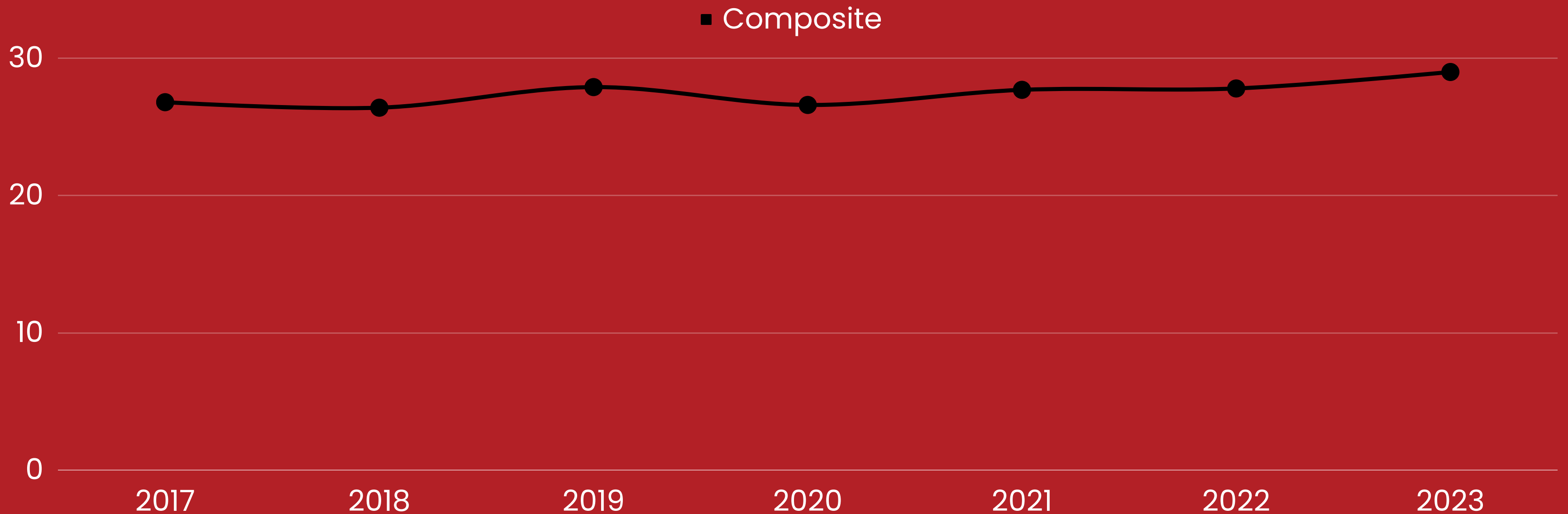


# ACT SCORES



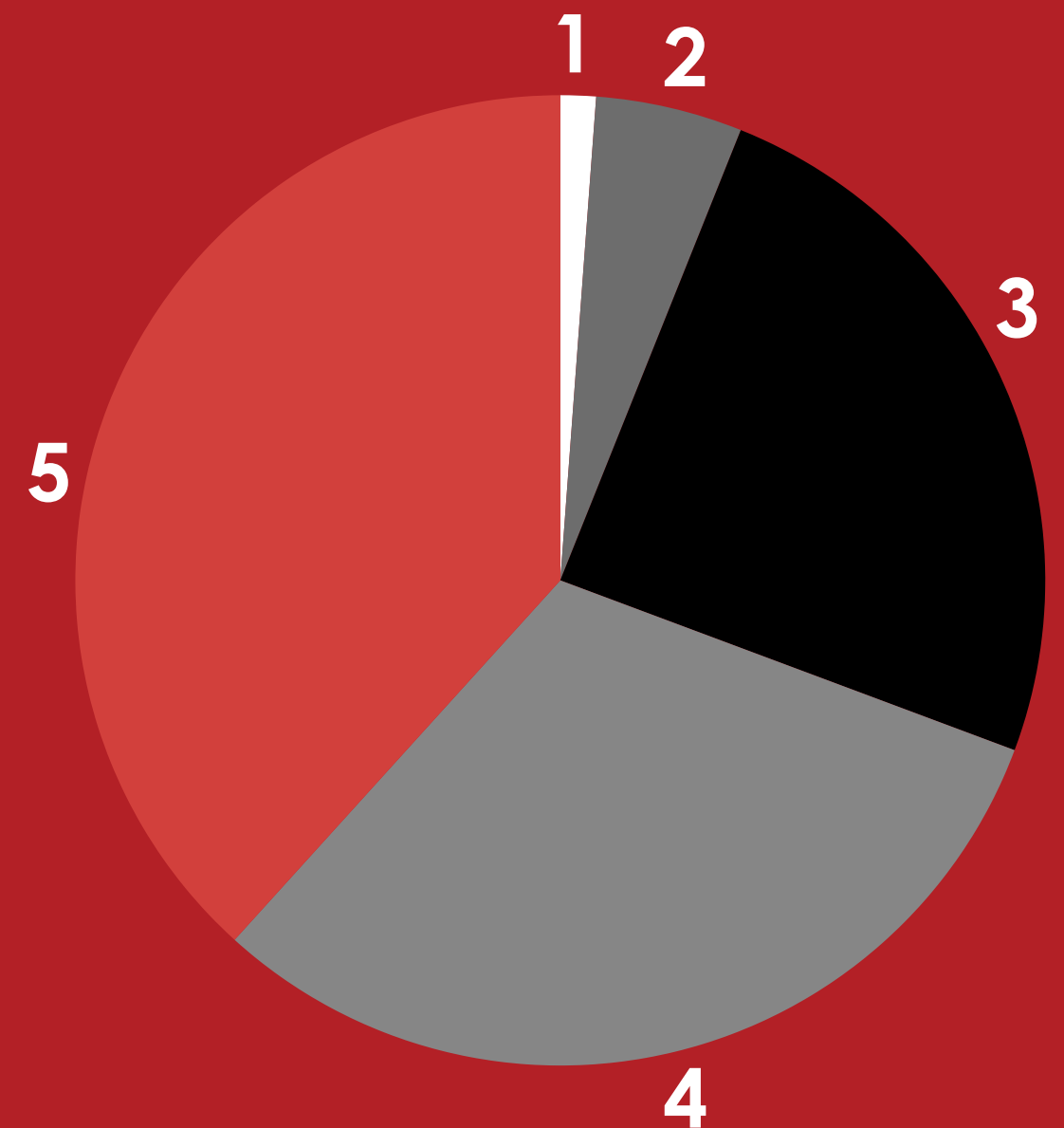


# HHS ACT SCORES FOR THE LAST 7 YEARS



# ADVANCED PLACEMENT

The Advanced Placement (AP) program consists of a series of college-level courses and exams for secondary school students. Typically over one million high school students take at least one AP exam nationwide. Satisfactory completion of an AP exam may make it possible for a student to earn college credit or advanced standing in college prior to arrival on the college campus. **In 2023, 593 exams were taken by 314 Hingham High School students.** 20 AP classes were offered at HHS. **Of the 316 graduates of Hingham High School in June 2023, 168 seniors took 360 Advanced Placement exams.** Approximately 53% of the graduating class participated in the AP program by taking one or more exams in their senior year.



# AP OFFERINGS

**3D Design**

**English Language**

**Research**

**Biology**

**English Literature**

**Seminar**

**Calculus AB**

**Environmental Science**

**Spanish Language and Culture**

**Calculus BC**

**European History**

**Spanish Literature and Culture**

**Chinese Language and Culture**

**French Language and Culture**

**Statistics**

**Computer Science A**

**Music Theory**

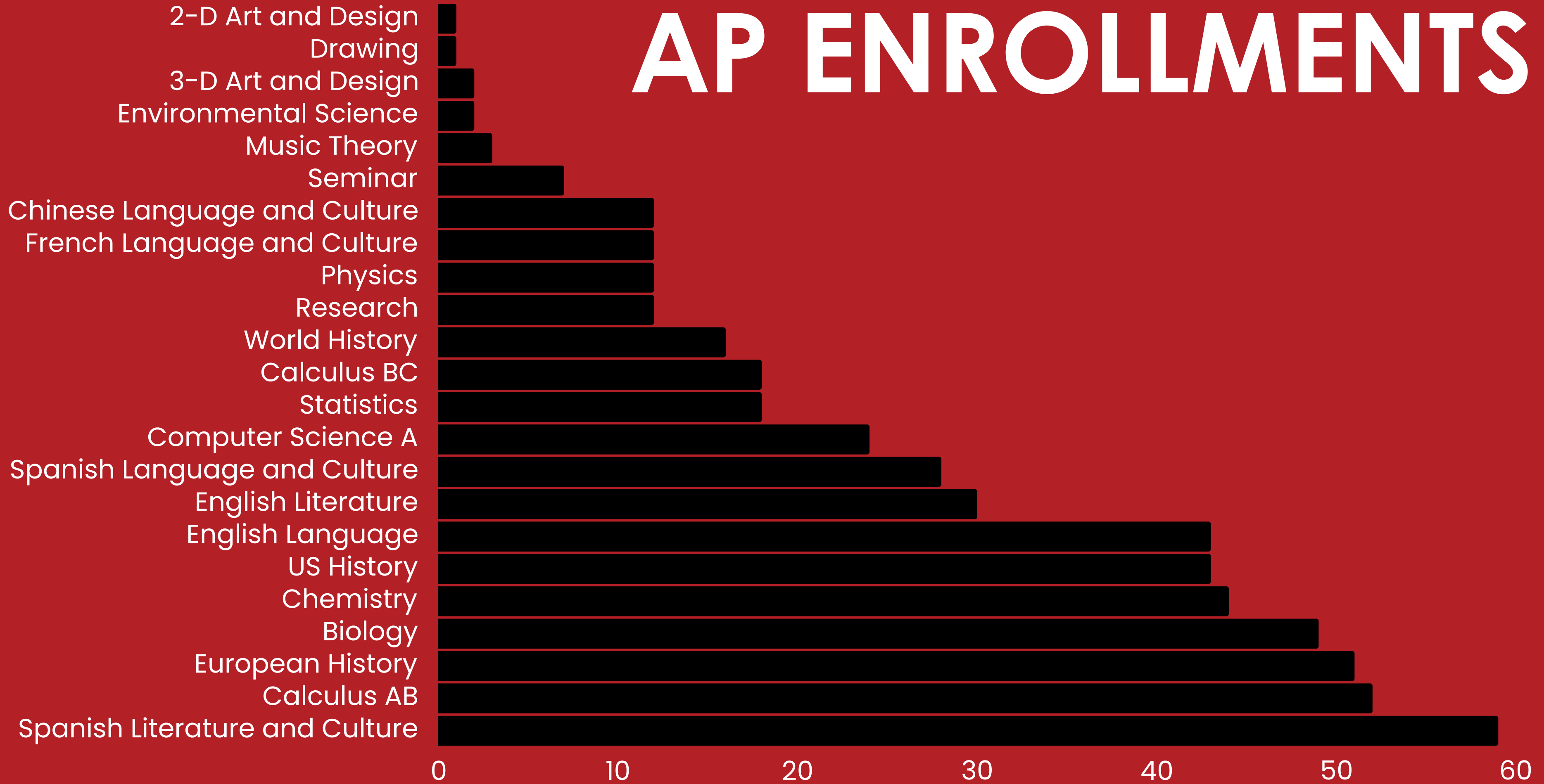
**US History**

**Physics-Electricity and Magnetism**

**Physics-Mechanics**

**World History**

# AP ENROLLMENTS

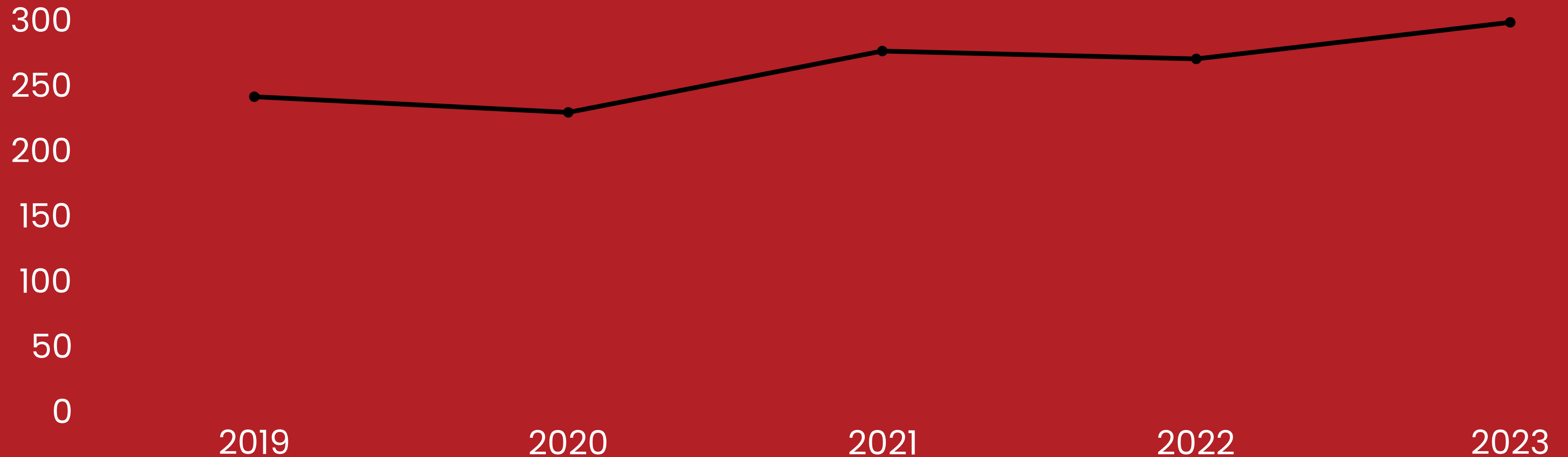




# AP DEMOGRAPHICS

<b>Race/Ethnicity</b>	<b>Total Exams</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean Score</b>
Asian (including Indian subcontinent and Philippines origin)	31		1	6	7	17	4.29
Black or African American	3	-	-	-	-	-	-
Hispanic or Latino (including Spanish origin)	35		1	11	7	16	4.09
White (including Middle Eastern origin)	494	6	24	119	164	181	3.99
Two or more races, non- Hispanic	27		2	9	5	11	3.93
No response	3	-	-	-	-	-	-
Male	268	4	10	53	83	118	4.12
Female	319	3	19	93	99	105	3.89
Other responses	6	-	-	-	-	-	-

# HHS AP SCORES FOR THE LAST 5 YEARS



Number of Hingham High School AP students that scored 3 or over

# AP SCHOLARS

AP Scholars are designated in recognition of their exceptional achievement on AP exams. In Hingham, 122 or 39% of the 314 candidates were honored.

**AP Scholar**—students who receive grades of 3 or higher on three or more AP exams.

**AP Scholar with Honor**—students who receive an average grade of at least 3.25 on all AP exams taken, and grades of 3 or higher on four or more of these exams.

**AP Scholar with Distinction**—students who receive an average grade of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more of these exams.

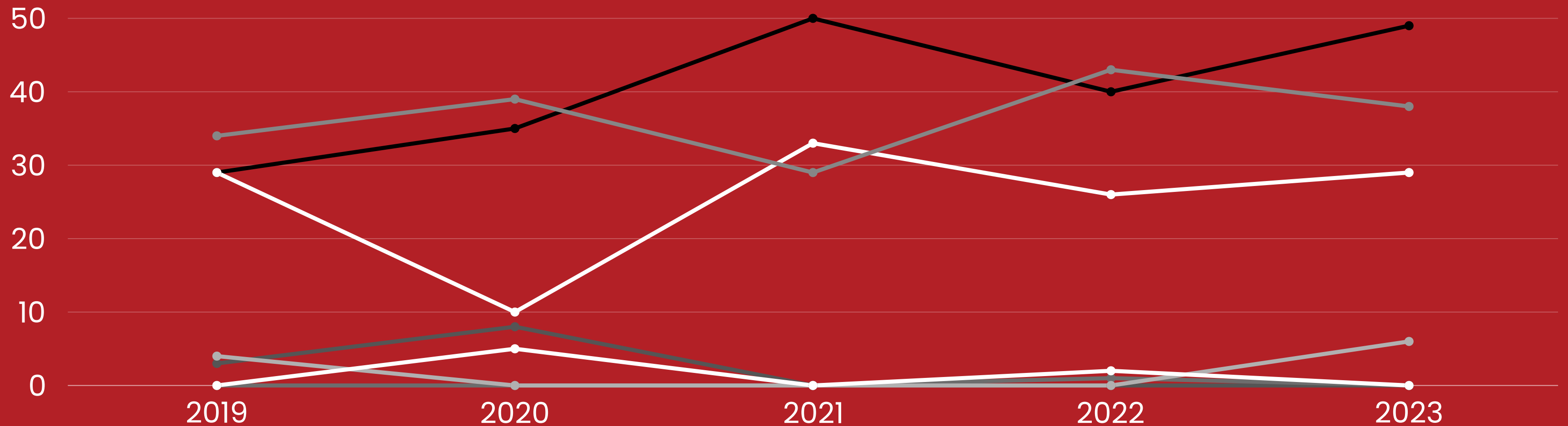
**AP Seminar and Research Certificate**—students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

## CLASS OF 2023

<b>AP Scholar Award</b>	<b>49</b>
<b>AP Scholar with Honor</b>	<b>29</b>
<b>AP Scholar with Distinction</b>	<b>38</b>
<b>Seminar &amp; Research Certificate</b>	<b>6</b>

# AP SCHOLARS FOR THE LAST 5 YEARS

■ Scholar Award   ■ Scholar with Honor   ■ Scholar with Distinction   ■ National Scholar  
■ International Diploma   ■ Seminar & Research Certificate   ■ Capstone Diploma



# NATIONAL MERIT SCHOLARSHIP

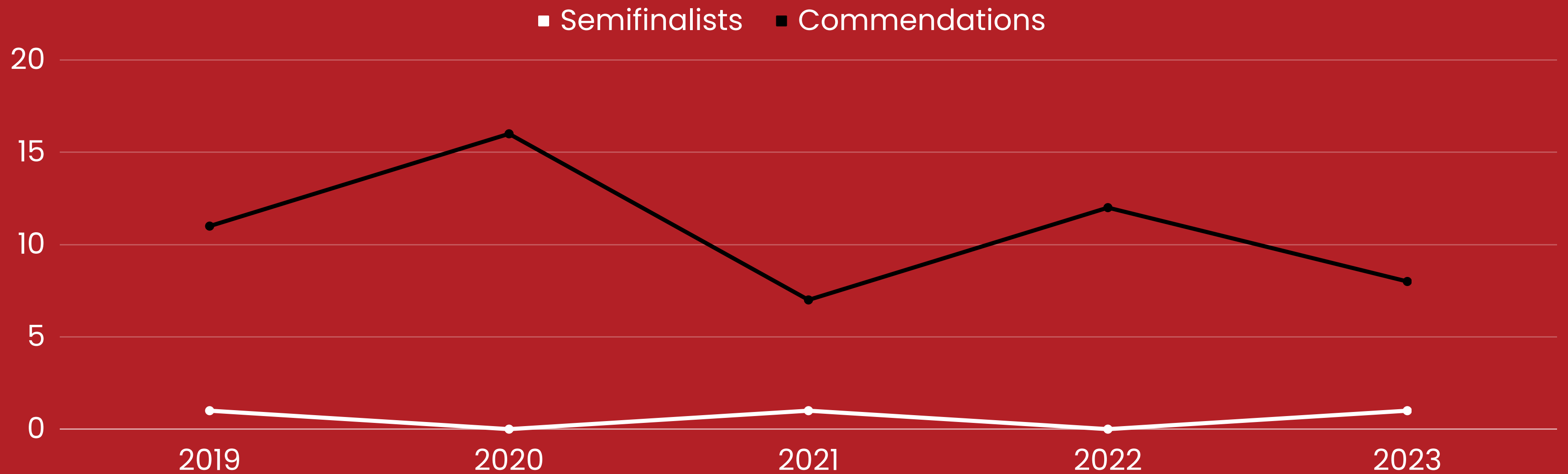
Merit scholars are identified from their performance on the PSAT/NMSQT. A student who is identified as a “semifinalist” is one who has scored in the top half of one percent of each state’s high school senior class. Scholarship awards made to semifinalists identify those students as finalists.

Commended students are those who scored among the top two percent of merit program participants who took the qualifying test. Commended students have also demonstrated exceptional academic promise.

## CLASS OF 2023

<b>Semifinalists</b>	<b>1</b>
<b>Commendations</b>	<b>8</b>
<b>Percent of Class</b>	<b>4%</b>

# NATION MERIT SCHOLARSHIPS FOR THE LAST 5 YEARS






HINGHAM PUBLIC SCHOOLS

# THANK YOU SO MUCH

HEATHER RODRIGUEZ, DIRECTOR OF SCHOOL COUNSELING





**Hingham High School  
Class of 2023  
A Profile of  
College Testing and Placement**



## Profile of the Graduating Class of 2023 Table of Contents

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## Class of 2023 Summary of Plans

Percent of Total Graduates

CLASSIFICATION	2023
Four-Year Colleges	92.5
Jr./Specialized Schools	2.2
Prep Schools	0.6
Total Continuing Ed.	95.3
Employment/Apprenticeship	2.5
Military Service	0
Gap Year / other program	1.3
Undecided	0.3

## A Decade of Outcomes

CLASSIFICATION	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Four-Year Colleges	87.73	88.28	92.5	91.5	92.5	90.7	91.2	89.9	90.3	87.7
Jr./Specialized Schools	4.46	5.44	1.43	4	3.1	3.7	2.6	3.9	2.4	3.5
Prep Schools	1.86	2.51	0.36	0.4	0.68	0	1.1	0.97	0.6	1.3
Total Continuing Ed.	94.05	96.23	94.29	95.9	96.3	94.4	94.9	94.77	93.3	92.5
Employment/Apprenticeship	3.34	2.09	3.93	3	0.68	3.7	2.9	0.6	3.2	2.8
Military Service	0	0.42	0.71	0	0.68	0	0.4	0	0.3	0.9
Gap Year / other program	0.74	0.42	0.71	0.7	0.68	1.6	0.4	1.7	0.6	2.8
Undecided	1.86	0.84	0.36	0.3	1.7	0.3	1.5	2.9	2.6	0.9

## Class of 2023 Geographical Placement-Domestic

State	# Attending	% of Matriculations	% of All Students
MA	76	26	24
NY	25	9	8
RI	24	8	8
CT	19	7	6
VT	12	4	4
OH	12	4	4
PA	12	4	4
NC	10	3	3
NH	9	3	3
VA	9	3	3
CA	7	2	2
FL	7	2	2
MD	7	2	2
ME	5	2	2
MT	5	2	2
SC	5	2	2
IN	5	2	2
WI	5	2	2
DC	4	1	1
MI	4	1	1
CO	4	1	1
MS	3	1	1
OR	3	1	1
LA	3	1	1
KS	1	0	0
KY	1	0	0
IL	1	0	0
WA	1	0	0
TX	1	0	0
MN	1	0	0
AR	1	0	0
NJ	1	0	0
TN	1	0	0

## Class of 2023 Geographical Placement-International

Country	# Attending	% of Matriculations	% of All Students
Ireland	3	1	1
Canada	1	0	0
Spain	1	0	0

## Class of 2023 College Application Data

\*Self-Reported by Students

College	Net apply	Accept	Attend	Deny	Waitlist
University of Massachusetts-Amherst	123	72	23	15	28
University of Vermont	53	36	8	4	9
Fairfield University	51	23	8	7	16
University of New Hampshire-Main Campus	51	32	4	6	2
Syracuse University	48	20	5	8	7
Clemson University	43	9	0	20	7
College of Charleston	42	24	1	4	6
Boston College	41	7	4	11	11
University of Rhode Island	41	36	3	0	1
Northeastern University	38	14	6	10	8
University of Connecticut	38	17	1	8	6
University of South Carolina	38	13	3	10	6
Miami University, Oxford	36	28	5	0	1
Elon University	35	28	4	1	0
University of Maryland-College Park	35	18	3	9	1
Providence College	34	15	9	6	7
Boston University	30	5	1	16	6
James Madison University	30	25	3	1	1
Pennsylvania State University	30	13	3	8	0
University of Miami	30	10	3	8	6
University of Delaware	28	14	0	6	2
University of Virginia	26	2	1	18	3
University of Denver	25	16	2	2	1
College of the Holy Cross	24	4	3	6	9
Michigan State University	24	16	3	4	0
University of Colorado Boulder	24	9	2	8	0
The University of Tampa	23	9	1	9	1
Fordham University	22	9	1	6	2
Quinnipiac University	22	17	0	2	2
Bryant University	21	12	2	0	1
University of Michigan	21	1	1	5	11
Lehigh University	20	7	4	4	5
The George Washington University	20	8	2	4	3
The University of Tennessee	20	1	0	10	2
Villanova University	20	3	1	11	0
Worcester Polytechnic Institute	20	10	4	2	6
Brown University	19	0	1	12	1
Connecticut College	18	14	4	0	0
Saint Anselm College	18	13	3	2	1
University of Maine	18	14	2	1	0
University of Massachusetts-Boston	18	11	3	2	0

College	Net apply	Accept	Attend	Deny	Waitlist
Merrimack College	17	10	1	1	2
New York University	17	1	0	12	2
St. Lawrence University	17	12	1	0	0
University of Richmond	17	5	1	6	5
Bridgewater State University	16	11	2	0	0
High Point University	16	12	3	2	1
Loyola University Maryland	16	12	3	0	0
Middlebury College	16	2	2	8	4
Ohio State University	16	4	2	8	0
University of Wisconsin	16	2	1	7	5
Xavier University	16	14	2	1	1
Colby College	15	2	1	7	2
Indiana University	15	10	4	2	1
Montana State University	15	13	5	0	0
Roger Williams University	15	11	4	0	0
Virginia Tech	15	7	2	0	5
Cornell University	14	1	1	11	2
Skidmore College	14	4	0	3	4
Tufts University	14	1	0	12	1
Wesleyan University	14	2	1	8	2
American University	13	8	2	0	7
Endicott College	13	5	0	2	1
Loyola University Chicago	13	7	1	1	0
Plymouth State University	13	8	2	0	0
Bucknell University	12	3	0	1	3
Hobart William Smith Colleges	12	5	1	2	3
Marquette University	12	8	4	0	1
Sacred Heart University	12	8	0	2	0
Salve Regina University	12	8	3	2	0
Stonehill College	12	9	3	2	1
Union College	12	9	2	0	0
University of Massachusetts-Lowell	12	9	1	1	0
University of Pittsburgh	12	8	1	1	2
Wake Forest University	11	1	1	3	4
Arizona State University	10	6	0	1	0
Curry College	10	7	1	0	0
Emmanuel College	10	8	0	0	0
Harvard University	10	1	1	6	2
Rensselaer Polytechnic Institute	10	6	0	0	1
Santa Clara University	10	4	1	2	2
Tulane University	10	1	2	3	2
University of Pennsylvania	10	0	0	7	0

College	Net apply	Accept	Attend	Deny	Waitlist
University of Southern California	10	0	0	8	0
Vanderbilt University	10	0	0	7	1
Bowdoin College	9	0	0	7	1
Colgate University	9	1	0	2	0
Dartmouth College	9	0	0	8	0
Georgetown University	9	0	0	3	1
Hamilton College	9	3	1	4	1
Marist College	9	4	1	0	1
North Carolina State University	9	1	0	3	2
Purdue University	9	6	0	1	0
Rochester Institute of Technology	9	7	2	0	0
Suffolk University	9	8	2	1	1
Trinity College	9	4	3	3	0
University of Florida	9	2	1	3	0
University of Georgia	9	0	0	5	2
University of Oregon	9	7	3	0	0
Wentworth Institute of Technology	9	6	0	0	0
Bentley University	8	3	1	0	3
Fitchburg State University	8	6	0	0	0
Florida State University	8	2	0	4	0
Georgia Institute of Technology	8	2	0	5	0
Ithaca College	8	5	0	1	1
Simmons University	8	6	1	0	0
University of California-Santa Barbara	8	1	0	2	3
University of Massachusetts-Dartmouth	8	5	1	0	1
University of San Diego	8	2	2	1	2
William & Mary	8	5	1	2	0
Williams College	8	1	1	6	1
Yale University	8	0	0	6	0
Clark University	7	3	0	2	1
Columbia University	7	0	0	7	0
Drexel University	7	5	1	0	1
Lafayette College	7	2	0	2	1
Massachusetts Maritime Academy	7	4	4	1	0
McGill University	7	2	1	1	1
Saint Michael's College	7	6	0	0	0
Temple University	7	5	0	0	0
The University of Alabama	7	1	0	3	1
University of Arizona	7	5	0	0	0
University of California-San Diego	7	5	1	0	0

College	Net apply	Accept	Attend	Deny	Waitlist
University of Notre Dame	7	1	1	1	3
University of Rochester	7	4	3	2	1
University of Washington	7	3	1	2	0
Auburn University	6	1	0	4	0
Denison University	6	2	0	3	0
Dickinson College	6	6	0	0	0
Duke University	6	0	0	6	0
Emerson College	6	3	2	0	4
Louisiana State University	6	3	0	0	0
Massachusetts College of Art and Design	6	5	1	0	0
Northwestern University	6	0	0	4	1
Rhode Island School of Design	6	0	1	2	1
The Catholic University of America	6	6	0	0	0
The University of North Carolina	6	0	0	5	0
University of California-Berkeley	6	0	0	3	1
University of California-Santa Cruz	6	5	0	0	1
University of New Haven	6	6	1	0	0
Vassar College	6	0	0	4	2
Westfield State University	6	3	0	1	0
Amherst College	5	1	1	2	0
Carnegie Mellon University	5	0	0	3	0
Champlain College	5	5	2	0	0
Coastal Carolina University	5	4	0	0	0
East Carolina University	5	3	1	1	0
Franklin and Marshall College	5	4	2	0	0
Johns Hopkins University	5	1	1	4	0
Johnson & Wales University	5	5	1	0	0
Massachusetts Institute of Technology	5	0	0	5	0
Pace University	5	5	0	0	0
San Diego State University	5	3	1	0	0
Springfield College	5	1	1	0	0
The New School	5	1	0	0	0
University of California-Los Angeles	5	1	1	3	0
University of Dayton	5	4	1	0	0
University of Hartford	5	4	0	0	0
University of Illinois	5	2	0	1	0
University of New England	5	4	2	1	0
University of Utah	5	1	0	3	0
Assumption University	4	1	0	1	0
Bates College	4	0	0	2	1

College	Net apply	Accept	Attend	Deny	Waitlist
Brandeis University	4	2	0	0	0
Case Western Reserve University	4	3	1	0	0
Colorado College	4	0	0	2	0
Dean College	4	3	0	0	0
DePaul University	4	3	0	0	0
Framingham State University	4	2	0	0	0
Hofstra University	4	3	0	0	0
Keene State College	4	1	0	2	0
Lynn University	4	2	0	1	0
Mount Holyoke College	4	2	1	1	1
Sarah Lawrence College	4	3	1	0	0
Southern New Hampshire University	4	2	0	1	0
The University of Montana	4	4	0	0	0
The University of Texas at Austin	4	0	0	1	0
University of Hawaii at Manoa	4	3	0	0	0
University of Kentucky	4	2	1	0	0
University of Minnesota	4	4	0	0	0
Western New England University	4	2	0	1	0
Babson College	3	0	0	1	1
Butler University	3	3	0	0	0
California State University-Long Beach	3	1	0	0	1
Colorado State University-Fort Collins	3	2	0	1	0
Gettysburg College	3	1	0	0	0
Harvey Mudd College	3	0	0	1	0
Hawaii Pacific University	3	3	0	0	0
Kenyon College	3	3	0	0	0
Lesley University	3	2	0	0	0
Rutgers University	3	1	0	1	0
Salem State University	3	1	0	0	0
Savannah College of Art & Design	3	1	0	0	0
Smith College	3	1	0	2	0
St. John's University	3	3	0	0	0
SUNY at Purchase College	3	2	1	1	0
Swarthmore College	3	0	0	3	0
Texas A & M University-College Station	3	0	0	0	0
Trinity College Dublin	3	3	3	0	0
University College Dublin	3	3	0	0	0
University of California-Davis	3	2	0	0	1
University of California-Irvine	3	3	0	0	0
University of Chicago	3	1	0	2	3
University of Mississippi	3	3	3	0	0
University of Southern Maine	3	3	0	0	0



College	Net apply	Accept	Attend	Deny	Waitlist
Virginia Commonwealth University	3	2	0	0	0
Washington University in St Louis	3	0	0	2	1
Allegheny College	2	1	0	1	0
Baylor University	2	1	1	0	0
Binghamton University	2	2	1	0	0
Bryn Mawr College	2	0	0	0	2
California Institute of Technology	2	0	0	1	0
California State University-San Marcos	2	1	0	0	0
Carleton College	2	1	1	0	0
Chapman University	2	1	0	1	0
Concordia University	2	1	0	0	0
Davidson College	2	0	0	1	0
Eckerd College	2	1	0	0	0
Emory University	2	0	0	1	1
Fashion Institute of Technology	2	2	1	0	0
Flagler College	2	2	1	0	0
Florida Gulf Coast University	2	1	0	0	0
Franklin Pierce University	2	4	0	0	0
Furman University	2	2	1	0	0
Gonzaga University	2	0	0	2	0
Hampshire College	2	2	0	0	0
Jacksonville University	2	2	0	0	0
Kansas State University	2	0	0	1	0
Knox College	2	0	0	0	0
Macalester College	2	1	0	1	0
New England Institute of Technology	2	1	0	0	0
Nichols College	2	2	2	0	0
Oberlin College	2	2	0	0	0
Ohio University	2	2	0	0	0
Pratt Institute	2	1	0	0	0
Princeton University	2	0	0	2	0
Rhode Island College	2	1	0	0	0
Rollins College	2	1	0	0	0
Saint Joseph's College of Maine	2	1	0	0	0
Scripps College	2	0	0	1	1
Seton Hall University	2	2	0	0	0
Southern Methodist University	2	0	0	1	1
Stanford University	2	0	0	2	0
SUNY New Paltz	2	1	0	0	0
Stetson University	2	2	0	0	0
Stevens Institute of Technology	2	2	1	0	0
SUNY Morrisville	2	1	1	0	0

College	Net apply	Accept	Attend	Deny	Waitlist
University at Albany, SUNY	2	2	0	0	0
University of Aberdeen	2	1	0	0	0
University of Arkansas	2	0	0	0	0
University of Central Florida	2	1	0	0	0
University of Cincinnati	2	1	0	0	0
University of Iowa	2	2	0	0	0
University of Kansas	2	2	1	0	0
University of North Carolina Wilmington	2	2	1	0	1
University of San Francisco	2	1	0	0	0
University of St Andrews	2	0	0	1	0
Wellesley College	2	1	1	1	0
West Virginia University	2	1	0	0	0
Wheaton College	2	2	1	0	0
Worcester State University	2	1	0	0	0
Alfred State College	1	1	0	0	0
Alfred University	1	0	0	0	0
American International College	1	0	0	0	0
Anna Maria College	1	0	0	0	0
Appalachian State University	1	0	0	1	0
Arizona Intnatl. -University of Arizona	1	1	0	0	0
Bard College	1	0	0	0	1
Barry University	1	1	0	0	0
Belmont University	1	1	1	0	0
Benjamin Franklin Cummings Institute of Technology	1	0	0	0	0
Cal Poly	1	0	0	0	0
California Lutheran University	1	1	0	0	0
California State University-Fullerton	1	1	0	0	0
Central Michigan University	1	1	0	0	0
Citadel Military College of South Carolina	1	1	0	0	0
Claremont McKenna College	1	0	0	1	0
Clark College	1	1	0	0	0
Colby-Sawyer College	1	1	0	0	0
Columbia College Chicago	1	1	0	0	0
CUNY John Jay College of Criminal Justice	1	1	1	0	0
Drew University	1	1	0	0	0
Dublin City University	1	0	0	0	0
Edinburgh Napier University	1	0	0	0	0
Fisher College	1	1	0	0	0
Florida Atlantic University	1	0	0	1	0
Florida Institute of Technology	1	1	1	0	0
Franklin W Olin College of Engineering	1	0	0	1	0
George Mason University	1	1	0	0	0

College	Net apply	Accept	Attend	Deny	Waitlist
Georgia State University	1	1	0	0	0
Gordon College	1	0	0	0	0
Grinnell College	1	0	0	1	0
Hartwick College	1	1	0	0	0
Haverford College	1	0	0	1	0
Howard University	1	0	0	0	1
Iowa State University	1	1	0	0	0
Keiser University, Port St. Lucie	1	1	0	0	0
Laguna College of Art and Design	1	1	0	0	0
Lasell University	1	0	0	0	0
Lawrence University	1	1	0	0	0
LIM College	1	1	0	0	0
Loyola Marymount University	1	1	0	0	1
Loyola University New Orleans	1	1	1	0	0
Maine Maritime Academy	1	1	0	0	0
Manhattan College	1	1	0	0	0
Manhattanville College	1	1	0	0	0
Marymount Manhattan College	1	2	0	0	0
Massachusetts College of Liberal Arts	1	0	1	0	0
Massachusetts College of Pharmacy and Health Sciences	1	0	0	0	0
Maynooth University	1	1	0	0	0
Millsaps College	1	1	0	0	0
Mississippi State University	1	0	0	0	0
Mitchell College	1	1	1	0	0
New England College	1	1	0	0	0
New York Conservatory for Dramatic Arts	1	0	1	0	0
Newberry College	1	1	0	0	0
Newcastle College	1	1	0	0	0
Newcastle University	1	1	0	0	0
North Carolina A & T State University	1	0	0	1	0
Nova Southeastern University	1	0	0	0	0
Occidental College	1	0	0	0	1
Ohio Wesleyan University	1	1	1	0	0
Oregon State University	1	0	0	0	0
Paul Smith's College	1	1	0	0	0
Pennsylvania State University-Abington	1	1	0	0	0
Pepperdine University	1	0	0	0	0
Point Loma Nazarene University	1	1	0	0	0
Pomona College	1	0	0	1	0
Reed College	1	0	0	0	0
Regis College	1	1	0	0	0
Rice University	1	0	0	1	0
Roanoke College	1	1	0	0	0

College	Net apply	Accept	Attend	Deny	Waitlist
Roosevelt University	1	1	0	0	0
Saint Louis University	1	1	0	0	0
Saint Norbert College	1	1	0	0	0
Santa Barbara City College	1	1	1	0	0
School of the Art Institute of Chicago	1	0	0	0	0
School of the Museum of Fine Arts at Tufts University	1	1	0	0	0
Seattle University	1	0	0	0	0
Siena College	1	1	0	0	0
Soka University of America	1	1	0	0	0
St Olaf College	1	1	0	0	0
Stockton University	1	0	0	0	0
SUNY Buffalo State	1	0	0	0	0
SUNY College at Geneseo	1	1	0	0	0
SUNY College of Environmental Science and Forestry	1	1	0	0	0
SUNY College of Technology at Delhi	1	1	0	0	0
SUNY Oneonta	1	1	0	0	0
Sweet Briar College	1	1	0	0	0
Texas Christian University	1	0	0	1	0
The American University of Paris	1	1	0	0	0
The American University of Rome	1	0	0	0	0
The College of Saint Rose	1	1	0	0	0
The Juilliard School	1	0	0	0	0
The University of British Columbia	1	0	0	0	0
Tiffin University	1	1	0	0	0
United States Coast Guard Academy	1	0	0	2	0
United States Military Academy	1	0	0	1	0
Universidad de Malaga	1	1	1	0	0
University of California, Los Angeles Extension	1	0	0	0	0
University of Charleston	1	1	0	0	0
University of Colorado Colorado Springs	1	1	0	0	0
University of Colorado Denver	1	1	0	0	0
University of East London	1	0	0	0	0
University of Galway	1	0	0	0	0
University of Houston	1	0	0	1	0
University of Indianapolis	1	0	0	1	0
University of Limerick	1	1	0	0	0
University of Louisville	1	1	0	0	0
University of Mary Washington	1	1	0	0	0
University of Missouri	1	1	0	0	0
University of North Carolina at Charlotte	1	0	0	0	0
University of North Carolina School of the Arts	1	1	0	0	0
University of Northwestern Ohio	1	1	0	0	0
University of Pittsburgh-Bradford	1	0	0	0	0

College	Net apply	Accept	Attend	Deny	Waitlist
University of South Carolina Aiken	1	0	0	1	0
University of South Florida	1	1	0	0	0
University of Stirling	1	1	0	0	0
University of Strathclyde	1	1	0	0	0
University of Tennessee Southern	1	0	0	0	0
University of Toronto	1	1	0	0	0
University of West London	1	0	0	0	0
University of Wyoming	1	1	0	0	0
Vermont State University	1	1	0	0	0
Virginia Military Institute	1	1	1	0	0
Wagner College	1	1	0	0	0
Washington College	1	1	0	0	0
Webb Institute	1	0	0	0	0
Westminster University - UT	1	1	0	0	0
Westmont College	1	1	0	0	0
Wofford College	1	0	0	1	0

## Class of 2023 Matriculation Report

College	Attend
University of Massachusetts-Amherst	23
Providence College	9
Fairfield University	8
University of Vermont	8
Northeastern University	6
Miami University, Oxford	5
Syracuse University	5
Montana State University	5
Indiana University	4
Marquette University	4
Lehigh University	4
Boston College	4
Connecticut College	4
Massachusetts Maritime Academy	4
Roger Williams University	4
University of New Hampshire	4
Worcester Polytechnic Institute	4
Elon University	4
Michigan State University	3
University of Mississippi	3
Pennsylvania State University	3
University of Rochester	3
College of the Holy Cross	3
Saint Anselm College	3
Salve Regina University	3
Stonehill College	3
Trinity College	3
University of Rhode Island	3
University of Massachusetts-Boston	3
University of Oregon	3
High Point University	3
Loyola University Maryland	3
James Madison University	3
University of Maryland-College Park	3
University of Miami	3
University of South Carolina	3
Trinity College Dublin	3

College	Attend
Ohio State University	2
Xavier University	2
Franklin and Marshall College	2
Rochester Institute of Technology	2
Union College	2
Bryant University	2
Champlain College	2
Emerson College	2
Bridgewater State University	2
Middlebury College	2
Nichols College	2
Plymouth State University	2
University of New England	2
Suffolk University	2
University of Maine	2
University of Colorado Boulder	2
University of Denver	2
University of San Diego	2
American University	2
The George Washington University	2
Virginia Tech	2
Tulane University of Louisiana	2
McGill University	1
Belmont University	1
Case Western Reserve University	1
Loyola University Chicago	1
Ohio Wesleyan University	1
University of Dayton	1
University of Kentucky	1
University of Michigan	1
University of Notre Dame	1
University of Wisconsin	1
Cornell University	1
CUNY John Jay College of Criminal Justice	1
Drexel University	1
Fashion Institute of Technology	1
Fordham University	1
Hamilton College	1
Hobart William Smith Colleges	1
Marist College	1

College	Attend
SUNY Morrisville	1
Binghamton University	1
St. Lawrence University	1
Sarah Lawrence College	1
Stevens Institute of Technology	1
SUNY at Purchase College	1
University of Pittsburgh	1
Villanova University	1
Amherst College	1
Boston University	1
Brown University	1
Bentley University	1
Colby College	1
Curry College	1
Harvard University	1
Johnson & Wales University	1
Massachusetts College of Art and Design	1
Massachusetts College of Liberal Arts	1
Merrimack College	1
Mitchell College	1
Mount Holyoke College	1
University of New Haven	1
Rhode Island School of Design	1
Simmons University	1
Springfield College	1
University of Massachusetts-Dartmouth	1
University of Massachusetts-Lowell	1
University of Connecticut	1
Wellesley College	1
Wesleyan University	1
Wheaton College	1
Williams College	1
San Diego State University	1
Santa Barbara City College	1
University of California-San Diego	1
University of California-Los Angeles	1
Santa Clara University	1
University of Washington	1
Florida Institute of Technology	1
College of Charleston	1



College	Attend
William & Mary	1
East Carolina University	1
Furman University	1
Flagler College	1
Johns Hopkins University	1
University of Richmond	1
University of Florida	1
The University of Tampa	1
University of Virginia	1
Virginia Military Institute	1
Wake Forest University	1
University of North Carolina Wilmington	1
Baylor University	1
Carleton College	1
Loyola University New Orleans	1
University of Kansas	1
New York Conservatory for Dramatic Arts	1
Universidad de Malaga	1

## Hingham High School Class of 2023\* SAT Score Local, State, and National Comparisons

Reading & Writing		
Hingham	Mass.	National
611	560	520

Mathematics		
Hingham	Mass.	National
606	551	508

Combined 1600		
Hingham	Mass.	National
1216	1112	1028

\*316 Hingham Students in the graduating class of 2023 - 231 Test-Takers

## SAT Performance Report by Student Demographics School Year 2022-2023 as reported by DESE

Student Group	Test Takers	Reading / Writing	Math
All Students	311	620	608
Low Income	12	617	568
Students w/ Disabilities	2		
High Needs	14	599	563
Female	135	638	611
Male	176	606	605
Asian	8	-	-
Hispanic/Latino	10	612	633
Multi-race, Non-Hisp./Lat.	13	632	608
White	280	618	604

## Hingham High School Mean SAT Scores 2003-2023

Year	Critical Reading/ Reading & Writing	Mathematics	Writing	Combined 1600
2003	560	572	n/a	1132
2004	573	587	n/a	1160
2005	575	585	n/a	1160
2006	546	568	554	1114
2007	555	570	558	1125
2008	547	571	568	1118
2009	567	574	573	1141
2010	565	581	570	1146
2011	569	584	577	1153
2012	556	566	566	1122
2013	551	567	559	1118
2014	573	591	571	1164
2015	577	576	574	1153
2016	555	569	562	1131
2017*	611	607	n/a	1218
2018	612	608	n/a	1221
2019	601	600	n/a	1200
2020	608	599	n/a	1207
2021	644	638	n/a	1282
2022	612	611	n/a	1223
2023	611	606	n/a	1217

\* 2017 SAT performance results set a new baseline for future year-to-year comparisons. The College Board states that current results cannot be compared to previous results. Results from earlier reports were based on the old SAT, which was based on a different score scale and different benchmarks.

## Hingham High School 2022-2023 School Year ACT Scores Local, State and National Comparisons

English		
Hingham	Mass.	National
28.9	26.6*	18.6

Mathematics		
Hingham	Mass.	National
28.4	25.6*	19

Reading		
Hingham	Mass.	National
30.1	27.3*	20.1

Science		
Hingham	Mass.	National
28	25.8*	19.6

Composite		
Hingham	Mass.	National
29	26.4	19.5

\*Class of 2022 scores. 2023 scores not available at the time of report

## Hingham ACT Scores 2013-2023

Year	Number Tested	English	Math	Reading	Science	Composite
2013	96	24.6	24.6	24.4	23.5	24.4
2014	63	25.8	25.6	25.9	24.6	25.6
2015	105	25.8	25.4	26.4	24.9	25.7
2016	125	26.4	26.6	27.3	25.9	26.6
2017	156	26.7	26.7	27.4	26.1	26.8
2018	131	26.6	26.6	26.5	25.5	26.4
2019	96	28.1	27.5	28.7	25.5	27.9
2020	73	26.3	26.1	27.2	26.2	26.6
2021	154	27.2	27.5	28.6	27.1	27.7
2022	159	27.3	27.5	28.6	27.2	27.8
2023	112	28.9	28.4	30.1	28	29

## ACT Demographic Data

	Composite		Math	Science	STEM	English	Reading	Writing		ELA
	Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Valid Number	Mean Score	Mean Score
Total	112	29	28.4	28	28.5	28.9	30.1	6	8.2	24.8
Male	58	28.9	28.9	28.6	29	28.1	29.4	2	6.5	22.5
Female	52	28.9	27.7	27.1	27.7	29.5	30.7	4	9	26
Other Responses	2	-	-	-	-	-	-	-	-	-
White	90	29.1	28.5	28	28.5	29.1	30.4	5	8.2	25.2
Hispanic/Latino	7	-	-	-	-	-	-	-	-	-
Asian	2	-	-	-	-	-	-	-	-	-
Two or more races	5	-	-	-	-	-	-	-	-	-
Ethnicity-Preferred Not to Respond	8	-	-	-	-	-	-	-	-	-

## Advanced Placement Exams

The Advanced Placement (AP) program consists of a series of college-level courses and exams for secondary school students. Typically over 1 million high school students take at least one AP exam nationwide. Satisfactory completion of an AP exam may make it possible for a student to earn college credit or advanced standing in college prior to arrival on the college campus. In 2023, 593 exams were taken by 314 Hingham High School students. 20 AP classes were offered at HHS and 1 through Virtual High School. Physics students take 2 exams as part of their physics class. Of the 316 graduates of Hingham High School in June 2023, 168 seniors took 360 Advanced Placement exams. Approximately 53% of the graduating class participated in the AP program by taking one or more exams in their senior year.

Hingham has offered online AP courses through Virtual High School (VHS) that we could not accommodate due to scheduling conflicts or, on a limited basis, that we do not offer in our building. The classes have varied from year to year. Students have taken AP Environmental Science, AP Psychology, and AP Economics most often. There are too few students enrolled in most courses to report meaningful statistics.

2023 Examinations were taken in the following subjects:

2-D Art and Design*		Physics (Electricity and Magnetism/Mechanics)
3-D Art and Design	Drawing*	Research
Biology	English Language	Seminar
Calculus AB	English Literature	Spanish Language and Culture
Calculus BC	Environmental Science-IS	Spanish Literature and Culture
Chemistry	European History	Statistics
Chinese Language and Culture	French Language and Culture	US History
Computer Science A	Music Theory	World History

\*denotes independent portfolio submission

### AP Program by Demographic

Race/Ethnicity	Total Exams	1	2	3	4	5	Mean Score
Asian (including Indian subcontinent and Philippines origin)	31		1	6	7	17	4.29
Black or African American	3	-	-	-	-	-	-
Hispanic or Latino (including Spanish origin)	35		1	11	7	16	4.09
White (including Middle Eastern origin)	494	6	24	119	164	181	3.99
Two or more races, non- Hispanic	27		2	9	5	11	3.93
No response	3	-	-	-	-	-	-
Male	268	4	10	53	83	118	4.12
Female	319	3	19	93	99	105	3.89
Other responses	6	-	-	-	-	-	-

## AP Program Statistics

	1	2	3	4	5	Total Exams
Number of Exams	7	29	146	184	227	593
Percentage of Total Exams	1%	5%	25%	31%	38%	100%
Number of AP Students	7	27	128	141	140	314

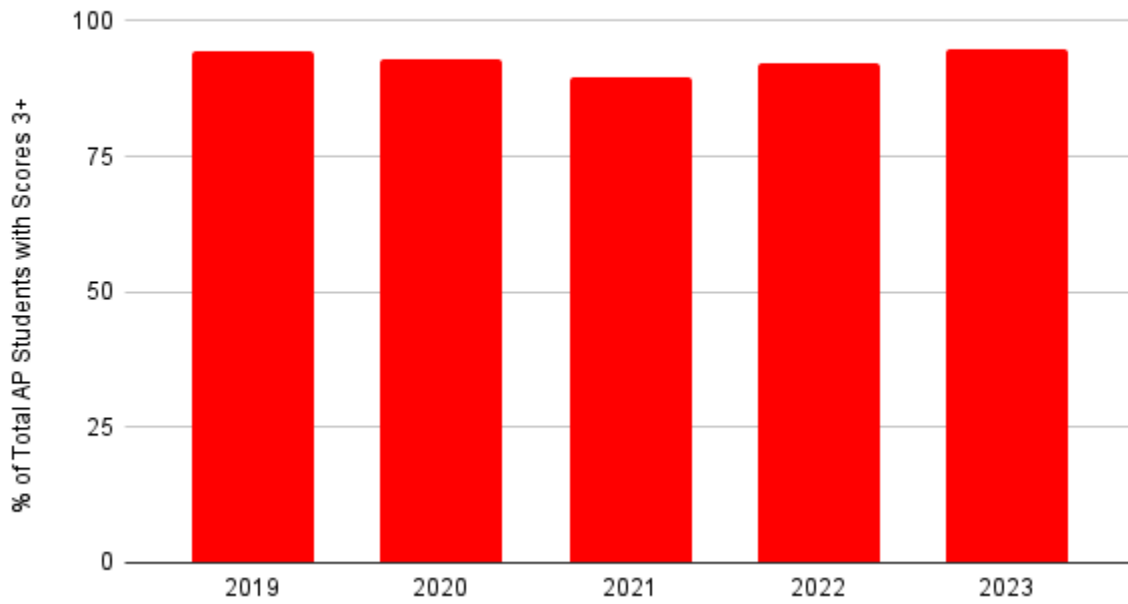
## Hingham High School 2023 AP Score Summary Full Data

Subject	1	2	3	4	5	Total Exams
2-D Art and Design*						1
3-D Art and Design*						2
Biology			5	17	27	49
Calculus AB		3	6	13	30	52
Calculus BC				4	14	18
Chemistry		5	20	14	5	44
Chinese Language and Culture	2	2	6		2	12
Computer Science A		1	2	6	15	24
Drawing*						1
English Language		2	14	17	10	43
English Literature			2	9	19	30
Environmental Science*						2
European History	2	6	6	18	19	51
French Language and Culture			3	8	1	12
Music Theory*						3
Physics (Electricity and Magnetism/Mechanics)	1	1	4	4	2	12
Research	1		4	5	2	12
Seminar*						7
Spanish Language and Culture			15	8	5	28
Spanish Literature and Culture		2	20	22	15	59
Statistics		1	13	4		18
US History		3	8	14	18	43
World History					16	16

\*Data not reported for fewer than 10 students

## Hingham High School Five-Year AP Score Summary

% of Total AP Students with Scores 3+



	2019	2020	2021	2022	2023
Total AP Students	255	246	308	293	314
Number of Exams	472	445	595	551	593
AP Students with Scores 3+	241	229	276	270	298
% of Total AP Students with Scores 3+	94.51%	93.09%	89.61%	92.15%	94.9%



## 2023 AP Mean Grade National Comparison

Subject	Hingham	National
2-D Art and Design*		3.37
3-D Art and Design*		3.05
Biology	4.45	3.03
Calculus AB	4.35	2.98
Calculus BC	4.78	3.72
Chemistry	3.43	3.24
Chinese Language and Culture	2.83	3.93
Computer Science A	4.46	3.21
Drawing*		3.48
English Language	3.81	2.81
English Literature	4.57	2.84
Environmental Science*		2.77
European History	3.90	2.94
French Language and Culture	3.83	3.17
Music Theory*		3.03
Physics (Electricity and Magnetism/Mechanics)	3.42/3.61	3.42/3.35
Research	3.58	3.33
Seminar*		3.29
Spanish Language and Culture	3.64	3.64
Spanish Literature and Culture	3.85	2.95
Statistics	3.17	2.88
US History	4.09	2.56
World History	5.00	3.04

\*Data not reported for fewer than 10 students

## 2023 Percentage of AP Exam Grades 3 and Higher State and National Comparison

Subject	Hingham	State	National
Studio Art: 2-D Design*		84.50	83.60
Studio Art: 3-D Design*		77.40	72.10
Studio Art: Drawing*		83.70	84.80
Music Theory*		63.60	60.70
English Lang/Comp	95.30	59.00	56.10
English Lit/Comp	100.00	81.50	77.20
Chinese Lang	66.70	91.30	88.40
French Lang	100.00	79.40	74.70
Spanish Lang	96.60	84.50	79.70
Spanish Lit	94.40	81.70	67.40
History: European	84.30	62.90	59.40
History: U.S.	94.40	57.30	47.50
History: World	100.00	77.10	64.70
Calculus AB	94.20	58.80	58.00
Calculus BC	100.00	80.20	78.50
Computer Sci A	95.70	68.40	68.00
Statistics	93.00	60.50	60.00
Biology	100.00	69.90	64.40
Chemistry	88.40	80.40	75.10
Environmental Sci*		59.80	53.70
Physics C: E&M	83.30	70.60	70.20
Physics C: Mech	91.70	76.00	73.50
Seminar*		76.40	85.00

\*Data not reported for fewer than 10 students

## Hingham High School 10-Year AP Course Enrollments

Exam	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Biology	34	38	28	47	44	23	29	45	40	49
Calculus AB	17	22	25	36	46	36	38	45	37	52
Calculus BC	23	20	13	23	12	16	17	19	18	17
Chemistry	6	10	13	11	7	7	27	45	28	43
Chinese	9	0	9	0	14	4	14	5	6	12
Computer Science A	0	0	2	2	4	4	9	3	11	24
English Language	41	57	60	70	56	46	31	62	47	43
English Lit. & Comp.	33	44	25	47	24	20	30	34	45	30
European History	43	35	38	30	27	44	38	31	42	51
French Lang. & Culture	6	12	11	8	9	12	11	17	13	12
Latin	0	0	11	6	0	6	0	3	2	0
Music Theory	10	9	13	13	13	13	11	8	11	3
Physics C E&M/Mechanics	21	15	16	22	14	15	16	15	12	12
Research	0	0	0	0	0	4	3	0	4	7
Seminar	0	0	0	0	9	4	0	17	15	28
Spanish Language	14	30	22	34	33	39	48	53	25	59
Spanish Lit. & Culture	16	13	25	10	17	14	21	33	22	18
Statistics	50	18	52	37	50	41	56	47	85	43
Studio Art	3	7	8	7	5	5	2	5	1	0
US History	89	60	70	68	49	67	46	70	56	54
World History	21	18	12	13	19	17	18	22	19	16

## Hingham High School 10-Year AP Exam Percent of Grade 3 and Above

Exam	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Biology	100	100	100	96	100	95	100	97	98	100	100
Calculus AB	100	94	95	100	94	91	97.2	86	80	89	94
Calculus BC	65	100	95	100	96	100	100	100	89	94	100
Chemistry	100	100	100	100	100	100*	100*	69	56	46	88
Chinese	*	67	*	67	none	43	0*	50*	20*	17*	67
Computer Science A	none	none	none	*	*	25*	50*	100*	67*	100	96
English Language	none	100	100	100	97	96	100	94	97	96	95
English Lit. & Comp.	94	100	95	96	98	96	95	96	85	98	100
Environmental Science*	none	none	none	*	*	100*	none	100*	none	none	*
European History	93	100	100	97	97	96	97.7	86	87	88	84
French Lang. & Cult.	100	100	100	100	100	100*	91.7	100	88	92	100
Latin	none	80	none	73	*	none	100*	none	67*	50*	none
Music Theory*	100	81	100	100	92	85	100	88*	100*	64	*
Physics	69	100	73/100	88/100	73/91	93/100	73.3	63/100	67	83	83/92
Psychology	none	none	none	*	*	50	100	none	100*	none	none
Research	none	none	none	none	none	none	50*	100*	none	100	86
Seminar	none	none	none	none	none	100*	100*	none	100	100	*
Spanish Language	97	100	100	100	100	100	100	96	98	96	97
Spanish Lit. & Culture	86	100	92	100	100	94	97.4	100	97	100	94
Statistics	94	96	100	92	97	94	100	80	85	89	93
Studio Art	*	*	*	88	*	100*	100*	100*	100*	100*	*
US History	94	96	100	100	94	98	100	100	86	93	94
World History	100	100	100	100	100	100	97	100	100	100	100

\* mean scores not reported for fewer than 10 students

## Hingham High School Advanced Placement Scholars

AP Scholars are designated in recognition of their exceptional achievement on the college level Advanced Placement (AP) examination. In Hingham, 122 or 39% of the 314 candidates were so honored. Beginning in 2021 The College Board discontinued scholar designations which encouraged students to take large numbers of exams in order to help reduce the burden on students.

The **AP Scholar** award is granted to students who receive grades of 3 or higher on three or more AP exams.

The **AP Scholar with Honor** award is granted to students who receive an average grade of at least 3.25 on all AP exams taken, and grades of 3 or higher on four or more of these exams.

The **AP Scholar with Distinction** award is granted to students who receive an average grade of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more of these exams.

The **AP National Scholar** is granted to students in the US who receive an average grade of at least 4 on all AP exams taken and grades of 4 or higher on eight or more of these exams.

The **AP Seminar and Research Certificate** is awarded to students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

	AP Scholar Award	AP Scholar with Honor	AP Scholar with Distinction	AP National Scholar	AP International Diploma	AP Seminar and Research Certificate	AP Capstone Diploma
2004	15	10	14	none	none	n/a	n/a
2005	21	5	17	none	none	n/a	n/a
2006	18	10	12	none	none	n/a	n/a
2007	17	15	26	1	none	n/a	n/a
2008	22	14	18	2	none	n/a	n/a
2009	25	15	15	1	none	n/a	n/a
2010	19	15	13	1	none	n/a	n/a
2011	28	16	19	1	none	n/a	n/a
2012	25	20	24	3	none	n/a	n/a
2013	29	17	20	2	none	n/a	n/a
2014	29	21	38	2	1	n/a	n/a
2015	34	28	35	4	2	n/a	n/a
2016	31	22	37	8	1	n/a	n/a
2017	26	35	42	4	none	n/a	n/a
2018	40	23	33	5	1	n/a	n/a
2019	29	29	34	3	none	4	none
2020	35	10	39	8	none	none	5
2021	50	33	29	none	none	none	none
2022	40	26	43	none	1	2	2
2023	49	29	38	none	none	6	none

## Hingham High School National Merit Scholarship Competition

Merit scholars are identified from their performance on the PSAT/NMSQT. A student who is identified as a “semifinalist” is one who has scored in the top half of one percent of each state’s high school senior class. Scholarship awards made to semifinalists identify those students as finalists. Semifinalists bring honor to their schools and their parents. However, it is the individual student who is recognized in the merit program for outstanding test performance that indicates exceptional academic promise.

Commended students are those who scored among the top two percent of merit program participants who took the qualifying test. Commended students have also demonstrated exceptional academic promise.

### National Merit Scholarship Summary

Class	Semifinalists	Commendations	# in class	% of class
2001	1	15	199	8
2002	3	19	187	12
2003	1	11	214	6
2004	1	12	211	6
2005	5	8	229	6
2006	2	4	250	2
2007	2	4	245	2
2008	3	15	251	7
2009	0	10	255	4
2010	2	8	250	4
2011	3	16	241	8
2012	0	8	278	3
2013	2	22	269	9
2014	0	14	282	5
2015	0	14	280	5
2016	2	16	295	4
2017	5	8	292	4
2018	1	10	324	3
2019	1	11	277	4
2020	0	16	308	5
2021	1	7	310	2.5
2022	0	12	316	3.8
2023	1	8	316	3.8

## 5 Year Historical Appendix A SAT Demographic Data

Student Group	Test Takers	Reading / Writing	Math
<b>2021-2022</b>			
All Students	344	612	611
English Learner	1	-	-
Economically Disadvantaged	24	585	581
Students w/ Disabilities	10	478	448
High Needs	34	559	546
Female	159	617	605
Male	184	606	616
Asian	16	638	641
Afr. Amer./Black	1	-	-
Hispanic/Latino	12	607	623
Multi-race, Non-Hisp./Lat.	8	-	-
White	307	610	610
<b>2020-2021</b>			
All Students	365	619	615
Economically Disadvantaged	20	578	544
Students w/ Disabilities	10	496	481
High Needs	28	558	537
Female	190	627	608
Male	175	610	622
Asian	9	-	-
Afr. Amer./Black	4	-	-
Hispanic/Latino	8	-	-
Multi-race, Non-Hisp./Lat.	12	604	578
White	332	620	612

<b>Student Group</b>	<b>Test Takers</b>	<b>Reading / Writing</b>	<b>Math</b>
<b>2019-2020</b>			
All Students	170	597	583
Economically Disadvantaged	10	574	526
Students w/ Disabilities	12	531	495
High Needs	22	550	509
Female	84	608	586
Male	86	586	581
Asian	5	-	-
Hispanic/Latino	6	-	-
Multi-race, Non-Hisp./Lat.	3	-	-
White	156	595	578
<b>2018-2019</b>			
All Students	366	603	600
Economically Disadvantaged	15	581	551
Students w/ Disabilities	27	479	474
High Needs	41	517	502
Female	181	608	597
Male	185	599	602
Asian	11	605	618
Afr. Amer./Black	4	-	-
Hispanic/Latino	11	589	575
Multi-race, Non-Hisp./Lat.	8	-	-
White	332	604	600
<b>2017-2018</b>			
All Students	352	608	604
Economically Disadvantaged	21	574	575
Students w/ Disabilities	23	530	494
High Needs	43	546	528
Female	180	613	601
Male	172	603	608
Asian	8	-	-
Afr. Amer./Black	3	-	-
Hispanic/Latino	8	-	-
Multi-race, Non-Hisp./Lat.	4	-	-
White	329	611	607



## Appendix B

### 4 Year Historical ACT Demographic Data

	Composite		Math	Science	STEM	English	Reading	Writing		ELA
	Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Valid Number	Mean Score	Mean Score
<b>2022-2023</b>										
Total	112	29	28.4	28	28.5	28.9	30.1	6	8.2	24.8
Male	58	28.9	28.9	28.6	29	28.1	29.4	2	6.5	22.5
Female	52	28.9	27.7	27.1	27.7	29.5	30.7	4	9	26
Other Responses	2	-	-	-	-	-	-	-	-	-
White	90	29.1	28.5	28	28.5	29.1	30.4	5	8.2	25.2
Hispanic/Latino	7	-	-	-	-	-	-	-	-	-
Asian	2	-	-	-	-	-	-	-	-	-
Two or more races	5	-	-	-	-	-	-	-	-	-
Ethnicity-Preferred Not to Respond	8	-	-	-	-	-	-	-	-	-

	Composite		Math	Science	STEM	English	Reading	Writing		ELA
	Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Valid Number	Mean Score	Mean Score
<b>2021-2022</b>										
Total	154	27.7	27.5	27.1	27.6	27.2	28.6	21	7.4	25.1
Male	85	27.8	27.8	27.2	27.8	26.9	28.5	10	7	24.7
Female	69	27.7	27.2	26.8	27.3	27.6	28.7	11	7.8	25.5
Black/African American	1	-	-	-	-	-	-	-	-	-
White	124	27.8	27.7	27.1	27.7	27.3	28.5	16	7.8	26
Hispanic/Latino	6	-	-	-	-	-	-	-	-	-
Asian	11	27.9	25.2	27.5	26.5	27.2	31.3	3	7	24.3
Two or more races	7	-	-	-	-	-	-	-	-	-
Ethnicity-Preferred Not to Respond	5	-	-	-	-	-	-	-	-	-

	Composite		Math	Science	STEM	English	Reading	Writing		ELA
	Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Valid Number	Mean Score	Mean Score
<b>2020-2021</b>										
Total	107	28.3	28	27.4	28	28.7	28.8	26	8.3	27.6
Male	54	28	27.9	27.5	28	27.6	28.6	16	7.8	26.2
Female	52	28.6	28.1	27.1	27.8	29.7	28.9	9	9	29.2
Other Responses	1	-	-	-	-	-	-	-	-	-
American Indian/Alaska Native	1	-	-	-	-	-	-	-	-	-
White	95	28.2	27.8	27.3	27.8	28.5	28.7	24	8.3	27.8
Hispanic/Latino	3	-	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-	-
Ethnicity-Preferred Not to Respond	6	-	-	-	-	-	-	-	-	-
No Ethnicity Information Provided	1	-	-	-	-	-	-	-	-	-

	Composite		Math	Science	STEM	English	Reading	Writing		ELA
	Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Valid Number	Mean Score	Mean Score
<b>2019-2020</b>										
Total	73	26.6	26.1	26.2	26.4	26.3	27.2	27	7.9	26.5
Male	30	26.1	26.7	26.4	26.8	25.1	25.6	11	7.8	25.4
Female	42	26.8	25.7	25.8	26	26.9	28.1	15	7.8	27
Other Responses	1	-	-	-	-	-	-	-	-	-
White	57	26.9	26.7	26.4	26.8	26.6	27.2	22	7.8	26.1
Hispanic/Latino	2	-	-	-	-	-	-	-	-	-
Asian	1	-	-	-	-	-	-	-	-	-
Two or more races	3	-	-	-	-	-	-	-	-	-
Ethnicity-Preferred Not to Respond	8	-	-	-	-	-	-	-	-	-
No Ethnicity Information Provided	2	-	-	-	-	-	-	-	-	-



# HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

[www.hinghamschools.com](http://www.hinghamschools.com)

To: School Committee Members

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

Subject: Review of Rates for Substitute Teachers

Date: February 5, 2024

The following is to request a change in the schedule for payment of substitutes. Specifically, creating a substitute rate for half a day of completion of work.

	<b>Half Day</b>	<b>Full Day</b>
Non-Contracted Substitute Rate	\$62.50	\$125.00
Contracted Short-term Substitute (STS)	\$153.12	\$306.23

The purpose of the change is to respond to the needs of the schools that only need coverage for half a day. Sometimes, a substitute can only cover or prefers only to do a half day. Half a day of coverage may provide some relief when there might be a need.

## **Proposed Motion**

To institute a rate for half a day of substitute coverage as specified above.



# HINGHAM PUBLIC SCHOOLS

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[www.hinghamschools.com](http://www.hinghamschools.com)

To: School Committee Members

From: Aisha Oppong, Director of Finance and Operations

CC: Margaret Adams, Superintendent

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

Date: February 5, 2024

## **Process**

A request for proposal was advertised for an Architect for the New High School Wellness Center - the “Dock”. We received two proposals as part of this invitation. A team of three persons including: Raymond Estes - Hingham Sports Partnership, James Cahill - Hingham Sports Partnership and Aisha Oppong - Hingham Public Schools met to evaluate the proposals.

We received pricing proposals from both architectural firms and have decided based on the information provided to engage with Golemme. Golemme had completed the initial schematic drawings for the Dock and the committee believes that selecting Golemme would be most efficient.

## **School Committee Vote to Approve of an Architect for the Dock:**

To approve Golemme as the Architect for the New High School Wellness Center the “Dock” subject to contract negotiations and to give the Superintendent Dr. Margaret Adams the approval to sign the contract on the School Committee’s behalf.



**Hingham Public Schools  
Request for Qualifications  
For  
Designer Services  
New Hingham High School Wellness Center**

RELEASE DATE: January 17, 2024, 2:00 PM

DEADLINE FOR QUESTIONS: January 24, 2024, 2:00 PM

RESPONSE DEADLINE: February 1, 2024, 11:00 AM

Hingham Public Schools  
REQUEST FOR QUALIFICATION

Design Services: New Hingham High School Wellness Center

- 1) Legal Notice.....
- 2) Introduction.....
- 3) Scope, Schedule, and Fees for Design Services .....
- 4) Response to RFQ – Designer Qualifications.....
- 5) Selection.....
- 6) Additional Information .....
- 7) Attachments.....

## 1. Legal Notice

The Hingham Public Schools, ("Owner") is seeking the services of a qualified Designer to provide design services for the new Hingham High School Wellness Center at 17 Union Street, Hingham, MA 02043.

The complete RFQ will be available on the Hingham Public School's website at [Hingham Public School's Bids](#) as of **January 17, 2024 by 2:00 PM EST.**

A briefing session will be conducted at 17 Union Street, Hingham, MA 02043 site on **Monday, January 22, 2024 at 1:00 PM EST.** Meet in front of the old storage room at the back of the High School. Take entrance from Pleasant Street. Attendance at this briefing session is strongly recommended for parties submitting their qualifications.

Statement of Qualifications (one original, 5 copies, and one electronic copy on a USB drive) must be returned to Hingham Public Schools c/o Aisha Oponng, 220 Central Street, Hingham, MA 02043 by **Thursday, February 1, 2024, 11:00 AM EST.** Qualifications should be labeled as "Hingham High School's –Wellness Center Designer Services RFQ." No fax or email transmissions will be accepted.

Bidding procedures shall be in strict compliance with accordance with MGL Chapter 30, Section 39M.

Selected interviews for shortlisted candidates, if required, will be conducted by the Hingham Public Schools Business Manager and a selection committee. Interviews are tentatively scheduled to take place during the week of February 5, 2024.

The Award of this RFP and the execution of any subsequent contract are contingent upon sufficient available funds which must be raised and made available to the Hingham Sports Partnership, Inc. ("HSP"), a local non profit corporation committed to sports programming within the Town of Hingham. In the event said funds are not made available to the School, the School reserves the right to reject any bids and to refuse to execute any subsequent contract.

Hingham Public Schools reserves the right to reject any or all qualifications and to accept any proposal that it considers to be in the best interests of the District.

The Contract will be awarded by the Hingham Public Schools Superintendent, subject to any required approvals by the School Committee.

## 2. Introduction

### 2.1 [Summary](#)

Hingham Public Schools (School) is seeking the services of a qualified Architectural/Engineering firm ("Architect/Designer") within the meaning of Massachusetts General Laws Chapter 30, Section 39M and all other applicable laws to design, bid and oversee the new Hingham High School Wellness Center at 17 Union Street, Hingham, MA 02043.

### 2.2 [Background](#)

The Town of Hingham is a coastal community located approximately 15 miles south of Boston with a population of about 24,000 residents. It has a total area of 22.5 square miles. The Hingham Public School System is made up of six schools. The District has four elementary schools, one middle school and one high school. The East Elementary School serves approximately 422 students, in grades Pre-K through 5. Foster Elementary School serves approximately 403 students in grades K through 5. Plymouth River Elementary School currently serves approximately 382 students in grades K through 5. The South Elementary School serves approximately 502 students in grades K through 5. The Hingham Middle School and Hingham High School serve approximately 844 and 1,168 students respectively.

This project consists of the design and construction of a 2,500 sq ft modern center at Hingham High School which will encompass fitness, wellness, exercise, space for Health instruction and additional programming, potentially before, during and after school time. It will replace an existing storage/maintenance facility adjacent to the track in the rear parking lot.

The Hingham Sports Partnership, Inc. ("HSP"), a non-profit organization committed to supporting and advocating for youth and high school sports, has launched a \$1.5 million fundraising campaign to create the new fitness and wellness facility at Hingham High School. The Award of this RFP and the execution of any subsequent contract are contingent upon sufficient available funds which must be raised and made available to the HSP, a local non profit corporation committed to sports programming within the Town of Hingham. In the event said funds are not made available to the School, the School reserves the right to reject any bids and to refuse to execute any subsequent contract.

### 2.3 [Contact Information](#)

#### **Project Contact:**

**Aisha Nelson-Oppong**  
Director of Business and Support Services  
Hingham Public Schools  
220 Central St.  
Hingham, MA 02043  
Email: [aoppong@hinghamschools.org](mailto:aoppong@hinghamschools.org)  
Phone: [\(781\) 741-1500](tel:(781)741-1500)



**Wayne Lawson**

Owner's Project Manager  
 SOCOTEC AE Consulting, LLC  
 75 Hood Park Drive, Suite 300  
 Charlestown, MA 02129  
 Email: [wayne.lawson@socotec.us](mailto:wayne.lawson@socotec.us)  
 Phone: [\(617\) 464-6937](tel:(617)464-6937)

**2.4 Timeline**

The time for award may be extended by the School. The School reserves the right to change, delay, cancel, or expedite the contract award date. The School reserves the right to reject any and all qualifications as determined to be in the best interests of the School and to waive minor informalities.

<b>Request for Qualifications (RFQ) available</b>	<b>January 17, 2024 at 2:00 PM</b> Visit Hingham Public School's website at <a href="#">Hingham Public School's Bids</a>
<b>Pre-Proposal Briefing Session</b>	<b>January 22, 2024, 1:00 PM</b> 17 Union Street, Hingham, MA 02043
<b>Deadline for Questions</b>	<b>January 24, 2024, 2:00 PM</b> Email all questions to <a href="mailto:gina.naik@socotec.us">gina.naik@socotec.us</a>
<b>Addendum</b>	<b>January 26, 2024, 2:00 PM</b> Visit Hingham Public School's website at <a href="#">Hingham Public School's Bids</a>
<b>Submissions due</b>	<b>February 1, 2024, at 11:00 AM</b> 1 original, 5 copies, and 1 electronic copy on a USB drive must be returned to:  <u>Hingham Public Schools c/o Aisha Oppong, 220 Central Street, Hingham, MA 02043.</u>  Qualifications should be labeled as "Hingham High School's –Wellness Center Designer Services RFQ."
<b>Finalist interviews (if required)</b>	Week of February 5, 2024 (tentative)
<b>Contract Awarded</b>	Mid February, 2024 (tentative)

## 3 Scope, Schedule, and Fees for Design Services

### 3.2 [Introduction](#)

The Hingham Public Schools, ("Owner") is seeking the services of a qualified Designer as defined in Massachusetts General Laws Chapter 7C, Section 44 and in this RFQ to provide design and/ or engineering services for a new Hingham High School Wellness Center at 17 Union Street, Hingham, MA 02043.

The Architect will develop preliminary layouts and plans after familiarizing themselves with the site specifications and Owner's needs. The Architect will advance into detailed architectural development, integrating structural, mechanical, and electrical systems and will prepare complete sets of construction drawings and specifications in accordance with Massachusetts Public Procurement procedures. They will support the Owner's Project Manager (OPM) during the bidding phase by engaging in Prebid walkthroughs, drafting essential addendums, and offering assistance in reviewing bids and facilitating contractor selection.

The Architect will support the Awarding authority from the construction administration phase through the closeout phase, which will include reviewing the contractor paperwork, monitoring construction progress, attending project meetings, performing final inspections and punchlists, and issuing substantial certificate.

The Architect will collaborate with the Owner's Project Manager, contractors, Architects, and other stakeholders and will attend regular meetings to discuss design progress, modifications, and project updates.

The Contract will be awarded by the Hingham Public Schools Superintendent, subject to any required approvals by the School Committee.

Funding for the Designer will be subject to favorable fundraising to be performed by the Hingham Sports Partnership ("HSP"), a local organization committed to sports programming within the Town of Hingham.

The Designer will be responsible to provide services consistent with the most current version of the "[DCAMM Designers Procedures Manual](#)" for the architectural and engineering design services of public projects.

### 3.3 [Project Scope](#)

In general, the project/s will follow the Scope and Phasing below:

#### **Phase 1: Assess Current Status**

- Review of the existing site conditions.
- Evaluation of any municipal zoning or regulations including local design guidelines that might impact the project.
- Cost estimate.

## **Phase 2: Design Development through Bidding**

Deliverables from Phase 2 will include (but shall not be limited to):

- Design and specification development.
- Project planning to maintain the school in full operation throughout construction.
- Complete set of working plans and specifications in sufficient detail to permit firm bids in open competition for construction of the project.
- Cost estimate and budget updates at approximately 90% completion of the Construction Documents phase.
- Administration of public bidding in coordination with the OPM (School Engineer) and School Procurement and Contracts Manager.
- Recommendation of Award.

## **Phase 3: Construction Administration and Close-out - Upon receiving approval to proceed**

Deliverables from Phase 3 will include (but shall not be limited to):

- Convene a pre-construction meeting to coordinate with the OPM and Contractors.
- Provide administration of the contract for construction.
- Perform site visits/ attend job meetings at a minimum of once per week while construction is active and keep the Awarding Authority and OPM informed of the progress and quality of the work.
- Review and certify Contractor's Applications for Payment.
- Review and approve or take other appropriate action upon Contractor's submittals.
- Prepare Change Orders and Construction Directives for the Awarding Authority and OPM's approval.
- Conduct reviews to determine, with Awarding Authority and OPM's approval, the dates of substantial Completion and Final Completion.

Upon completion of construction, the Designer shall perform final inspections and advise the Awarding Authority and OPM of any necessary work to satisfy the contract terms. The Designer shall review any Operations & Maintenance Manuals provided as part of the contract and confirm their acceptability to the Awarding Authority and OPM.

### 3.4 Design Fee

The Fee for basic services and expenses for Design Services for the New Hingham High School's Wellness Center will be negotiated with the selected designer.

Prior to negotiating a contract with the top-ranked designer, the School will advise the firm to be prepared to provide the following information:

- Rationale for the development of fee proposal.
- Hourly rates for the Designer's personnel and consultants.
- The markup, if any, that the Designer will add to costs, including sub-consultant fees, or reimbursable expenses, resulting from a change in the scope of work.

The fee will be negotiated as a lump sum including all direct expenses unless otherwise agreed, following agreement on a final scope of work.

## 4 Response to RFQ – Designer Qualifications

This RFQ will be appended to and become part of the Contract for Designer Services. Any Designer selected as a result of this RFQ will be required to execute a standard School contract in substantially the form of “Agreement between the Hingham Public Schools and Designer” that is attached hereto (Attachment C). Designers submitting an application in response to this RFQ must specify any exceptions to the Contract at the time of application. The School may consider any such exceptions but shall not be bound by any such exceptions. A failure to specify exceptions will be deemed an acceptance of the Contract's terms and conditions.

The selected Designer will be required to provide a certificate of professional liability insurance, at the time of contract execution, in accordance with the Agreement – Attachment C. The successful respondent shall identify reimbursable expenses which shall be included within the not to exceed fee.

### 4.1 Project Work Plan (optional, depending on the size and scope of the project)

As a requirement of this RFQ, each respondent must include a project work plan.

The Designer's Work Plan submitted with their proposal will be considered an estimate. After the award of a contract, the School and Designer will review the Work Plan originally submitted and either accept it as submitted or modify it to meet the School's needs. The Designer's adherence to the accepted Work Plan times will be part of the School's performance evaluation of the Designer's work, which will be conducted at the end of the project.

### 4.2 Qualifications Required

Designers must provide a Description of your firm, its size and professional capabilities and qualifications, particularly as they relate to this project scope. Include the professional experience and qualifications of members of the design team and consultants who will be assigned to the project, and the percentage of time anticipated to be spent by task by key individuals in the firm. Identify the individual who will bear primary responsibility for this project.

### 4.3 Required Contents of Proposal Package

Persons or firms interested in applying must meet the following requirements:

- A. Applications - The applications must be submitted to Hingham Public Schools c/o Aisha Oppong, 220 Central Street, Hingham, MA 02043 by **Thursday, February 1, 2024, 11:00 AM EST**. Qualifications should be labeled as “Hingham High School's –Wellness Center Designer Services RFQ.” Submission file should be one original, 5 copies, and one electronic copy on a USB drive. No fax or email transmissions will be accepted. The applications must include the following:
  1. Cover letter – including statement on capacity to undertake the project in a timely manner; two-page maximum.

2. References - three references with whom the Designer has successfully performed similar work as described in this scope of services; public projects preferred.
  3. Completed Designer Application Form (Attachment A). Applications are limited to the application plus a maximum of three supplementary pages, double-sided, not including the required documents listed below. Information in excess of three pages may be the basis of rejection. The applications shall be on the "Standard Designer Application Form for Municipalities and Public Agencies not within DSB Jurisdiction" (updated July 2016) or most recent version as developed by the Designer Selection Board of the Commonwealth of Massachusetts.
  4. Evidence of professional liability insurance.
  5. Preliminary Work Plan identifying design tasks and responsible team members and incorporating the specified schedule into a project calendar.
  6. Required Certifications (Attachments B1, B2, B3, B4 and B5)
- B. All questions regarding this RFQ should be addressed to the OPM, SOCOTEC AE Consulting, LLC at [gina.naik@socotec.us](mailto:gina.naik@socotec.us) .The deadline for questions is **2:00 PM on Wednesday, January 24, 2024.**
- C. Addendum will be posted on January 26, 2024 at 2:00 PM. Visit Hingham Public School's website at [Hingham Public School's Bids](#)

#### 4.4 [Pre-Proposal Briefing Session](#)

A Briefing Session will be held on Monday, January 22, 2024 at 1:00 PM onsite at 17 Union Street, Hingham, MA 02043. Meet in front of the old storage room at the back of the High School. Take the entrance from Pleasant Street. Attendance at this briefing session is strongly recommended for parties submitting their qualifications.

## 5 Selection

The purpose of the information requested in this section is to assist the School in evaluating the offeror's overall qualifications, including its methodologies and technical abilities, and previous experience.

No.	Evaluation Criteria	Scoring Method	Weight (Points)
1.	<p><b>Relevant Experience</b></p> <p>Experience with completed construction projects of similar size and complexity of the proposed project including experience with public construction in MA</p>	N/A	N/A
2.	<p><b>Quality of Work</b></p> <p>As determined by information on other projects on which the firm and the personnel has worked. The offeror should provide detailed information about previous projects that are similar to work described in this scope of services.</p>	N/A	N/A
3.	<p><b>Quality of References</b></p> <p>The Designer must provide at least three references that are able to comment substantively and positively on their experiences with the consultant. The School reserves the right to use itself as a reference and to contact references other than those provided by the consultant and to perform further due diligence to determine eligibility.</p> <p>Evaluation of references on meeting client's expectations and controlling design solutions, schedules and quality of projects of similar scope and size.</p>	N/A	N/A

Hingham Public Schools  
 Request for Qualifications for Designer Services  
 New Hingham High School's Wellness Center

4.	<p><b>Professional Qualifications</b></p> <p>The Project Team has the requisite knowledge and experience to perform the work described in this RFQ. In addition, the relevant personnel on the team have the professional licenses required to execute this project, including professional registration in the Commonwealth of Massachusetts of the architect and key personnel. The architect and any consultants must be familiar with Massachusetts public construction laws and procedures.</p>	N/A	N/A
5.	<p><b>Capacity and Timeliness</b></p> <p>The project team appears to have the capacity to undertake this project in a timely manner.</p>	N/A	N/A
6.	<p><b>Responsiveness to Scope of Services: Quality and content of Application, including degree of completeness.</b></p> <p>The Project Team has demonstrated that it understands the requirements of the scope and has proposed a strategy for carrying out the work effectively.</p>	N/A	N/A
7.	<p><b>Any other criteria the awarding authority considers relevant to the project.</b></p>	N/A	N/A



## 6 Additional Information

### 6.1 Rule for Award

The School reserves a period up to sixty (60) calendar days following the opening of the qualifications in which to evaluate and award the contract.

The School herein declares its express purpose not to award the contract to any Designer unable to furnish evidence, satisfactory to the School, that it has sufficient ability, experience, and capital to execute and complete the work in accordance with the contract. The Designer must possess and identify the physical resources, equipment, and personnel necessary to carry out the work in accordance with the specified requirements. If requested, any Designer may be required to demonstrate financial stability satisfactory to the School.

The Contract will be awarded by the Hingham Public Schools Superintendent, subject to any required approvals by the School Committee. Further, the contract will not be binding until it has been approved by the Town Administrator and/or Select Board. Award, payment, and performance obligations shall depend on the availability and appropriation of funds.

The School reserves the right to reject any and all qualifications as determined to be in the best interests of the School and to waive minor informalities.

### 6.2 Federal and State Taxes

The School is exempt from federal and state sales taxes and or use taxes. Taxes are not to be included in the fee to be negotiated with the selected Designer. School Tax Exemption Certificates are available if needed.

### 6.3 Information about Changes to the RFQ (Addenda)

In the event that changes/additions are made to this RFQ, written addenda will be posted to the School's Website: <https://hinghamschools.org/about/business-and-support-services/bids/>

It is the responsibility of all respondents to check that website for any such addenda. Respondents will be required by the system to acknowledge any addenda in order to successfully submit the electronic response. Addenda are incorporated into the RFQ and will become part of the contract.

### 6.4 Examination of Documents and Questions

The Designer shall be satisfied as to the requirements of the contemplated services to enable intelligent preparation of their Qualifications. The Designer shall be familiar with all of the RFQ documents before submitting Qualifications in order that no misunderstanding shall exist in regard to the nature and character of the contemplated services to be performed. No allowance will be made for any claim that Qualifications are based on incomplete information.

Designers should note that oral communications are not binding on the School. All requests/questions must be submitted in writing via email to [gina.naik@socotec.us](mailto:gina.naik@socotec.us) The School and / or the OPM will respond to questions that are received by the deadline and will post responses through the School's Website: <https://hinghamschools.org/about/business-and->

[support-services/bids/](#) Questions received after the due date will not be responded to unless the School determines it is necessary.

## 6.5 Proposal Modifications or Withdrawals

Qualifications may be corrected, modified, or withdrawn prior to the submission deadline. Requests to do so must be received in writing to Aisha Oppong via email at [aoppong@hinghamschools.org](mailto:aoppong@hinghamschools.org). After the submission deadline, qualifications may not be changed. Minor mistakes, informalities, or irregularities may be waived by the Owner.

## 6.6 Rejection of Qualifications

The Qualifications must satisfy all the requirements of the RFQ in order to be considered for award. Failure to complete the required forms, answer any questions, or provide the required documentation will be deemed NON-RESPONSIVE and result in rejection of the Qualifications unless the School determines that such failure constitutes a minor informality that can be corrected without prejudice to other Designers. Qualifications may be rejected if the Designer does one or more of the following:

- Fails to adhere to one or more of the provisions established in the RFQ.
- Fails to submit its Qualifications in the format specified herein or to supply the minimum information requested herein.
- Misrepresents its service or provides demonstrably false information in its Qualifications.
- Fails to provide material information.
- Qualifications that are incomplete, or not properly endorsed or signed.

The School reserves the right to reject any and all Qualifications as determined to be in the best interests of the School and to waive minor mistakes, informalities, or irregularities.

## 6.7 General and Special Provisions

The consideration of all Qualifications and subsequent selection of the successful Designer shall be made without regard to race, color, sex, gender identity, sexual orientation, age, handicap, religion, political affiliation, or national origin.

The Designer shall adhere to the provisions of the Fair Employment Practices Law of the Commonwealth (M.G.L. Chapter 151B). The provisions relating to non-discrimination and affirmative action in employment shall flow through all contracts and subcontracts that the successful Designer may receive or award as a result of this contract.

Services provided by the Designer shall be rendered through a professional services contract; the Designer will not be considered an employee of the School and will not receive any benefits of an employee.

The Designer shall comply with M.G.L. Chapter 66A if the Designer becomes a "holder" of "personal data." The Designer shall also protect the physical security and restrict any access to personal or other School data in the Designer's possession or used by the Designer in the performance of the Contract, which shall include, but is not limited to the School's public records, documents, files, software, equipment, plans, or systems.

Ownership of Documents: All Qualifications, materials, drawings, plans, etc. shall become the property of the School and may not be disposed of without notification and shall be considered public information.

The Designer, and any sub-consultants of the Designer, shall be expected to comply with all applicable federal, state, and local rules, regulations, and laws as they apply to the project without limitation including all federal, state, and local bidding, environmental, and safety rules, regulations, and laws in the performance of service.

By execution of a contract with the School, the Designer acknowledges that the Hingham Public Schools is a municipality for the purposes of M.G.L. Chapter 268A (the Massachusetts conflict of interest statute), and agrees, as circumstances require, to take actions and to forbear from taking actions so as to be in compliance at all times with the obligations of the contractor based on said statute. The provisions of M.G.L. c. 7C, the Hingham Public School Designer Selection Procedures, and all other applicable laws and certifications are incorporated herein by reference. By submitting a response to this RFQ, the respondent is certifying to all matters required under M.G.L. c. 7C, the Hingham Public Schools Designer Selection Procedures, and all other applicable laws and certifications.

## 6.8 Contract Terms and Conditions

The Agreement is anticipated to be executed by the date indicated under Procurement Schedule for this RFQ. The School reserves the right to change, delay, cancel, or expedite the contract execution date. The selected Designer is required to furnish all bonds and certificates of insurance required under the contract in a form acceptable to the School prior to the execution date.

## **7 Attachments**

**A: Designer Application Form** – Standard Designer Application Form for Municipalities and Public Agencies not within DSB Jurisdiction (Updated July 2016)

**B: Required Certifications**

B1: Certificate of Non-Collusion

B2: Certificate of Authority

B3: Certificate of Compliance with Massachusetts Tax Laws

B4: Conflict of Interest Statement

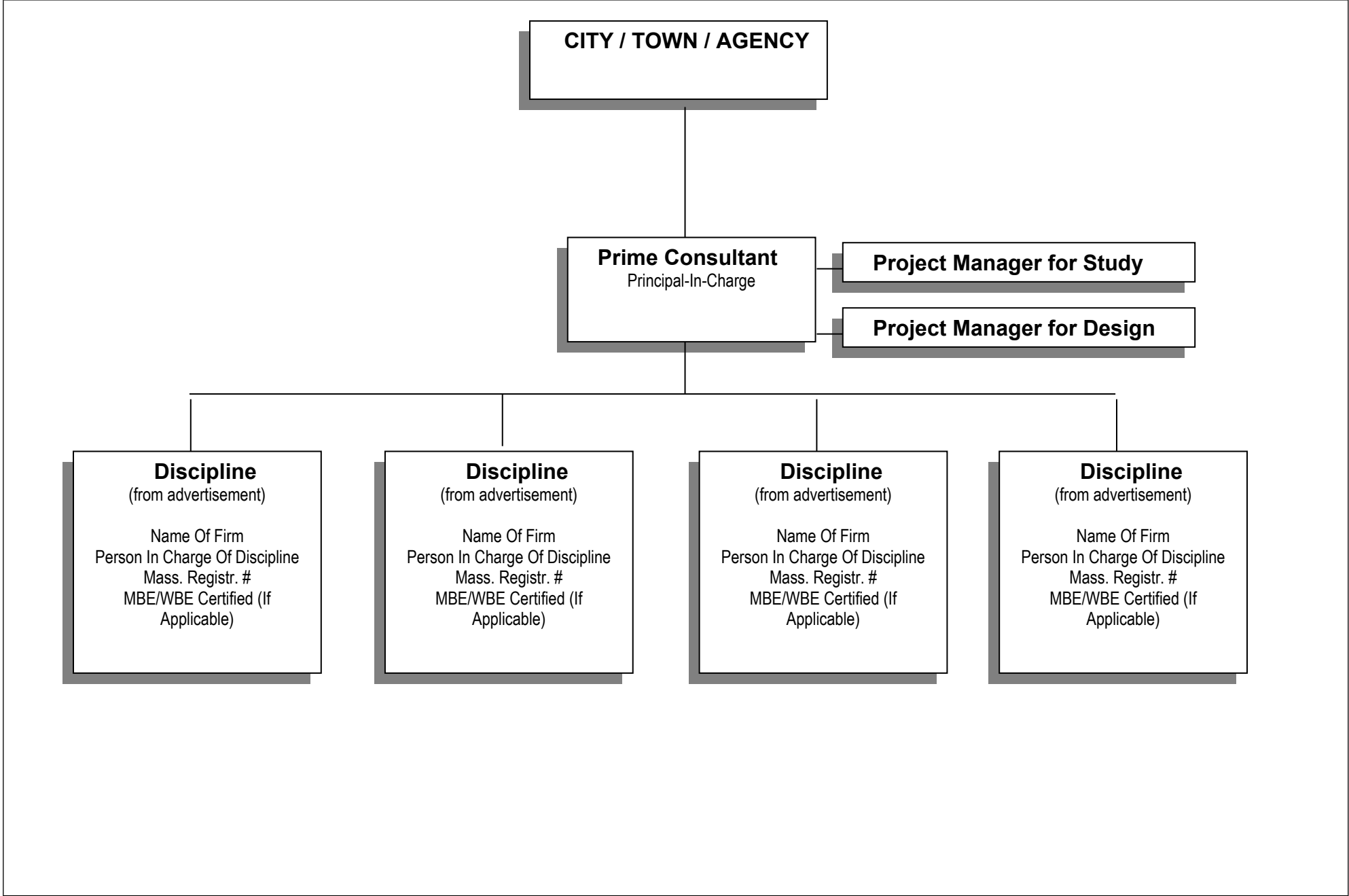
B5: Non-Debarment Certificate

**C: Agreement between the Hingham Public Schools and Architect/Designer**

## Attachment A: Designer Application Form

<p><b>Commonwealth of Massachusetts</b></p> <p><b>Standard Designer Application Form for Municipalities and Public Agencies not within DSB Jurisdiction (Updated July 2016)</b></p>	1. Project Name/Location For Which Firm Is Filing:	2. Project #																																
	This space for use by Awarding Authority only.																																	
3a. Firm (Or Joint-Venture) - Name and Address Of Primary Office To Perform The Work:	3. Name Of Proposed Project Manager: For Study: (if applicable) For Design: (if applicable)																																	
3b. Date Present and Predecessor Firms Were Established:	3f. Name and Address Of Other Participating Offices Of The Prime Applicant, If Different From Item 3a Above:																																	
3c. Federal ID #:	3g. Name and Address Of Parent Company, If Any:																																	
3d. Name and Title Of Principal-In-Charge Of The Project (MA Registration Required):  Email Address:  Telephone No:                              Fax No.:	3. Check Below If Your Firm Is Either: <ul style="list-style-type: none"> <li>(1) SDO Certified Minority Business Enterprise (MBE) <span style="float: right;"><input type="checkbox"/></span></li> <li>(2) SDO Certified Woman Business Enterprise (WBE) <span style="float: right;"><input type="checkbox"/></span></li> <li>(3) SDO Certified Minority Woman Business Enterprise (M/WBE) <span style="float: right;"><input type="checkbox"/></span></li> <li>(4) SDO Certified Service Disabled Veteran Owned Business Enterprise (SDVOBE) <span style="float: right;"><input type="checkbox"/></span></li> <li>(5) SDO Certified Veteran Owned Business Enterprise (VBE) <span style="float: right;"><input type="checkbox"/></span></li> </ul>																																	
4. Personnel From Prime Firm Included In Question #3a Above By Discipline (List Each Person Only Once, By Primary Function -- Average Number Employed Throughout The Preceding 6 Month Period. Indicate Both The Total Number In Each Discipline And, Within Brackets, The Total Number Holding Massachusetts Registrations): <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td>Admin. Personnel _____ ( ___ )</td> <td>Ecologists _____ ( ___ )</td> <td>Licensed Site Profs. _____ ( ___ )</td> <td>Other _____ ( ___ )</td> </tr> <tr> <td>Architects _____ ( ___ )</td> <td>Electrical Engrs. _____ ( ___ )</td> <td>Mechanical Engrs. _____ ( ___ )</td> <td>_____ ( ___ )</td> </tr> <tr> <td>Acoustical Engrs. _____ ( ___ )</td> <td>Environmental _____ ( ___ )</td> <td>Planners: Urban./Reg. _____ ( ___ )</td> <td>_____ ( ___ )</td> </tr> <tr> <td>Civil Engrs. _____ ( ___ )</td> <td>Fire Protection _____ ( ___ )</td> <td>Specification Writers _____ ( ___ )</td> <td>_____ ( ___ )</td> </tr> <tr> <td>Code Specialists _____ ( ___ )</td> <td>Geotech. Engrs. _____ ( ___ )</td> <td>Structural Engrs. _____ ( ___ )</td> <td>_____ ( ___ )</td> </tr> <tr> <td>Construction Inspectors _____ ( ___ )</td> <td>Industrial _____ ( ___ )</td> <td>Surveyors _____ ( ___ )</td> <td>_____ ( ___ )</td> </tr> <tr> <td>Cost Estimators _____ ( ___ )</td> <td>Interior Designers _____ ( ___ )</td> <td>_____ ( ___ )</td> <td>_____ ( ___ )</td> </tr> <tr> <td>Drafters _____ ( ___ )</td> <td>Landscape _____ ( ___ )</td> <td>_____ ( ___ )</td> <td style="text-align: right;">Total _____ ( ___ )</td> </tr> </table>			Admin. Personnel _____ ( ___ )	Ecologists _____ ( ___ )	Licensed Site Profs. _____ ( ___ )	Other _____ ( ___ )	Architects _____ ( ___ )	Electrical Engrs. _____ ( ___ )	Mechanical Engrs. _____ ( ___ )	_____ ( ___ )	Acoustical Engrs. _____ ( ___ )	Environmental _____ ( ___ )	Planners: Urban./Reg. _____ ( ___ )	_____ ( ___ )	Civil Engrs. _____ ( ___ )	Fire Protection _____ ( ___ )	Specification Writers _____ ( ___ )	_____ ( ___ )	Code Specialists _____ ( ___ )	Geotech. Engrs. _____ ( ___ )	Structural Engrs. _____ ( ___ )	_____ ( ___ )	Construction Inspectors _____ ( ___ )	Industrial _____ ( ___ )	Surveyors _____ ( ___ )	_____ ( ___ )	Cost Estimators _____ ( ___ )	Interior Designers _____ ( ___ )	_____ ( ___ )	_____ ( ___ )	Drafters _____ ( ___ )	Landscape _____ ( ___ )	_____ ( ___ )	Total _____ ( ___ )
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Drafters _____ ( ___ )	Landscape _____ ( ___ )	_____ ( ___ )	Total _____ ( ___ )																															
5. Has this Joint-Venture previously worked together? <span style="float: right;"><input type="checkbox"/> Yes     <input type="checkbox"/> No</span>																																		

6. List **ONLY** Those Prime And Sub-Consultant Personnel Specifically Requested In The Advertisement. This Information Should Be Presented Below In The Form Of An Organizational Chart. Include Name Of Firm And Name Of The One Person In Charge Of The Discipline, With Mass. Registration Number, As Well As MBE/WBE Status, If Applicable:



7. Brief Resume of ONLY those Prime Applicant and Sub-Consultant personnel requested in the Advertisement. <u>Include Resumes of Project Managers</u> . Resumes should be consistent with the persons listed on the Organizational Chart in Question # 6. Additional sheets should be provided only as required for the number of Key Personnel requested in the Advertisement and they must be in the format provided. By including a Firm as a Sub-Consultant, the Prime Applicant certifies that the listed Firm has agreed to work on this Project, should the team be selected.	
a. Name and Title Within Firm:	a. Name and Title Within Firm:
b. Project Assignment:	b. Project Assignment:
c. Name and Address Of Office In Which Individual Identified In 7a Resides: <div style="text-align: right;"> MBE <input type="checkbox"/>  WBE <input type="checkbox"/>  SDVOBE <input type="checkbox"/>  VBE <input type="checkbox"/> </div>	c. Name and Address Of Office In Which Individual Identified In 7a Resides: <div style="text-align: right;"> MBE <input type="checkbox"/>  WBE <input type="checkbox"/>  SDVOBE <input type="checkbox"/>  VBE <input type="checkbox"/> </div>
d. Years Experience: With This Firm: _____ With Other Firms: _____	d. Years Experience: With This Firm: _____ With Other Firms: _____
e. Education: Degree(s) /Year/Specialization	e. Education: Degree(s) /Year/Specialization
f. Active Registration: Year First Registered/Discipline/Mass Registration Number	f. Active Registration: Year First Registered/Discipline/Mass Registration Number
g. Current Work Assignments and Availability For This Project:	g. Current Work Assignments and Availability For This Project:
h. Other Experience and Qualifications Relevant To The Proposed Project: (Identify Firm By Which Employed, If Not Current Firm):	h. Other Experience and Qualifications Relevant To The Proposed Project: (Identify Firm By Which Employed, If Not Current Firm):

8a. Current and Relevant Work By Prime Applicant Or Joint-Venture Members. Include <b>ONLY</b> Work Which Best Illustrates Current Qualifications In The Areas Listed In The Advertisement (List Up To But Not More Than 5 Projects).					
a. Project Name And Location Principal-In-Charge	b. Brief Description Of Project And Services (Include Reference To Relevant Experience)	c. Client's Name, Address And Phone Number (Include Name Of Contact Person)	d. Completion Date (Actual Or Estimated)	e. Project Cost (In Thousands)	
				Construction Costs (Actual, Or Estimated If Not Completed)	Fee for Work for Which Firm Was Responsible
(1)					
(2)					
(3)					
(4)					
(5)					



8b. List Current and Relevant Work By Sub-Consultants Which Best Illustrates Current Qualifications In The Areas Listed In The Advertisement (Up To But Not More Than 5 Projects For Each Sub-Consultant). Use Additional Sheets Only As Required For The Number Of Sub-Consultants Requested In The Advertisement.

Sub-Consultant Name:

a. Project Name and Location Principal-In-Charge	b. Brief Description Of Project and Services (Include Reference To Relevant Experience	c. Client's Name, Address And Phone Number. Include Name Of Contact Person	d. Completion Date (Actual Or Estimated)	e. Project Cost (In Thousands)	
				Construction Costs (Actual, Or Estimated If Not Completed)	Fee For Work For Which Firm Was/Is Responsible
(1)					
(2)					
(3)					
(4)					
(5)					

9. List All Projects Within The Past 5 Years For Which Prime Applicant Has Performed, Or Has Entered Into A Contract To Perform, Any Design Services For All Public Agencies Within The Commonwealth.					
# of Total Projects:		# of Active Projects:	Total Construction Cost (In Thousands) of Active Projects (excluding studies):		
Role P, C, JV *	Phases St., Sch., D.D., C.D.,A.C.*	Project Name, Location and Principal-In-Charge	Awarding Authority (Include Contact Name and Phone Number)	Construction Costs (In Thousands) (Actual, Or Estimated If Not	Completion Date (Actual or Estimated) (R)Renovation or (N)New
		1.			
		2.			
		3.			
		4.			
		5.			
		6.			
		7.			
		8.			
		9.			
		10.			
		11.			
		12.			

\* P = Principal; C = Consultant; JV = Joint Venture; St. = Study; Sch. = Schematic; D.D. = Design Development; C.D. = Construction Documents; A.C. = Administration of Contract

10. Use This Space To Provide Any Additional Information Or Description Of Resources Supporting The Qualifications Of Your Firm And That Of Your Sub-Consultants For The Proposed Project. If Needed, Up To Three, Double-Sided 8 1/2" X 11" Supplementary Sheets Will Be Accepted. **APPLICANTS ARE ENCOURAGED TO RESPOND SPECIFICALLY IN THIS SECTION TO THE AREAS OF EXPERIENCE REQUESTED IN THE ADVERTISEMENT.**

**Be Specific – No Boiler Plate**

11. Professional Liability Insurance:

Name of Company	Aggregate Amount	Policy Number	Expiration Date
-----------------	------------------	---------------	-----------------

12. Have monies been paid by you, or on your behalf, as a result of Professional Liability Claims (in any jurisdiction) occurring within the last 5 years and in excess of \$50,000 per incident? Answer **YES** or **NO**. If YES, please include the name(s) of the Project(s) and Client(s), and an explanation (attach separate sheet if necessary).

13. Name Of Sole Proprietor Or Names Of All Firm Partners and Officers:

Name	Title	MA Reg #	Status/Discipline	Name	Title	MA Reg #	Status/Discipline
a.				d.			
b.				e.			
c.				f.			

14. If Corporation, Provide Names Of All Members Of The Board Of Directors:

Name	Title	MA Reg #	Status/Discipline	Name	Title	MA Reg #	Status/Discipline
a.				d.			
b.				e.			
c.				f.			

15. Names Of All Owners (Stocks Or Other Ownership):

Name And Title	% Ownership	MA. Reg.#	Status/Discipline	Name And Title	% Ownership	MA. Reg.#	Status/Discipline
a.				d.			
b.				e.			
c.				f.			

16. I hereby certify that the undersigned is an Authorized Signatory of Firm and is a Principal or Officer of Firm. I further certify that this firm is a "Designer", as that term is defined in Chapter 7C, Section 44 of the General Laws, or that the services required are limited to construction management or the preparation of master plans, studies, surveys, soil tests, cost estimates or programs. The information contained in this application is true, accurate and sworn to by the undersigned under the pains and penalties of perjury.

Submitted by (Signature) \_\_\_\_\_ Printed Name and Title \_\_\_\_\_ Date \_\_\_\_\_

**ATTACHMENT B-1**

**CERTIFICATE OF NON-COLLUSION**

The undersigned hereby certifies that s/he will comply with all laws and regulations applicable to awards made subject to Massachusetts General Laws Chapter 149, § 44A1/2 and all other applicable laws.

The undersigned certifies under penalties of perjury that this proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word “person” shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

---

Signature of individual submitting Qualifications

Date

---

Name of Business (please type or print)

This form is required with RFQ qualifications submission.

**ATTACHMENT B-2**

**CERTIFICATE OF AUTHORITY**

1. I hereby certify that I am the Clerk/Secretary of \_\_\_\_\_  
(Insert full name of Corporation)

2. corporation, and that \_\_\_\_\_  
(Insert the name of officer who signed the **contract and bonds**)

3. is the duly elected \_\_\_\_\_  
(Insert the title of the officer in line 2)

4. of said corporation, and that on \_\_\_\_\_  
(The date must be **ON OR BEFORE** the date the officer signed the **contract and bonds**.)

at a duly authorized meeting of the Board of Directors of said corporation, at which all the directors were present or waived notice, it was voted that

5. \_\_\_\_\_ the \_\_\_\_\_  
(Insert **name** from line 2) (Insert **title** from line 3)

of this corporation be and hereby is authorized to execute contracts and bonds in the name and on behalf of said corporation, and affix its Corporate Seal thereto, and such execution of any contract of obligation in this corporation's name and on its behalf, with or without the Corporate Seal, shall be valid and binding upon this corporation; and that the above vote has not been amended or rescinded and remains in full force and effect as of the date set forth below.

6. ATTEST: \_\_\_\_\_ AFFIX CORPORATE  
(Signature of **Clerk or Secretary**)\* SEAL HERE

7. Name: \_\_\_\_\_  
(Please print or type name on line 6)\*

8. Date: \_\_\_\_\_  
(Insert a date that is **ON OR AFTER** the date the officer signed the **contract and bonds**.)

\* The name and signature inserted in lines 6 & 7 must be that of the Clerk or Secretary of the corporation.

This form is required with RFQ qualifications submission if the Qualifications are signed by a person other than the owner or president of the company.

**ATTACHMENT B-3**

**CERTIFICATE OF COMPLIANCE WITH MASSACHUSETTS TAX LAWS**

Pursuant to Massachusetts General Laws Chapter 62C, Section 49A, the undersigned acting on behalf of the Bidder\*, certify under the penalties of perjury that to my best knowledge and belief, the Bidder\* is in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and Bidders, and withholding and remitting child support.

**Individual**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (please type or print)

\_\_\_\_\_  
Social Security Number

**Corporate**

\_\_\_\_\_  
Corporate Name (please type or print)

\_\_\_\_\_  
Signature of Corporate Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Corporate Officer (please type or print)

\_\_\_\_\_  
Title (please type or print)

\_\_\_\_\_  
Taxpayer Identification Number

\*As used in this certification, the word "Bidder" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals

This form is required with RFQ qualifications submission.

**Conflict of Interest Statement**

The undersigned certifies under penalties of perjury that no official or employee of the governmental body for which the attached solicitation is proposed has a pecuniary interest in this proposal or in the contract which it offers to execute or in expected profits to arise therefrom; and, further that no official or employee of said governmental body will receive any commission, discount, bonus, gift, contribution, or reward from or share in the profits of any person making or performing such a contract. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Name of Business)

Does your firm or any of the employees proposed for this work or who may work on this project have an interest, directly or indirectly, that may lead to a conflict or the appearance of a conflict in the performance of work as proposed herein?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**NON-DEBARMENT CERTIFICATION**

**MGL Chapter 29, Section 29F**

The undersigned certifies under penalties of perjury that the said undersigned is not presently debarred from participating in public contracts in the Commonwealth of Massachusetts under the provisions of Chapter 29 Section 29F of the Massachusetts General Laws, or any other applicable debarment provision of any other Chapter of the General Laws, or any Rule or Regulation promulgated thereunder.

Date \_\_\_\_\_ Name of Bidder \_\_\_\_\_

Signature \_\_\_\_\_

Name of Company \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_



## ATTACHMENT C

# HINGHAM PUBLIC SCHOOLS



### AGREEMENT (Designer Services)

This Agreement (hereafter “Agreement” and/or “Contract”) is made this \_\_\_ day of \_\_\_\_\_ 2024 by and between the Owners, a department of the Town of Hingham, Massachusetts, a municipal corporation organized under the laws of the Commonwealth of Massachusetts, of 220 Central Street, Hingham, MA 02043 (“Owner”) and \_\_\_\_\_, of \_\_\_\_\_ (“Architect”/ “Designer”) to provide Designer Services for the New Hingham High School Wellness Center, as further described on Attachment C incorporated herein.

Whereas, the Owner issued a request for qualifications (“RFQ”) for Architect/Designer services pursuant to the provisions of M.G.L. c. 7C and all other applicable laws and the Hingham Public Schools Designer Selection Procedures; and

Whereas, the Architect/Designer submitted Qualifications and a Fee Proposal in response to said RFQ and the Owner has accepted said Qualifications and selected the Architect/Designer to provide the Owner with the requested supplies and/or services;

Now, therefore, for good and valuable consideration the parties hereby agree as follows.

#### **Supplies and/or Services**

The Architect/Designer agrees to render Architect/Designer services to the Hingham Public Schools as described in the RFQ attached hereto and incorporated herein as “Exhibit A” and as described in the Architect/Designer’s Qualifications provided in response to said RFQ attached hereto and incorporated herein as “Exhibit B” and in its fee proposal attached hereto and incorporated herein as “Exhibit C” as and when requested by the Owner.

In addition to any express manufacturer warranty associated with any supplies provided hereunder, all supplies provided hereunder are subject to the implied warranty of merchantability and the implied warranty for a particular purpose. The Architect/Designer shall be responsible for the transportation and delivery of all supplies and the costs associated therewith.

All services provided by the Architect/Designer hereunder shall be performed with the degree of care and skill consistent with the standards applicable to persons performing said services under similar conditions and circumstances in the same or nearby locality.

All supplies delivered to the Owner shall become property of the Owner and all documents of any kind delivered to the Owner as part of services provided hereunder shall become property of the Owner and shall be subject to the public records law to the extent applicable.

### **Project Scope**

This project consists of the design and construction of a 2,500 sq ft modern center at Hingham High School which will encompass fitness, wellness, exercise, space for Health instruction and additional programming, potentially before, during and after school time. It will replace an existing storage/maintenance facility adjacent to the track in the rear parking lot.

### **Payment**

The Owner shall compensate the Architect/Designer for said supplies and/or services in an amount not to exceed \$ \_\_\_\_\_ as described in the Architect/Designer's Fee Proposal provided at the request of the Owner and attached hereto and incorporated herein as "Exhibit C." The Architect/Designer shall invoice the Owner on a monthly basis for said supplies and/or services. The Architect/Designer shall perform all services hereunder as an independent contractor and payment for such services shall be made without deductions. The Architect/Designer shall be responsible for all withholding taxes, other taxes, contributions to social security and any other deductions which may be required by state or federal law with respect to the services provided hereunder.

Nothing in this Agreement shall create any benefit, right or contractual relationship with any third party including any subcontractors of the Architect/Designer. The Architect/Designer shall be solely liable for all payments to all third parties or subcontractors and shall fully indemnify and hold harmless the Owner from any and all claims made against the Owner by Architect/Designer's third parties or subcontractors.

The Owner's liability for payments hereunder are subject to the appropriation of sufficient funds.

The acceptance of final payment by the Architect/Designer hereunder shall constitute a waiver of any and all claims against the Owner by the Architect/Designer arising under this Agreement.

## **Term**

The term of this Agreement shall commence upon the date of this Agreement and shall continue until the completion of providing supplies and/or performance services hereunder which shall be no later than \_\_\_\_\_ or until the earlier termination of this Agreement as provided herein.

The Owner may terminate this Agreement at any time for convenience and without cause upon thirty (30) days prior written notice to the other party.

In the case of any default on the part of the Architect/Designer with respect to any of the terms of this Agreement, the Owner shall give written notice thereof, and if said default is not cured within such time as the Owner shall specify in writing, the Owner shall have the right to terminate this Agreement for cause.

Upon the expiration and/or termination of this Agreement, the Architect/Designer shall cease any further providing of supplies and/or performance of services hereunder and shall submit a final invoice for supplies delivered and/or work performed as of said expiration and/or termination date to the Owner for payment.

The parties may extend the term of this Agreement by mutual agreement.

## **Insurance/Indemnity**

During the term of this Agreement the Architect/Designer shall, at its expense, obtain and maintain Worker's Compensation Insurance, Motor Vehicle Insurance, General Liability Insurance and Professional Liability/Errors and Omissions Insurance (for professional services contracts only) in amounts acceptable to the Owner. The Architect/Designer shall provide the Owner with a certificate(s) of said insurance naming the Owner as an additional insured.

The Architect/Designer shall indemnify and hold harmless the Owner from and against any and all claims, damages, losses, and expenses, including attorney's fees, arising out of the providing of supplies and/or performance of services under this Agreement, when such claims, damages, losses, and expenses are caused, in whole or in part, by the wrongful or negligent acts or omissions of the Architect/Designer or its officers, employees, agents, subcontractors or representatives.

## **Notices**

All notices shall be delivered by hand or sent by registered or certified mail, postage prepaid or by so-called "express" mail (such as Federal Express or U.S. Postal Service Express Mail) to the following addresses:

Aisha Nelson-Oppong  
Director of Business and Support Services  
Higham Public Schools  
220 Central St.  
Hingham, MA 02043  
Email: [aoppong@hinghamschools.org](mailto:aoppong@hinghamschools.org)  
Phone: (781) 741-1500

Architect/Designer:  
Address listed above

### **Assignment**

The Architect/Designer shall not assign any of its rights or obligations under this Agreement without the prior written consent of the Owner.

### **Waiver/Alteration/Modification**

No waiver, alteration, or modification of any of the provisions of this Agreement shall be binding unless in writing and signed by both parties.

### **Certification as to Non-Collusion**

The Architect/Designer certifies, pursuant to M.G.L. c. 30B, § 10, that under the penalties of perjury that the above referenced proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word “person” shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

### **Certification as to Payment of State Taxes**

The Architect/Designer certifies, pursuant to M.G.L. c. 62C, § 49A, that under the penalties of perjury that the Architect/Designer has complied, is complying, and will comply during the terms of this Agreement with all laws of the Commonwealth of Massachusetts relating to taxes, reporting of employees and contractors, and withholding and remitting of child support.

### **Certification as to Conflict of Interest Laws**

The Architect/Designer certifies that the execution of this Agreement and the providing of supplies and/or performance of services hereunder by the Architect/Designer and any third party or subcontractor is and shall be in full compliance with the applicable conflict of interest laws including M.G.L. c. 268A and that there are no existing conflicts of interest which would prohibit the Architect/Designer from providing supplies and/or performing services hereunder.

### **Compliance with Laws**

The Architect/Designer shall comply with all federal, state and local laws, regulations, bylaws and rules applicable to this Agreement and shall obtain all necessary licenses, permits and approvals applicable to this Agreement. All of the applicable provisions of M.G.L. c. 7C, the Owner Designer Selection Procedures, and all other applicable laws are incorporated herein.

### **Certifications**

The Architect/Designer certifies that it is qualified to provide the supplies and/or services hereunder and that the person executing this Agreement on behalf of the Architect/Designer is duly authorized to execute this Agreement.

### **Exhibits/Headings**

To the extent any conflict arises between the main body of this Agreement and any of the exhibits attached hereto, the main body of this Agreement shall control. The headings contained in this Agreement and in any of the exhibits hereto are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

### **Counterparts and Electronic Signatures**

This Agreement may be executed in counterparts, each of which shall be deemed an original and both of which shall constitute one and the same Agreement. In addition, this Agreement may be executed by electronic signature, which shall be considered as an original signature for all purposes and shall have the same force and effect as an original signature. Without limitation, “electronic signature” shall include electronically scanned and transmitted versions (e.g., via pdf) of an original signature delivered electronically as if the original had been received.

### **Governing Law**

This Agreement is to be construed as a Massachusetts contract, is to take effect as a sealed instrument, and sets forth the entire Agreement between the parties and is binding upon and inures to the benefit of the parties hereto and their respective successors and/or assigns and all parties hereby submit to the jurisdiction and venue of the courts of the Commonwealth of Massachusetts located in Plymouth or Suffolk County for all purposes with respect to enforcement of this Agreement and all parties waive any objection to such jurisdiction and venue. If any court of competent jurisdiction holds any portion of this Agreement to be illegal, invalid, or unenforceable, the Owner and Architect/Designer agree that any such order shall not affect any other remaining term, clause, phrase, paragraph, section, or provision and all shall remain in full force and effect.

In witness whereof, the Owner and the Architect/Designer have caused this Agreement to be executed as a sealed instrument this \_\_\_\_\_ day of \_\_\_\_\_ 2024.

Hingham Public Schools:

Designer/Architect:

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: Dr. Margaret Adams

Name: \_\_\_\_\_

Title: Superintendent

Title: \_\_\_\_\_

The undersigned hereby certifies that the Department followed the applicable procurement laws and that the supplies and/or services procured under this Agreement are for the benefit of the Owner and that an appropriation is available in the amount of this Agreement.

\_\_\_\_\_

Name:

Title:

**END**

Exhibit A: Designer RFQ

Exhibit B: Architect/Designer - Qualifications

Exhibit C: Architect/Designer - Fee Proposal





AMENTA EMMA ARCHITECTS  
Hartford | Boston | New York  
860.549.4725

GOLEMME ARCHITECTURE & DESIGN  
83 Colchester Drive  
Plymouth, MA 02360  
508.918.8778

New Hingham High School Wellness Center  
**Qualifications**



## Statement of Interest

February 1, 2024

Hingham Public Schools  
c/o Aisha Oppong  
220 Central Street  
Hingham, MA 02043

RE: New Hingham High School Wellness Center

Dear Aisha,

Amenta Emma + Golemme is excited to be considered for the New Hingham High School Wellness Center project. Our recent collaboration with Hingham Sports Partnership, Inc., to create a schematic level design for this proposed building makes us uniquely qualified to bring this project to the next phase with Hingham Public Schools (HPS).

Having recently completed the preliminary programming analysis, floor plans, conceptual elevations, preliminary scoping analysis and building renderings for the Wellness Center, this project has an excellent basis for collaborate refinement with HPS and moving forward in an efficient and timely manner (which will be beneficial for both the project schedule and design fees).

Our Strategic Alliance of two Professional Service Firms gives us the advantage of local team representation along with a collaborative approach to project delivery. Having completed a wide range of complex ground up buildings with varying budgets and schedule constraints, along with a wealth of public school experience and fitness center knowledge, our team is poised to provide exceptional services for this important project.

We look forward to the opportunity to continue our work on the New Hingham High School Wellness Center project with the Hingham Public School team.

Sincerely,



Robert Swain, AIA, LEED AP  
Principal  
Amenta Emma Architects, PC  
rswain@amentaemma.com

Kevin Golemme AIA, NCARB, LEED AP  
Principal  
Golemme Architecture & Design  
kevin@golemmearch.com





**Amenta Emma References**

Benjamin Salzberg  
Massachusetts Army National Guard  
339.202.3963  
Benjamin.m.salzberg.mil@mail.mil

Jill Corrado  
Executive Director  
West Hartford Housing Authority  
860.578.5220  
jcorrado@westhartfordha.org

**Golemme Architecture & Design References**

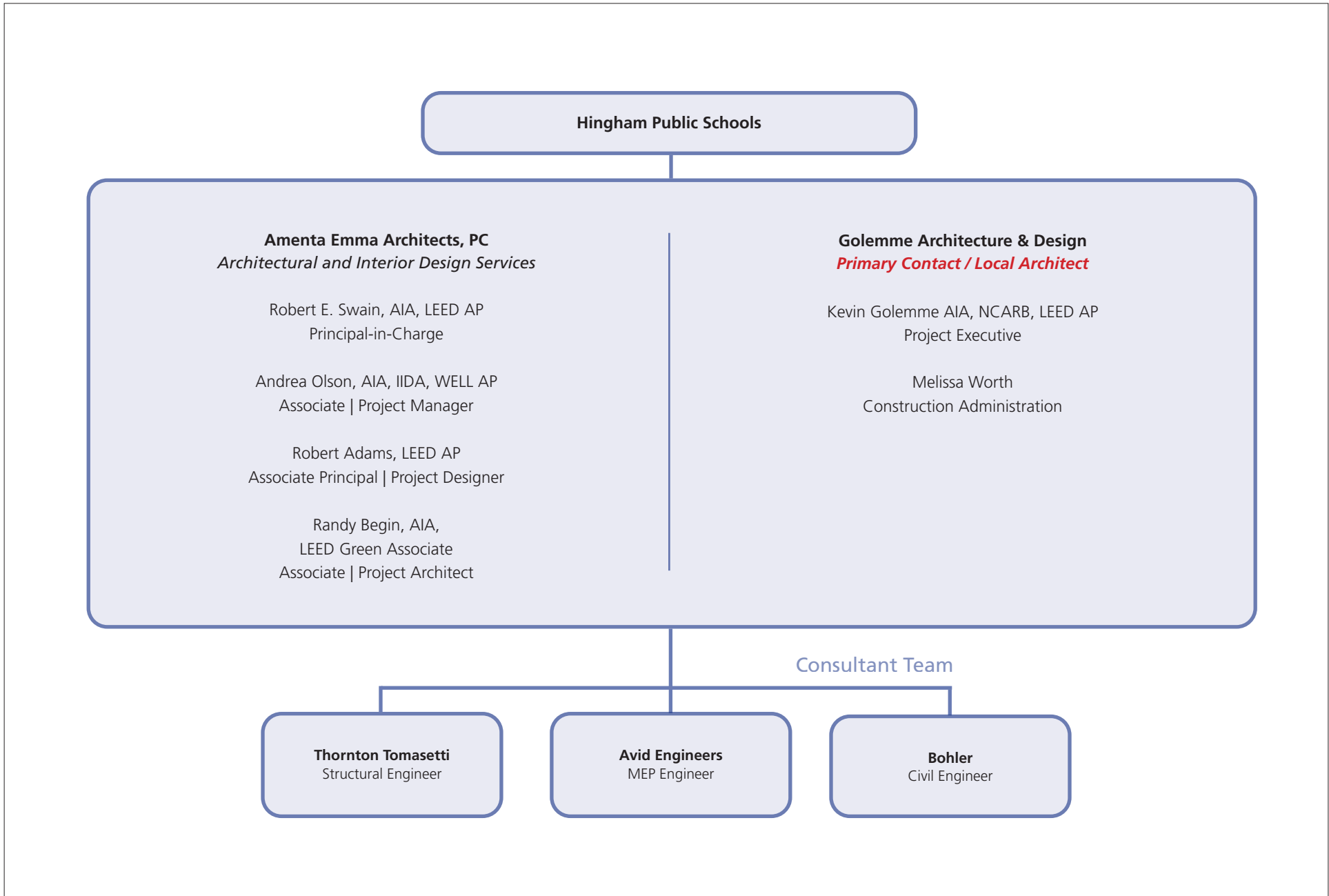
Jim Cahill  
President  
J. Calnan and Associates  
617.801.0224  
jcahill@jcalnan.com

Jason Emord  
Vice President  
Timberline Construction  
508.261.4594  
jemord@timberlineconstruction.com

Tim Maynes  
Managing Director  
Savills  
617.925.6287  
tmaynes@savills.us

<b>Commonwealth of Massachusetts DSB Application Form (Updated July 2016)</b>	1. Project Name/Location for Which Firm is Filing: <b>Hingham Public Schools Designer Services New Hingham High School Wellness Center</b>	2a. DSB # _____ Item # _____																																																																																																																																																																	
		2b. Mass. State Project # _____																																																																																																																																																																	
3a. Firm (Or Joint-Venture) - Name and Address Of Primary Office To Perform The Work: <b>Amenta Emma Architects, PC 242 Trumbull Street, Suite 201 Hartford, CT 06103</b>	3e. Name Of Proposed Project Manager: For Study: (if applicable) <b>Andrea Olson, AIA, IIDA, WELL AP</b> For Design: (if applicable) <b>Andrea Olson, AIA, IIDA, WELL AP</b>																																																																																																																																																																		
3b. Date Present and Predecessor Firms Were Established: <b>1985</b>	3f. Name and Address Of Other Participating Offices Of The Prime Applicant, If Different From Item 3a Above: <b>Golemme Architecture &amp; Design 83 Colchester Dive Plymouth, MA 02360</b>																																																																																																																																																																		
3c. Federal ID #: <b>06-1138945</b>	3g. Name and Address Of Parent Company, If Any:																																																																																																																																																																		
3d. Name and Title Of Principal-In-Charge Of The Project (MA Registration Required):  <b>Robert Swain, AIA, LEED AP Kevin Golemme, AIA, LEED AP – MA 20677</b>  Email Address: <b>rswain@amentaemma.com</b>  Telephone No: <b>860.549.4725</b> Fax No.: _____ <b>508.918.8778</b>	3h. Check Below If Your Firm Is Either: <table style="width:100%; border: none;"> <tr> <td>(1) SDO Certified Minority Business Enterprise (MBE)</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>(2) SDO Certified Woman Business Enterprise (WBE)</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>(3) SDO Certified Minority Woman Business Enterprise (M/WBE)</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>(4) SDO Certified Service Disabled Veteran Owned Business Enterprise (SDVOBE)</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>(5) SDO Certified Veteran Owned Business Enterprise (VBE)</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> </table>			(1) SDO Certified Minority Business Enterprise (MBE)	<input type="checkbox"/>	(2) SDO Certified Woman Business Enterprise (WBE)	<input type="checkbox"/>	(3) SDO Certified Minority Woman Business Enterprise (M/WBE)	<input type="checkbox"/>	(4) SDO Certified Service Disabled Veteran Owned Business Enterprise (SDVOBE)	<input type="checkbox"/>	(5) SDO Certified Veteran Owned Business Enterprise (VBE)	<input type="checkbox"/>																																																																																																																																																						
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4. <b>Personnel From Prime Firm Included In Question #3a Above</b> By Discipline (List Each Person Only Once, By Primary Function -- Average Number Employed Throughout The Preceding 6 Month Period. Indicate Both The Total Number In Each Discipline And, Within Brackets, The Total Number Holding Massachusetts Registrations):																																																																																																																																																																			
<table style="width:100%; border: none;"> <tr> <td style="width:20%;">Admin. Personnel</td> <td style="width:10%; text-align: center;"><u>4</u></td> <td style="width:10%;">(</td> <td style="width:10%; text-align: center;">___</td> <td style="width:10%;">)</td> <td style="width:10%;">Ecologists</td> <td style="width:10%; text-align: center;">___</td> <td style="width:10%;">(</td> <td style="width:10%; text-align: center;">___</td> <td style="width:10%;">)</td> <td style="width:10%;">Licensed Site Profs.</td> <td style="width:10%; text-align: center;">___</td> <td style="width:10%;">(</td> <td style="width:10%; text-align: center;">___</td> <td style="width:10%;">)</td> <td style="width:10%;">Other</td> <td style="width:10%; text-align: center;">___</td> <td style="width:10%;">(</td> <td style="width:10%; text-align: center;">___</td> <td style="width:10%;">)</td> </tr> <tr> <td>Architects</td> <td style="text-align: center;"><u>20</u></td> <td>(</td> <td style="text-align: center;">5</td> <td>)</td> <td>Electrical Engrs.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Mechanical Engrs.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>_____</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> </tr> <tr> <td>Acoustical Engrs.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Environmental Engrs.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Planners: Urban./Reg.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>_____</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> </tr> <tr> <td>Civil Engrs.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Fire Protection Engrs.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Specification Writers</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>_____</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> </tr> <tr> <td>Code Specialists</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Geotech. Engrs.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Structural Engrs.</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>_____</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> </tr> <tr> <td>Construction</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Industrial Hygienists</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Surveyors</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>_____</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> </tr> <tr> <td>Cost Estimators</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Interior Designers</td> <td style="text-align: center;"><u>4</u></td> <td>(</td> <td style="text-align: center;">3</td> <td>)</td> <td>_____</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>_____</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> </tr> <tr> <td>Drafters</td> <td style="text-align: center;"><u>12</u></td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Landscape Architects</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>_____</td> <td style="text-align: center;">___</td> <td>(</td> <td style="text-align: center;">___</td> <td>)</td> <td>Total</td> <td style="text-align: center;"><u>40</u></td> <td>(</td> <td style="text-align: center;">8</td> <td>)</td> </tr> </table>	Admin. Personnel	<u>4</u>	(	___	)	Ecologists	___	(	___	)	Licensed Site Profs.	___	(	___	)	Other	___	(	___	)	Architects	<u>20</u>	(	5	)	Electrical Engrs.	___	(	___	)	Mechanical Engrs.	___	(	___	)	_____	___	(	___	)	Acoustical Engrs.	___	(	___	)	Environmental Engrs.	___	(	___	)	Planners: Urban./Reg.	___	(	___	)	_____	___	(	___	)	Civil Engrs.	___	(	___	)	Fire Protection Engrs.	___	(	___	)	Specification Writers	___	(	___	)	_____	___	(	___	)	Code Specialists	___	(	___	)	Geotech. Engrs.	___	(	___	)	Structural Engrs.	___	(	___	)	_____	___	(	___	)	Construction	___	(	___	)	Industrial Hygienists	___	(	___	)	Surveyors	___	(	___	)	_____	___	(	___	)	Cost Estimators	___	(	___	)	Interior Designers	<u>4</u>	(	3	)	_____	___	(	___	)	_____	___	(	___	)	Drafters	<u>12</u>	(	___	)	Landscape Architects	___	(	___	)	_____	___	(	___	)	Total	<u>40</u>	(	8	)			
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5. Has this Joint-Venture previously worked together? <span style="margin-left: 100px;"><input checked="" type="checkbox"/> Yes</span> <span style="margin-left: 100px;"><input type="checkbox"/> No</span>																																																																																																																																																																			

6. List ONLY Those Prime And Sub-Consultant Personnel Specifically Requested In The Advertisement. This Information Should Be Presented Below In The Form Of An Organizational Chart.





<b>Robert E. Swain, AIA, LEED AP</b> Principal-in-Charge	
<u>Education</u> BArch – 1987 – Catholic University of America	
Project Role	Principal-in-Charge
MA Registration Type and #	CT License ARI. 004996
Years w/ Firm	26
Total Years Experience	33
Additional Registrations/Certifications	LEED AP
Availability	30%
Applicant Office Address	242 Trumbull Street Hartford, CT 06103
<i>Amenta Emma functions as one office - with team members regularly working out of both Hartford and Boston Offices.</i>	

**Profile and Experience**

Robert has over 30 years of experience leading complex academic projects for public and private academic institutions. He has guided new construction and renovation projects for instructional, arts, lab, student life, student services, and admin. programs from predesign to construction close-out. Robert's work includes multiple energy and envelope improvement projects.

Robert currently serves as a Principal-in-Charge and primary project manager on all of the firm's Massachusetts Army National Guard work, providing him the experience, knowledge and insight of Massachusetts General Laws / M.G.L. Ch. 30, Section 39M. With an extensive background on complex new construction (and renovation) projects, he brings a depth of experience to the full life of a project from initial programming to construction completion.

He is currently leading work for major renovations at Berkshire Community College and Southern Connecticut State University and completing a study at Fitchburg State University. His completed projects include serving as the main author of the Design/Build criteria document for an Army National Guard Training Institute at Camp Niantic in Connecticut.

**Academic Project Experience**

*Annie Fisher Montessori and STEM Magnet Schools*  
Renovation

*Worthington Hooker School*

*Brewster Elementary School\**

*Hawley Elementary School\**

*Loomis Chaffee School*

Katherine Brush Library

*Loomis Chaffee School*

Student Lounge

*Quinebaug Middle College High School*

Addition and Renovation

*Middlesex Community College*

Pavilion

**Massachusetts Project Experience**

*Fall River Armory Renovation NGMA Project 25-209007*

Part of the MMA – Mass State Project #20-14 House Dr Contract

*Bourne National Guard Armory • CH 149*

Part of the MMA – Mass State Project #20-14 House Dr Contract

*Melrose National Guard Armory # MIL2258, FT1 • CH 149*

Part of the MMA – Mass State Project #20-14 House Dr Contract

*Dorchester National Guard Armory # MIL2259, FT1*

Part of the MMA – Mass State Project #20-14 House Dr Contract

\*Work completed at a previous firm



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CCSU New Engineering Building



Quinebaug Middle College High School



Bourne National Guard Armory

**Andrea Olson, AIA, IIDA, WELL AP  
Associate | Project Manager**

**Education**  
MArch – University of Massachusetts Amherst  
BS – 2000 – University of Syracuse

Project Role	Project Manager
MA Registration Type and #	CT License ARI.0014825
Years w/ Firm	5
Total Years Experience	15
Additional Registrations/ Certifications	NCIDQ# 31912 WELL AP
Availability	50%
Applicant Office Address	242 Trumbull Street Hartford, CT 06103

*Amenta Emma functions as one office - with team members regularly working out of both Hartford and Boston Offices.*



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**Profile and Experience**

As both a licensed architect and licensed interior designer, Andrea brings a wholistic approach to the successful development of projects, with a focused expertise in applying innovative and sustainable design solutions. Andrea is particularly strong at engaging and collaborating with clients to define a project’s program and highest priorities and then continuously tracking these priorities throughout each phase of a project’s decision-making process.

Andrea has over twelve years of experience on academic projects ranging from programming, interior master-planning, feasibility studies, FF&E selection, and procurement to full architectural services. Her recently completed and/or active work includes projects at Smith College, UConn Storrs, MIT, and UMass Amherst.

In Massachusetts she has served a key role in the development of the firm’s MMA National Guard Armory Studies.

**Relevant Project Experience**

**Fall River Armory Renovation NGMA Project 25-209007**  
Part of the MMA – Mass State Project #20-14 House Dr Contract

**Melrose National Guard Armory # MIL2258, FT1 • CH 149**  
Part of the MMA – Mass State Project #20-14 House Dr Contract

**Dorchester National Guard Armory # MIL2259, FT1**  
Part of the MMA – Mass State Project #20-14 House Dr Contract

**Westfield National Guard Armory**  
Part of the MMA – Mass State Project #20-14 House Dr Contract

**DCAMM**  
MITC Study

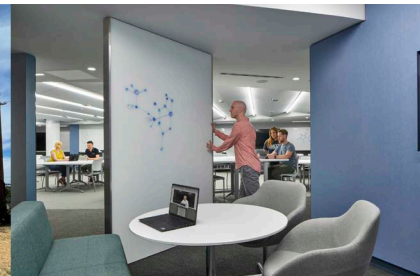
**UMass Amherst**  
CNS Student Success Center

**Smith College**  
Graham Hall  
Learning Spaces  
Sabin Reed  
Sage 215  
Science Center Modernization Projects  
Seelye 201  
Young Library Basement Classroom

**UConn**  
On-Call Architect - Various Projects



Dorchester National Guard Armory



Smith College



MIT

<b>Robert Adams, LEED AP</b> <b>Associate Principal   Project Designer</b>	
<u>Education</u> MArch – 2000 – Syracuse University BArch – 1996 – North Carolina State University	
Project Role	Project Designer
MA Registration Type and #	NA
Years w/ Firm	23
Total Years Experience	24
Additional Registrations/ Certifications	LEED AP
Availability	30%
Applicant Office Address	242 Trumbull Street Hartford, CT
<i>Amenta Emma functions as one office - with team members regularly working out of both Hartford and Boston Offices.</i>	

**Profile and Experience**

Rob Adams is a Senior Interior Designer in Amenta Emma’s Academic and Workplace studios. With over 23 years of dedication to the firm, Rob is a highly respected team member with valuable and creative design experience. Rob brings considerable expertise in the planning and interior design for academic learning environments.

Rob recently completed work on the **Conceptual Design for the Hingham High School Wellness Center**. His other K-12 work includes the CREC Discovery Academy, Weaver High School Renovation/Addition, the Pathways Academy of Technology and Design and Quinebaug Middle College High School.

His current projects include renovations and upgrades to learning spaces at Smith College, renovations to Barrington House at Bryant University, and academic and administrative spaces at Quinnipiac University and the University of Connecticut.

In addition to being a talented designer, Rob is an expert on Interior Design and is a former adjunct professor at Paier College of Art in Hamden, CT. He is a frequent contributor to the Amenta Emma Insights Blog and is a leader in the firm’s Design Team.

**Relevant Project Experience**

**Hingham Public Schools**  
Conceptual Design For Hingham High School Wellness Center

**CREC Discovery Academy**  
Renovation

**Pathways Academy Of Technology And Design**  
New Construction

**Quinebaug Middle College High School**  
Addition and Renovation

**Weaver High School**  
Doc Hurley Field House

**Smith College**  
Neurodiversity Active Learning Classroom  
Sabin Reed 324-326 Integrated Science Lab

**University of Saint Joseph**  
McGovern Hall Renovations

**Housatonic Community College**  
Lafayette Hall

**University of Connecticut**  
Krenicki Institute  
Putnam Refectory



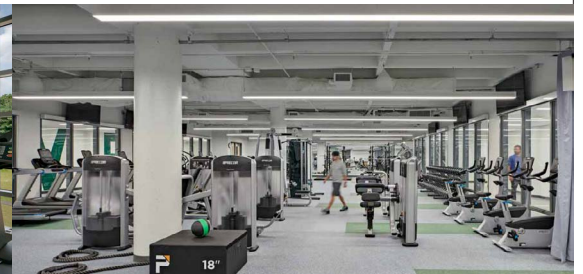
AMENTA|EMMA



CREC Discovery Academy



Quinebaug Middle College High School



Weaver High School - Doc Hurley Field House



<b>Randy Begin, AIA, LEED Green Associate Associate   Project Architect</b>	
<u>Education</u> MArch – 2020 – University of Hartford BSc – 2019 – University of Hartford	
Project Role	Project Architect
MA Registration Type and #	CT License ARI.0015172
Years w/ Firm	4
Total Years Experience	4
Additional Registrations/ Certifications	LEED Green Associate
Availability	40%
Applicant Office Address	190 High Street Boston, MA 02110
<i>Amenta Emma functions as one office - with team members regularly working out of both Hartford and Boston Offices.</i>	

**Profile and Experience**

Randy received his Master of Architecture from the University of Hartford, where he was awarded the Henry Adams Medal and the Connecticut Green Building Council’s Student Award of Merit. Since joining the firm in 2020, has become a key member of several project teams. In 2021 he passed the Architectural Registration Examination and is now a licensed architect.

Randy recently completed work on the **Conceptual Design for the Hingham High School Wellness Center**. His recent work includes the new multi-residential buildings at 540 New Park Road and One Park Road in West Hartford, CT as well as the award-winning renovation to the Connecticut State Office Building at 165 Capitol Avenue in Hartford. He is currently working on the new Animal Resource Center for the Connecticut Humane Society.

Randy is a member of the Amenta Emma Sustainability, Wellness, Quality of Documents and JEDI teams. He is also a member of the AIA CT Emerging Professionals community.

**Relevant Project Experience**

**Hingham Public Schools**

Conceptual Design For Hingham High School Wellness Center

**Smith College**

Science Center Learning Spaces

**Springfield College**

Pre-Construction Design Svcs for Counseling/Health

**Quinnipiac University**

305 Spruce Bank Road  
Residence Halls

**City of Quincy**

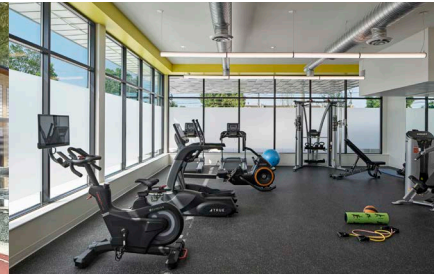
Furnace Brook Golf Course



AMENTA|EMMA



Hingham High School - Wellness Center



540 New Park - Fitness Room



Connecticut Humane Society

**Kevin Golemme AIA, NCARB, LEED AP  
Project Executive**

<b>Education</b>	
MArch – 2002 – Northeastern University	
BArch – 1995 – Northeastern University	
<b>Project Role</b>	Project Executive
<b>MA Registration Type and #</b>	Architect 20677
<b>Years w/ Firm</b>	8
<b>Total Years Experience</b>	28
<b>Additional Registrations/ Certifications</b>	LEED AP NCARB
<b>Availability</b>	75%
<b>Applicant Office Address</b>	83 Colchester Drive Plymouth, MA 02360



**Profile and Experience**

Though his education focused primarily on urban planning, Kevin has a broad range of architectural understanding that has been attained over the course of a more than 25 year career. From award-winning retail projects for international clients to LEED-certified corporate and R&D campuses, Kevin has proven success in helping clients achieve their goals and objectives.

Having designed fitness centers ranging from Crossfits to corporate gyms, he has worked closely with both clients and fitness consultants to deliver spaces that have successfully met the needs every type of user.

Kevin has proven expertise in all aspects of building design, documentation, and construction administration, as well as solid understanding of the entire project development process. It is through this understanding and experience that he has been able to establish strong team-building and leadership talents, earning him loyal client, contractor and consultant relationships.

**Relevant Project Experience**

**Hingham High School**

Conceptual Design For Hingham High School Wellness Center

**Whitehead Institute for Biomedical Research**

Cambridge

**MassInnovation Labs**

Cambridge

**Mass State Police - Crime Lab**

Lakeville

**Multiple GSA Tenants**

Confidential

**Canpro Investments**

Lakeville

**Charles River Labs**

Wilmington | Boston executive office suite

**Riverside Community Care**

Dedham | Wakefield

**Edit Bar**

Boston

**Reebok**

**Boston Scientific Corporation**

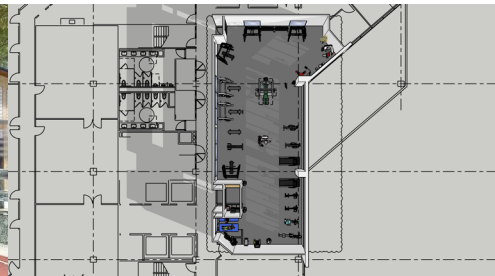
Watertown | Marlborough | International

**Bose Corporation**

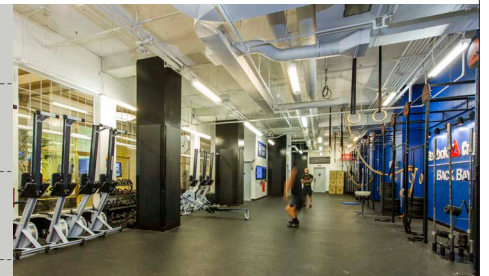
Framingham



Hingham High School - Wellness Center



Corporate Fitness Center



Reebok Crossfit Back Bay



<b>Melissa Worth</b> Construction Administration	
<u>Education</u> BArch – 2004 – Carnegie Mellon University	
Project Role	Construction Admin.
MA Registration Type and #	NA
Years w/ Firm	2024
Total Years Experience	14
Additional Registrations/ Certifications	NA
Availability	50%
Applicant Office Address	83 Colchester Drive, Plymouth MA 02360

**Profile and Experience**

Following her graduation from Carnegie Mellon University in 2004, Melissa embarked on her professional journey in urban planning and architectural design. Initially contributing her expertise at Urban Design Associates, she took charge of community meetings and actively participated in design charrettes. Upon relocating to Boston, she continued to make significant contributions at Elkus-Manfredi and later Elton + Hampton, showcasing her design expertise and eventually assuming the role of project manager.

Throughout her career, Melissa seamlessly transitioned from attending planning board meetings to overseeing weekly project meetings. Her affinity for construction administration became evident as she immersed herself in the field, collaborating closely with construction teams. Now, as a valuable member of Golemme Architects, Melissa brings forth a wealth of talent and years of experience, specializing in guiding design projects from the initial programming stages to successful substantial completion.

**Relevant Project Experience**

***Patriot Care Corporate***  
Office Fitout Study  
Chelmsford, MA

***TBA Architects***  
Office Fit Out  
Concord, NH

***Mercantile Building***  
Salem, NH

***Revolutionary Clinics***  
Cambridge, MA

***Confidential Client***  
Corporate Fitness Center

***Whitehead Institute***  
Employee Cafeteria

***NESN***  
Electrical Upgrades



7b. Brief Resume of ONLY those Prime Applicant and Sub-Consultant personnel requested in the Advertisement. <u>Include Resumes of Project Managers</u> . Resumes should be consistent with the persons listed on the Organizational Chart in Question # 6. Additional sheets should be provided only as required for the number of Key Personnel requested in the Advertisement and they must be in the format provided. By including a Firm as a Sub-Consultant, the Prime Applicant certifies that the listed Firm has agreed to work on this Project, should the team be selected.	
a. Name and Title Within Firm: <b>Erich A. Baumgartner, Principal</b>	a. Name and Title Within Firm: <b>Gregory Freeman, Vice President</b>
b. Project Assignment: Structural Principal in Charge	b. Project Assignment: Structural Project Manager
c. Name and Address Of Office In Which Individual Identified In 7a Resides: <b>Thornton Tomasetti</b> 10 North Main Street, Suite 307 West Hartford, CT 06107 MBE <input type="checkbox"/> WBE <input type="checkbox"/>	c. Name and Address Of Office In Which Individual Identified In 7a Resides: <b>Thornton Tomasetti</b> 10 North Main Street, Suite 307 West Hartford, CT 06107 MBE <input type="checkbox"/> WBE <input type="checkbox"/>
d. Years Experience: With This Firm: <u>22</u> With Other Firms: <u>3</u>	d. Years Experience: With This Firm: <u>26</u> With Other Firms: _____
e. Education: Degree(s) /Year/Specialization M.S. 1998 Structural Engineering B.S. 1997 Civil Engineering B.A. 1993 Physics	e. Education: Degree(s) /Year/Specialization 1994 BS Engineering Mechanics 1995 MS Structural Engineering
f. Active Registration: Year First Registered/Discipline/Mass Registration Number 2015, Structural, MA License No. 52150	f. Active Registration: Year First Registered/Discipline/Mass Registration Number 2002, CT Professional Engineer, PEN.0023129
g. Current Work Assignments and Availability For This Project: <ul style="list-style-type: none"> <li>Springfield, MA JP Morgan Chase Due Diligence Report</li> <li>South Hadley, MA JP Morgan Chase Due Diligence</li> <li>West Hartford, CT Blue Back Square In-fill</li> <li>Kinshasa, Congo New Embassy Compound</li> <li>Milan, Italy New Consulate Compound</li> <li>New Delhi, India Phase I Embassy Compound Renovation</li> <li>Princeton, NJ Walgreens Relocation</li> <li>15% of time available</li> </ul>	g. Current Work Assignments and Availability For This Project: <ul style="list-style-type: none"> <li>Springfield College Bugbee Pavilion</li> <li>North Hampton, MA JP Morgan Chase Due Diligence Report</li> <li>JFK Airport New Terminal One</li> <li>Meadow Commons Retail Development</li> <li>Quinnipiac University Admissions Center</li> <li>National World War II Museum Expressions of America</li> <li>15% of time available</li> </ul>
h. Other Experience and Qualifications Relevant To The Proposed Project: (Identify Firm By Which Employed, If Not Current Firm):  Extensive experience with project architect, Amenta Emma. Extensive experience in renovation rehabilitation projects and projects in Massachusetts.	h. Other Experience and Qualifications Relevant To The Proposed Project: (Identify Firm By Which Employed, If Not Current Firm): Extensive experience with project architect, Amenta Emma, including many Massachusetts projects, and current higher education project in Springfield. Extensive experience in renovation rehabilitation projects.

7. Brief Resume of ONLY those Prime Applicant and Sub-Consultant personnel requested in the Advertisement. <u>Include Resumes of Project Managers</u> . Resumes should be consistent with the persons listed on the Organizational Chart in Question # 6. Additional sheets should be provided only as required for the number of Key Personnel requested in the Advertisement and they must be in the format provided. By including a Firm as a Sub-Consultant, the Prime Applicant certifies that the listed Firm has agreed to work on this Project, should the team be selected.	
a. Name and Title Within Firm: Jesus Tudela - Associate	a. Name and Title Within Firm: Heather Costanzo - Project Manager
b. Project Assignment:	b. Project Assignment:
c. Name and Address Of Office In Which Individual Identified In 7a Resides: Avid Engineers 205 Portland St, Suite 504 Boston, MA 02114 MBE <input type="checkbox"/> WBE <input type="checkbox"/> SDVOBE <input type="checkbox"/> VBE <input type="checkbox"/>	c. Name and Address Of Office In Which Individual Identified In 7a Resides: Avid Engineers 205 Portland St, Suite 504 Boston, MA 02114 MBE <input type="checkbox"/> WBE <input type="checkbox"/> SDVOBE <input type="checkbox"/> VBE <input type="checkbox"/>
d. Years Experience: With This Firm: <u>7</u> With Other Firms: _____	d. Years Experience: With This Firm: <u>2</u> With Other Firms: <u>21</u>
e. Education: Degree(s) /Year/Specialization University of New Hampshire - Bachelors Mechanical Engineering	e. Education: Degree(s) /Year/Specialization Westfield State Univeristy - Bachelors Business Administration
f. Active Registration: Year First Registered/Discipline/Mass Registration Number	f. Active Registration: Year First Registered/Discipline/Mass Registration Number
g. Current Work Assignments and Availability For This Project: Project Availability 40%	g. Current Work Assignments and Availability For This Project: Project Availability 40%
h. Other Experience and Qualifications Relevant To The Proposed Project: (Identify Firm By Which Employed, If Not Current Firm): Hilco Warehouse Building - Saugus MA (Ground up building)	h. Other Experience and Qualifications Relevant To The Proposed Project: (Identify Firm By Which Employed, If Not Current Firm): Central Rock Gym - Miami Florida Central Rock Gym - Orlando Florida Pawtucket City Hall - Pawtucket RI

## 8. Prime Experience

### Amenta Emma Architects

### Architecture & Interior Design

Project Name:

**Weaver High School**

Location: **Hartford, CT**

Date Completed: **2020**

Key Members:

**Robert Swain - Principal in Charge**

**Robert Adams - Project Designer**

Construction Cost: **\$136M**

Client Contact Info:

**Dr. Leslie Torres-Rodriguez**

**Superintendent of Schools**

**860-695-8401**

**superintendant@hartfordschools.org**

#### Project Description:

Amenta Emma Architects provided Hartford's North End community with a transformed campus for the 40-year-old, 370K sf Weaver High School. The design opens the education spaces to daylight and the surrounding community, right-sizes the academic wing of the building for three themed educational programs and accommodates a projected enrollment of 900 students for grades 9-12. Sustainability measures meet CT High Performance Building Standards. Part of the project scope was to fully renovate the multi-court Field House, as well as other existing features such as the stadium

field with spectator seating, auditorium, practice fields and tennis courts.

#### Project Relevance:

- New Construction
- Gym



Project Name:

**Quinebaug Middle College High School**

**Failing Systems Replacement**

Location: **Danielson, CT**

Date Completed: **January 2014**

Key Members:

**Robert Swain - Project Manager**

**Robert Adams - Project Designer**

Construction Cost: **Est. \$16.8M**

Client Contact Info: **Paul Martland**

**Dean of Administrative Services**

**860-932-4124**

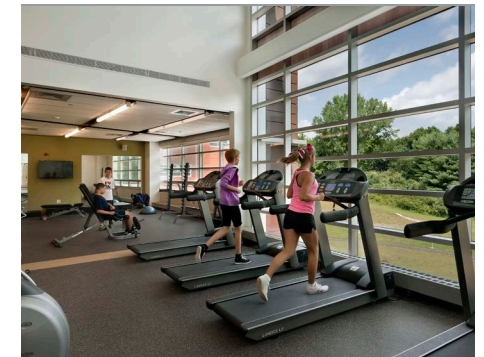
#### Project Description:

Located on the campus of Quinebaug Valley Community College, Quinebaug Middle College is an innovative magnet high school with a mission to educate and support at-risk students by engaging them in the context and life of a college environment. Amenta Emma provided full architectural services, from programming through construction administration for a new 40K sf addition to the college's main building, creating state-of-the-art environments that promote student collaboration and gathering and a 12K sf addition to the existing cafeteria and library.

The program included a gymnasium and fitness room. A key design element of the building is the creation of interior and exterior gathering spaces that promote opportunities for students and the school community to connect, formally and informally. The project meets CT High Performance Building standards and achieved LEED Silver Certification.

#### Project Relevance:

- New Construction
- Gym



Project Name:

**540 New Park Avenue**

Location: **West Hartford, CT**

Date Completed: **December 2022**

Key Members:

**Robert Adams - Project Designer**

Construction Cost: **\$13M**

Client Contact Info: **Jill Corrado**

**Executive Director**

**West Hartford Housing Authority**

**860.578.5220**

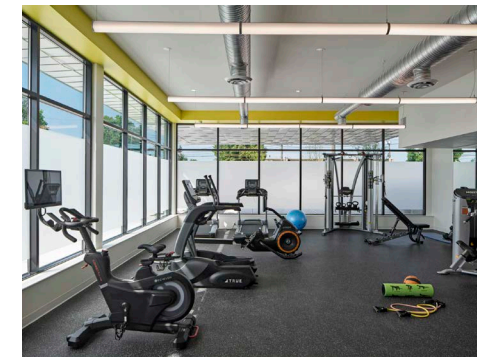
**jcorrado@westhartfordha.org**

#### Project Description:

Amenta Emma was selected by Trout Brook Realty Advisors, a non-profit developer for the West Hartford Housing Authority (WHHA), to design a 52-unit mixed-use, multi-family, multi-generational building on a parcel known as 540 New Park Avenue. The project is a Transit Oriented Design, located adjacent to the CT Fastrak Busway. The Project includes the demolition of an existing structure and the development of 1.5K square feet of retail space on the ground floor. The program included a fitness/wellness room.

#### Project Relevance:

- New Construction
- Gym



## 8. Prime Experience

### Golemme Architecture & Design

### Architecture & Interior Design

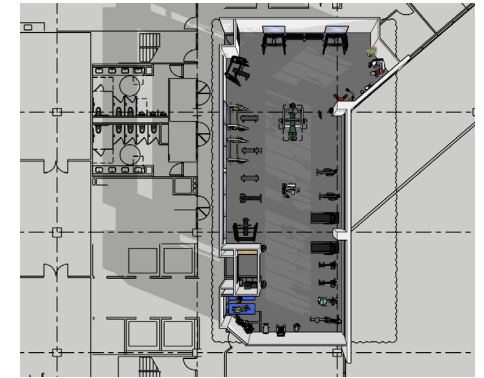
Project Name: **Confidential Client Corporate Fitness Center**  
Location: **Cambridge, MA**  
Date Completed: **Est. Summer 2024**  
Key Members:  
**Kevin Golemme - Principal-in-Charge**  
**Melissa Worth - Project Designer**  
Construction Cost: **Confidential**  
Client Contact Info: **David Coffey**  
**davidc@chap-con.com**  
**617-614-5506**

#### Project Description:

Golemme has been tasked to design a new 2,900 sf fitness center to be situated on the 6th floor of an existing building. The main challenge is that there are offices and lab spaces next to, above and below the floor that this new active space will be. Close coordination with the acoustical consultant and structural engineer is required to ensure that there will be minimal to no sound and vibratory issues for the adjacent staff. A total gut renovation to the existing toilet core is also part of this project in order to bring the existing up to current plumbing code, handicap accessibility requirements, and corporate finish standards.

#### Project Relevance:

- New Construction (Interior Renovation)
- Gym



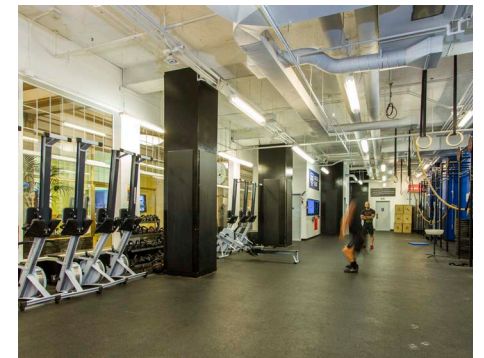
Project Name:  
**Reebok Crossfit Back Bay**  
**Boston, MA**  
**Programming and Scoping Documents**  
Location: **Groton, CT**  
Date Completed: **December 2013**  
Key Members:  
**Kevin Golemme - Principal-in-Charge**  
Construction Cost: **\$350K**  
Client Contact Info: **Michael Cahill**  
**michael@reebokcrossfitbackbay.com**

#### Project Description:

Golemme was engaged by a Crossfit operator to design a new 3,000 sf gym and retail space within a mixed use office building in Park Square. The first floor and basement level spaces contained an obsolete mail sorting suite serving the office tenants. The scope of work involved a complete gut renovation of the two existing spaces, including reworking of existing stairwell, to provide open workout areas, new locker and shower rooms, offices and a member consultation room. A latecomer to the design was a retail space that sells apparel and accessories to both members and the public.

#### Project Relevance:

- New Construction (Interior Renovation)
- Gym



8b. List Current and Relevant Work By Sub-Consultants Which Best Illustrates Current Qualifications In The Areas Listed In The Advertisement (Up To But Not More Than 5 Projects For Each Sub-Consultant). Use Additional Sheets Only As Required For The Number Of Sub-Consultants Requested In The Advertisement.					
Sub-Consultant Name: <b>Thornton Tomasetti – Structural Engineer</b>					
a. Project Name and Location Principal-In-Charge	b. Brief Description Of Project and Services (Include Reference To Relevant Experience)	c. Client's Name, Address And Phone Number. Include Name Of Contact Person	d. Completion Date (Actual Or Estimated)	e. Project Cost (In Thousands)	
				Construction Costs (Actual, Or Estimated If Not Completed)	Fee For Work For Which Firm Was/Is Responsible
(1) Springfield College Bugbee Pavilion, Springfield, MA Erich Baumgartner, PIC Greg Freeman, PM	One-story building with accessible roof deck for viewing athletic events and multipurpose space. Structural engineering.	Amenta Emma Architects 242 Trumbull Street Hartford, CT 06103 860.549.4725 Thomas Quarticelli	2023 est.	\$2.5M est.	\$23,000
(2) Bunker Hill Museum Roof Repair Charlestown, MA Erich Baumgartner, PIC Greg Freeman, PM	Structural retrofit of roof of a historic building. Structural engineering.	Davis Brody Bond 1 New York Plaza FDR Drive, Suite 4200 New York, NY 212.633.4700 Mark Wagner	2023 est.	\$730,000 est.	\$32,000
(3) JP Morgan Chase Due Diligence Assessments Paul Becker, PIC	Site visit and structural assessment report of existing buildings as part of due diligence report of potential bank branch locations in Springfield, MA, North Hampton, MA, and South Hadley, MA.	Moody Nolan 200 State Street, Suite 200 Boston, MA Ochuko Edema 347.207.2406	2022	N/A	\$13,500
(4) School Safety Infrastructure Criteria Handbook, State of Connecticut Erich Baumgartner, PIC	In a collaborative effort with the State of Connecticut Division of Construction Services and the School Safety Infrastructure Council (SSIC), developed a School Safety Infrastructure Criteria Handbook and Suggested Resources for the current SSIC School Safety Infrastructure Criteria.	State of Connecticut Division of Construction Services and the School Safety Infrastructure Council Craig Russell, DCS Director 860.713.6467	2016	N/A	\$101,550
(5) Choate Rosemary Hall, Colony Hall Auditorium Wallingford, CT Erich Baumgartner, QA/QC Manager	Structural engineering services for a new 50,000-square-foot, 100-seat auditorium at the private college-prep school.	Robert A.M. Stern Architects, LLP 460 West 34th Street New York, NY 212.967.5100	2018	\$20.0M	\$105,800

8b. List Current and Relevant Work By Sub-Consultants Which Best Illustrates Current Qualifications In The Areas Listed In The Advertisement (Up To But Not More Than 5 Projects For Each Sub-Consultant). Use Additional Sheets Only As Required For The Number Of Sub-Consultants Requested In The Advertisement.					
Sub-Consultant Name: Avid Engineers					
a. Project Name and Location Principal-In-Charge	b. Brief Description Of Project and Services (Include Reference To Relevant Experience	c. Client's Name, Address And Phone Number. Include Name Of Contact Person	d. Completion Date (Actual Or Estimated)	e. Project Cost (In Thousands)	
				Construction Costs (Actual, Or Estimated If Not Completed)	Fee For Work For Which Firm Was/Is Responsible
(1)  Fuji Film Gym Project - North Kingston RI  Robert MacCormack	Renovations to approximately 2,900-SF of space to accommodate for a split between gym and meeting space.	Mr. David Melo RKB Architects 0 Campanelli Drive Braintree, MA 02184 781-848-6600	June 2017		\$7,900.00
(2)  Gymja Warrior - Maynard MA  Robert MacCormack	Tenant Fitout effort for Gymja in Maynard, MA. The project scope included Existing Conditions Documentation, Construction Documents, and Construction Administration Phases.	Ms. Dennis Colwell Colwell Architects 132 Central Street Suite 203 Foxboro, MA 02035 508-241-2122	June 2020		\$9,950.00
(3)  80 Central Gym - Boxborough MA  Robert MacCormack	The scope of work for this project consisted of renovations to an existing gym of approximately 300-SF, as well as a gym addition of approximately 1,230-SF.	Mr. Mark Pelletier Maugel Architects 200 Ayer Road Suite 200 Harvard, MA 01451 978-456-2800	February 2024 (Estimated)		\$19,950.00
(4)  Central Rock Gym - Orlando FL  Robert MacCormack	The scope of this project includes renovations to approximately 23,000-SF of existing Fitness Center space.	Mr. Philip Sima Balance Architects 1 Thompson Square Suite 207 Boston, MA 02129 617-991-0269	March 2023		\$29,950.00
(5)  Central Rock Gym - Miami FL  Robert MacCormack	Avid Engineers was involved in a second renovation for a Central Rock Gym; located in Miami, FL. These renovations consisted of approximately 9,231-SF.	Mr. Philip Sima Balance Architects 1 Thompson Square Suite 207 Boston, MA 02129 617-991-0269	September 2023		\$24,950.00

9. List All Projects Within The Past 5 Years For Which Prime Applicant Has Performed, Or Has Entered Into A Contract To Perform, Any Design Services For All Public Agencies Within The Commonwealth. AMENTA EMMA ARCHITECTS

Role	Project Name & Location	Project Description	Principal In Charge	Estimated Construction Cost	Completion Date (est.)	Owner's Contact Info	Facility Type	Status	Type
Prime Firm	NGMA Project 25-209007/ Fall River Armory, Fall River, MA	Exterior and Interior renovations and energy upgrades	Robert E. Swain, AIA, LEED AP	\$6m	2022	Michael Gautreau, Construction & Facilities Management Officer Massachusetts National Guard 2 Randolph Road Hanscom AFB	Military	Documents completed	Commonwealth of MA
Consultant	DCAM for MITC	Feasibility Study	Richard Jones	n/a	2019	Ganesh Ramachandran, AICP, LEED AP One Ashburton Place, 15th floor Boston, MA 02108 ganesh.ramachandran@mass.gov		Completed	MA Public
Consultant	DCAMM-Statewide Offices & Workplace House Doctor	Study, Planning, Design & Construction	Richard Jones	n/a	2020	Division of Capital Asset Management and Maintenance (DCAMM)		Completed	Commonwealth of MA
Consultant	FY2019-2003 Project No. 7139 City of Boston	House Doctor Consulting Services, Category: Mechanical, Electrical, Plumbing & Fire Protection	Fitzemeyer & Tocci Associates	n/a	2019-2023	City of Boston Public Facilities Department Patricia Lyons – Director 617-635-0412		Completed	Commonwealth of MA
Prime Firm	Bourne Armory	Interior renovations and energy upgrades	Robert E. Swain, AIA, LEED AP	\$3.1m	2024	Michael Gautreau, Construction & Facilities Management Officer Massachusetts National Guard 2 Randolph Road Hanscom AFB	Military	Active	Commonwealth of MA
Prime Firm	Cambridge Armory	Exterior and Interior renovations and energy upgrades	Robert E. Swain, AIA, LEED AP	\$820,000	2023	Paulo Baganha, Construction & Facilities Management Officer Massachusetts National Guard 2 Randolph Road Hanscom AFB	Military	Active	Commonwealth of MA



Prime Firm	Westfield Armory	Exterior and Interior renovations and energy upgrades	Robert E. Swain, AIA, LEED AP	\$1,925,000	2023	Paulo Baganha, Construction & Facilities Management Officer Massachusetts National Guard 2 Randolph Road Hanscom AFB	Military	Active	Commonwealth of MA
Prime Firm	Melrose Armory	Exterior and Interior renovations and energy upgrades	Robert E. Swain, AIA, LEED AP	\$5,785,000	2024 (est)	Paulo Baganha, Construction & Facilities Management Officer Massachusetts National Guard 2 Randolph Road Hanscom AFB	Military	Active	Commonwealth of MA
Prime Firm	Springfield Forest Park Barney Carriage House Renovations	Exterior and Interior renovations and energy upgrades	Robert E. Swain, AIA, LEED AP	\$800,000	2024 (est)	My-Ron Hatchett, City of Springfield Capital Projects / Project Manager, mhatchett@springfieldcityhall.com	Municipal	Active	Commonwealth of MA
Prime Firm	Berkshire Community College	Exterior and Interior renovations and energy upgrades: Design/Build Contract with Bond Construction	Robert E. Swain, AIA, LEED AP	\$7m	2024	DCAMM - Mary Bulso, mary.bulso@mass.gov	Higher Ed / Academic	Active	Commonwealth of MA
Prime Firm	Furnace Brook Golf Clubhouse Renovation Quincy, MA	Demolition of existing Clubhouse structure and adjacent Golf Cart facility and replacement with a 12,000 sf, 2-story facility.	Anthony J. Amenta, AIA, LEED AP	\$14m	2025 (est.)	City of Quincy David Murphy 781.234.8651	Public Golf Course	Active	City of Quincy
Prime Firm	Study - CNS Student Success Center - University of Massachusetts, Ahmerst	Student Center program; Renovations to provide flexible and inclusive support spaces for students, 26,000 sf	Robert E. Swain, AIA, LEED AP	\$16M estimated	Design Phase	Jeff Dalzell - UMA Campus Planning	Higher Ed / Academic	Active	Commonwealth of MA

## 10. Additional Information



AMENTA | EMMA



### Strategic Alliance

Amenta Emma + Golemme is a Strategic Alliance of two professional service firms dedicated to a highly collaborative and coordinated approach to designing projects in the public and private sector. Recognizing the importance of a highly collaborative solution, our two firms have partnered together to influence each other in often unanticipated ways.

As disciplined professionals with extensive experience in public school projects and wellness facilities, we each offer a highly interactive appreciation for the others work resulting in a functionally and aesthetically unified approach. The results of our work are, in consequence, more effective, more resilient, and more beautiful. Our clients understand the critical nature and benefit of integrating two disciplines for successful projects. With a cumulative experience of over 65 years and a support staff exceeding

45 employees across offices in Boston, Hartford, and New York, our combined resources are poised to deliver exceptional results.

Based on our previous experience with the schematic design of the proposed Hingham High School Wellness Center Project, we understand the key factors that drive the success of this project are **Budget, Schedule and Design**. We take our client's goals seriously and work diligently to assure their goals are met.

Project **Budget** concerns, from our initial previous project involvement, were of paramount importance as donor dollars were limited. We worked to provide a creative conceptual solution that was mindful of materials and construction strategies while creating a welcoming, attractive, and light filled building for students to utilize. As we

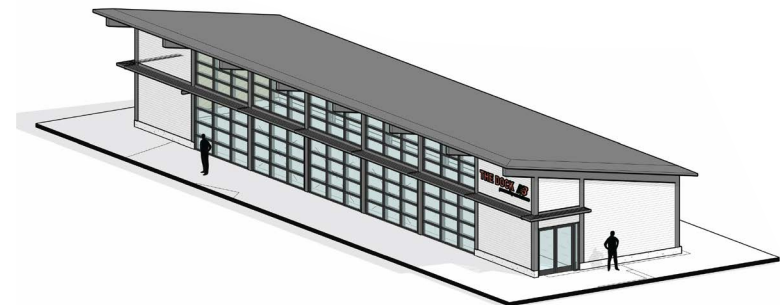
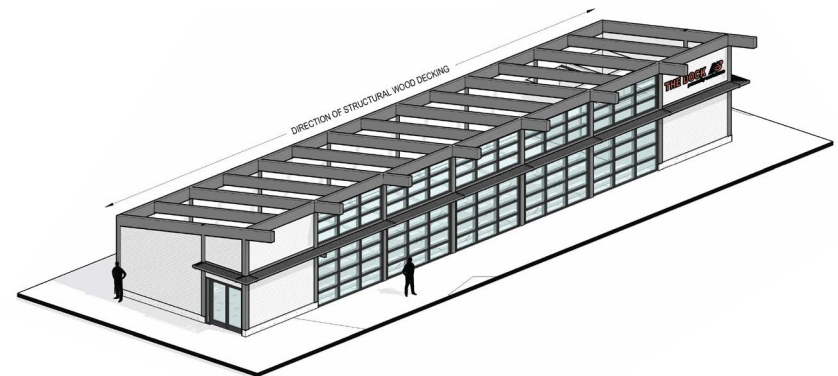
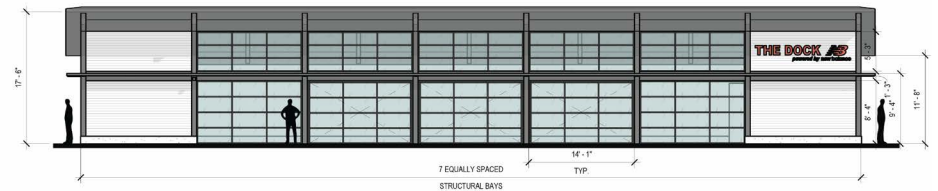
## 10. Additional Information

are all aware, project costs during construction may increase (beyond the initial budget) due to many factors, including change orders. We pride ourselves in having the lowest change order rate in the industry, typically between 0% and 1.5%. This low change order rate is attributed to our ability to provide detailed precise construction documents. We also provide intermittent budget check-ins throughout the development of the construction drawings and to make adjustments as needed, to assure the project is on the right path.

**Project Schedules** are, in some respects, directly connected to the project design documents. We believe design documents that are clear, concise and easily understood by contractors minimize schedule delays due to RFIs, Change Order approvals, Proposal Requests, SKs, etc. Working with the selected general contractor to understand long lead items, potential substitutions to accelerate the project schedule, and other collaborative strategies, minimizes schedule disruptions and assures a timely project delivery. We typically verify lead times for materials and building systems during construction documentation to support the proposed schedule. The work plan included within this RFQ is aggressive as we understand the need to design and construct this building in a timely fashion is important for the high school, donors and the community. Having made great strides with the previous Wellness Building conceptual design enables us to effectively reduce our design timeline. Our work plan does make some assumptions regarding tasks, owner review periods, permitting and construction durations that may need to be revisited as the project develops and/or if scope expands.

We believe that **Design Matters**. This is the principle that guides all relationships between our strategic alliance and our clients. This belief drives a rigorous and creative process involving in-depth research, design thinking, and precise execution. Creating a building that is mindful of honest sustainable materials, that incorporates an abundance of natural light, that seeks opportunities for reusing existing building components where possible, that is energy efficient, and that provides an element of excitement through the design and aesthetics of the space will help promote it's use and admiration from those in the community. This structure will be an example of what is possible when people come together with a common goal to support the physical and mental health of young people in Hingham while also enhancing the Hingham High School Campus.

We are proud and excited to be afforded the opportunity to be part of this process and look forward to collaborating with Hingham High School for this important project.



## 10. Additional Information

### AMENTA | EMMA

**Firm History.** Amenta Emma Architects is an award-winning architecture and interior design firm with offices in Hartford, Boston, and New York. Since its founding in 1985 by Anthony J. Amenta and Robert A. Emma, the firm has achieved a nationally recognized design reputation, complimented by exceptional technical strength.

**Design Matters.** This is the principle that guides all relationships between Amenta Emma Architects and the firm's clients. We believe that design should reflect our clients' cultures and strengthen their reputations. We believe design can empower. These beliefs drive a rigorous and creative process involving in-depth research, design thinking, and precise execution.

**Client Collaboration.** We believe superior architectural solutions are achieved in collaboration with clients. We recognize that clients have a unique perspective, as well as vision and creativity; our process is designed to reveal that sensitivity and energize it. The components of our approach include a clear and comprehensive understanding of our clients' specific objectives and challenges and a high level of trust in an atmosphere of creativity and respect. It's a process that has enabled us to create architecture that delights the spirit and delivers results, for over three decades.

**Principal Led Teams.** At Amenta Emma, Principal involvement in every project is our standard, and our talented staff of project architects and designers share our commitment to insightful design, outstanding quality and adherence to project schedules and budgets. From the tools used to communicate, to the use of BIM technology and other emerging technologies, the firm's attention is focused on solutions that are creative, enduring and achieve client goals.

**Justice Equity Diversity and Inclusion.** We believe that creating greater diversity within our firm and our design teams will bring about a more thoughtful and inclusive design approach, allowing us to produce environments that better represent the community we serve. To reinforce this belief, we have formed a Justice Equity Diversity and Inclusion (JEDI) Task Force. The Amenta Emma JEDI Task Force team members meet weekly to propose and implement strategies to increase diversity through recruiting and hiring practices, community outreach, expanding consultant team relationships, staff education and improvements to office culture.

**Sustainability and 2030 Commitment.** For years we have primarily understood design as being a response to pragmatic needs, expressed in a built form that is chiefly judged on merits of functionality and aesthetics. While this long-standing basis of understanding architecture has its place, it is no longer enough. Good design, we believe, must now encompass considerations of performance relative to the environment and human health. Our goal at Amenta Emma is to change our definition of good design to include these criteria and to shift the basic way we practice the design of buildings to make tangible and meaningful improvements with respect to sustainability and human health. We are proud to be a part of the 2030 Commitment and join others in our professional community on the path towards carbon neutrality.



## 10. Additional Information



**GOLEMME**  
ARCHITECTURE & DESIGN

Golemme Architecture and Design is a full-service, client-centric practice dedicated to transforming workspaces in the Greater Boston area and beyond. Founded in 2016 by Kevin Golemme, we specialize in integrated and functional design that is customized to meet the needs of each client.

Our systematic yet flexible approach allows us to work alongside our clients every step of the way, from project conception to completion. We believe that collaboration is the key to success, which is why strong partnerships and earned loyalty are the foundation of our practice.

### **Personalized Planning**

In-depth project planning is the cornerstone of our method. We believe that positive outcomes start with a comprehensive plan grounded in client input. This allows us to pinpoint the unique goals and objectives of each project. Beginning with the end in mind results in a shared vision for outcomes and success.

### **Function Meets Design**

Our goal is to create a space that you love - a place that inspires success and allows your business to prosper. We know that proper functionality in the workspace leads to better productivity. With an efficient design approach, we oversee every step of the development phase with a keen eye for aesthetics. By carefully attending to every last detail of your project, we ensure that you get the innovative and creative business solutions you deserve.

### **Hands-on Execution**

Our responsive team manages every aspect of the building process to guarantee your vision materializes. By fostering positive relationships, we excel at completing projects on time and within budget. We take pride in our final results exceeding project expectations.

11. **Professional Liability Insurance:**

Name of Company	Aggregate Amount	Policy Number	Expiration Date
Hartford Underwriters Insurance Co.	\$5,000,000.00	02SBAAM6B1C	09/01/2024

12. Have monies been paid by you, or on your behalf, as a result of Professional Liability Claims (in any jurisdiction) occurring within the last 5 years and in excess of \$50,000 per incident? Answer **YES** or **NO**. If YES, please include the name(s) of the Project(s) and Client(s), and an explanation (attach separate sheet if necessary).  
NO

13. Name Of Sole Proprietor Or Names Of All Firm Partners and Officers:

Name	Title	MA Reg #	Status/Discipline	Name	Title	MA Reg #	Status/Discipline
a. Anthony J. Amenta	Principal/President	Lic# 9436	Registered Architect	d. Michael B. Tyre, Principal / Partner		Lic# 951610	Registered Architect
b. Robert E. Swain, Jr.	Principal / Partner	CT license	Registered Architect	e. Eric M. Weyant, Principal		Lic# 954030	Registered Architect
c. Thomas J. Quarticelli	Principal/Partner	Lic# 31448	Registered Architect	f. Jenna M. McClure, Principal		CT License	Registered Architect
d. Myles R. Brown	Principal / Partner	CT License	Registered Architect				

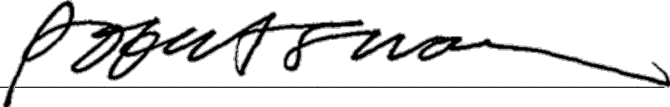
14. If Corporation, Provide Names Of All Members Of The Board Of Directors:

Name	Title	MA Reg #	Status/Discipline	Name	Title	MA Reg #	Status/Discipline
a.				d.			
b.				e.			
c.				f.			

15. Names Of All Owners (Stocks Or Other Ownership):

Name and Title	% Ownership	MA Reg.#	Status/Discipline	Name and Title	% Ownership	MA Reg.#	Status/Discipline
a. Anthony J. Amenta, Principal/Pres.	44.5%	Lic# 9436	RA	d. Myles R. Brown, Principal	12.75%		RA
b. Thomas J. Quarticelli, Principal	15%	Lic# 31448	RA	e. Michael B. Tyre, Principal	12.75%	Lic# 951610	RA
c. Robert E. Swain, Jr., Principal	15%		RAT	f.			

16. I hereby certify that the undersigned is an Authorized Signatory of Firm and is a Principal or Officer of Firm. I further certify that this firm is a "Designer", as that term is defined in Chapter 7C, Section 44 of the General Laws, or that the services required are limited to construction management or the preparation of master plans, studies, surveys, soil tests, cost estimates or programs. The information contained in this application is true, accurate and sworn to by the undersigned under the pains and penalties of perjury.

Submitted By (Signature)  Printed Name and Title Robert E. Swain, AIA, LEED AP Principal Date 02-01-2024

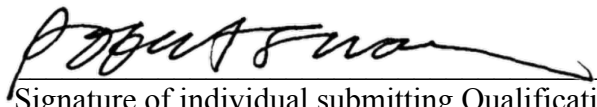


**ATTACHMENT B-1**

**CERTIFICATE OF NON-COLLUSION**

The undersigned hereby certifies that s/he will comply with all laws and regulations applicable to awards made subject to Massachusetts General Laws Chapter 149, § 44A1/2 and all other applicable laws.

The undersigned certifies under penalties of perjury that this proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.



February 1, 2024

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Signature of individual submitting Qualifications

Date

Robert E. Swain, Principal

Amenta Emma Architects PC

---

Name of Business (please type or print)

This form is required with RFQ qualifications submission.



**ATTACHMENT B-2**

**CERTIFICATE OF AUTHORITY**

1. I hereby certify that I am the Clerk/Secretary of Amenta Emma Architects, PC  
(Insert full name of Corporation)
2. corporation, and that Robert E. Swain, AIA, LEED AP  
(Insert the name of officer who signed the **contract and bonds**)
3. is the duly elected Financial Officer / Managing Partner  
(Insert the title of the officer in line 2)
4. of said corporation, and that on January 31, 2024  
(The date must be **ON OR BEFORE** the date the officer signed the **contract and bonds**.)

at a duly authorized meeting of the Board of Directors of said corporation, at which all the directors were present or waived notice, it was voted that

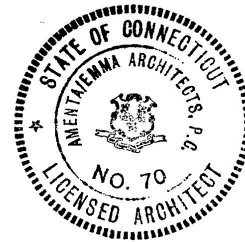
5. Robert E. Swain, AIA, LEED AP the Financial Officer / Managing Partner  
(Insert **name** from line 2) (Insert **title** from line 3)

of this corporation be and hereby is authorized to execute contracts and bonds in the name and on behalf of said corporation, and affix its Corporate Seal thereto, and such execution of any contract of obligation in this corporation's name and on its behalf, with or without the Corporate Seal, shall be valid and binding upon this corporation; and that the above vote has not been amended or rescinded and remains in full force and effect as of the date set forth below.

6. ATTEST:   
(Signature of **Clerk or Secretary**)\*

7. Name: Thomas J. Quarticelli, AIA, LEED AP  
(Please print or type name on line 6)\*

8. Date: February 1, 2024  
(Insert a date that is **ON OR AFTER** the date the officer signed the **contract and bonds**.)



\* The name and signature inserted in lines 6 & 7 must be that of the Clerk or Secretary of the corporation.

This form is required with RFQ qualifications submission if the Qualifications are signed by a person other than the owner or president of the company.

**ATTACHMENT B-3**

**CERTIFICATE OF COMPLIANCE WITH MASSACHUSETTS TAX LAWS**

Pursuant to Massachusetts General Laws Chapter 62C, Section 49A, the undersigned acting on behalf of the Bidder\*, certify under the penalties of perjury that to my best knowledge and belief, the Bidder\* is in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and Bidders, and withholding and remitting child support.

**Individual**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

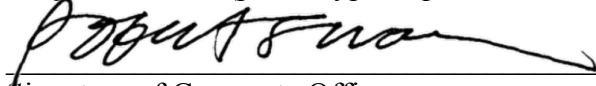
\_\_\_\_\_  
Name (please type or print)

\_\_\_\_\_  
Social Security Number

**Corporate**

Amenta Emma Architects, PC

\_\_\_\_\_  
Corporate Name (please type or print)



February 1, 2024

\_\_\_\_\_  
Signature of Corporate Officer

\_\_\_\_\_  
Date

Robert E. Swain, AIA, LEED AP

\_\_\_\_\_  
Name of Corporate Officer (please type or print)

Financial Officer / Managing Partner

\_\_\_\_\_  
Title (please type or print)

06-1138945

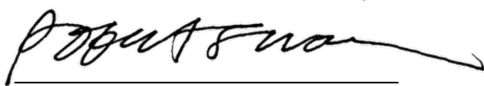
\_\_\_\_\_  
Taxpayer Identification Number

\*As used in this certification, the word "Bidder" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals

This form is required with RFQ qualifications submission.

**Conflict of Interest Statement**

The undersigned certifies under penalties of perjury that no official or employee of the governmental body for which the attached solicitation is proposed has a pecuniary interest in this proposal or in the contract which it offers to execute or in expected profits to arise therefrom; and, further that no official or employee of said governmental body will receive any commission, discount, bonus, gift, contribution, or reward from or share in the profits of any person making or performing such a contract. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.



\_\_\_\_\_  
(Signature)

February 1, 2024

\_\_\_\_\_  
(Date)

Robert E. Swain, AIA, LEED AP

\_\_\_\_\_  
(Print Name)

Amenta Emma Architects, PC

\_\_\_\_\_  
(Name of Business)

Does your firm or any of the employees proposed for this work or who may work on this project have an interest, directly or indirectly, that may lead to a conflict or the appearance of a conflict in the performance of work as proposed herein?

\_\_\_\_\_ Yes

\_\_\_\_\_ X No


**NON-DEBARMENT CERTIFICATION**

**MGL Chapter 29, Section 29F**

The undersigned certifies under penalties of perjury that the said undersigned is not presently debarred from participating in public contracts in the Commonwealth of Massachusetts under the provisions of Chapter 29 Section 29F of the Massachusetts General Laws, or any other applicable debarment provision of any other Chapter of the General Laws, or any Rule or Regulation promulgated thereunder.

Date February 1, 2024

Name of Bidder Robert E. Swain, AIA, LEED AP

Signature 

Name of Company Amenta Emma Architects, PC

Address 242 Trumbull Street, Suite 201

City, State, Zip Hartford, CT 06103



# HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

[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: February 5, 2024

Subject: Donations received from Hingham Education Foundation

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### **Policy**

In accordance with state law and district policy, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure. The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in alignment with district goals. The superintendent will submit for School Committee approval spending plans based on grants or donations received.

### **Donation Items:**

In line with the school committee's policy the Hingham Education Foundation has provided the following grants provided to the Hingham Middle School.

#### **Ed Gerety Assembly and Leadership Seminar - \$5,000**

- 1 hour assembly for all of grade 8.
- 1 hour leadership seminar for 75+/- 8th grade students recognized as having leadership potential.

Ed Gerety is a nationally known speaker focusing on middle schools, high schools, and collegiate audiences. His presentation is best described as a comprehensive program that integrates social and emotional learning with the key areas of respect and responsibility, wellness, growth mindset, positivity, gratitude, resilience, kindness, goal-setting, and influence.

The program aims to help students develop important life skills that will benefit them not just academically, but also personally. By focusing on these key areas, we can support students' holistic growth and well-being, and prepare them for the challenges of the future. The program addresses several topics that promote social and emotional learning. These include:

- **The Power of Respect and Responsibility:** Teach students about the importance of treating others with respect and taking responsibility for their own actions.
- **Impact and Consequences on Wellness and Their Choices and Decisions:** Help students understand the connection between their choices and decisions, and their overall wellness.
- **Strategies for Having a Growth Mindset and a Positive Attitude:** Teach students about the power of a growth mindset and positive thinking. This will involve exploring strategies for developing a growth mindset, such as setting achievable goals, using positive self-talk, and focusing on effort rather than outcomes.
- **Leading by Example through Gratitude:** Encourage students to develop an attitude of gratitude and appreciation for the people and things in their lives.
- **Being Resilient and Having the Courage to Believe in Oneself:** Teach students about the importance of resilience and self-belief in the face of challenges. This will involve exploring strategies for building resilience, such as reframing negative thoughts, seeking support from others, and practicing self-care.
- **Being Kind to One Another and Making a Difference:** Teach students about the power of kindness and the impact it can have on others. This will involve exploring strategies for practicing kindness, such as random acts of kindness, volunteering, and supporting others in need.
- **Skills for Setting and Achieving Goals:** Teach students about the importance of setting achievable goals and developing a plan to achieve them. This will involve exploring strategies for setting goals, such as breaking them down into smaller, more manageable tasks, and tracking progress over time.
- **Becoming a Person of Influence:** Encourage students to become leaders and role models in their community. This will involve exploring strategies for becoming a person of influence, such as developing strong communication skills, demonstrating empathy and understanding, and being a positive force for change.

By implementing this program, Hingham Middle School will build on its culture of social and emotional learning that supports the development of its students. This will not only benefit students while they are in school but also as they move forward in life and become responsible, engaged citizens of their communities.

**Description:****NELMS Conference** - \$4,000

This past year (2023) I was able to attend the New England League of Middle Schools annual conference in Springfield, MA. This conference is 2 days full of the latest methods and strategies in middle level education. The keynote speakers are of a national level. I am planning to attend again in 2024 and would like to bring along 4 HMS teachers to share in the energy of this conference and most importantly add to their repertoire of ways that they teach and make a difference for our kids! The theme of NELMS 2024 is Bring Back The Joy! This year's conference includes several offerings designed around lesson plans that are hands-on, interactive, and fun. They are designed to help teachers continue to bring joy back to the classroom that may have been lost during the digital learning years of Covid. I will also be presenting the program "Be That Teacher - the One You Want Your Kid to Have" at NELMS 2024.

NELMS is the largest and best conference for middle level educators in the region.

The grant breakdown is approximately 50% conference registration and 50% lodging.

**Description:**

The school department is requesting school committee approval of the two HEF grants valued at \$9,000.

**Motion:**

To accept \$9,000 in grants from the Hingham Education Foundation for the 8th grade leadership assembly and seminar and the NELMS conference.

## **Declaration of Surplus Materials**

**Approval needed at School Committee Meeting dated February 5, 2024**

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### **Details of items to declare as surplus:**

- Books from the South Library

### **Reasons for declaring the items as surplus:**

- The library books attached include books in poor condition - mold, broken spines, or other conditions which make them unable to continue to be circulated, outdated copyright years, or poor circulation for the past ten years.

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



# Library Weeding Log

South Elementary School

From: 11/1/2023 To: 12/31/2023

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## 11/20/2023 - Copies Removed: 13

### Amazon : a young reader's look at the last frontier (Removed: 1)

Author: Lourie, Peter.	ISBN: 1-878093-00-2	Published: 1991		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
918.1 LOU	00001392		3/14/1997	scdaly
Was Lost on 10/26/2020 -- Weeded				

### The American flag, (Removed: 1)

Author: Parrish, Thomas (Thomas D.).	ISBN: 0-671-65204-4	Published: 1973		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
929.9 PAR	00002596		3/14/1997	scdaly
Was Available -- Weeded				

### Botswana (Removed: 1)

Author: Lauré, Jason.	ISBN: 0-516-02616-X	Published: 1993		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
968.83 LAU	00005532		3/14/1997	scdaly
Was Available -- Weeded				

### The Egyptians (Removed: 1)

Author: Millard, Anne.	ISBN: 0-356-05108-0	Published: 1975		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
932 MIL	00002908		3/14/1997	scdaly
Was Available -- Weeded				

### The Field Guide to Wildlife Habitats of the Eastern United States (Removed: 1)

Author: Benyus, Janine M.	ISBN: 0-671-65908-1	Published: 1989		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
574.5 BEN	T 16471	\$14.95	10/28/1998	scdaly
Was Available -- Weeded				

### How to make and fly kites (Removed: 1)

Author: Barwell, Eve.	ISBN: 0-289-70228-3	Published: 1972		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
796.1 BAR	00002782		3/14/1997	scdaly
Was Available -- Weeded				

### The kids' world almanac of the United States (Removed: 1)

Author: Aylesworth, Thomas G.	ISBN: 0-88687-478-5 (pbk.)	Published: 1990		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
973 AYL	00004741	\$10.00	3/14/1997	scdaly
Was Available -- Weeded				

### Life at the Royal Ballet School (Removed: 1)

Author: Jessel, Camilla.	ISBN: 0-416-30191-6	Published: 1979		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
792.8 JES	00003102		3/14/1997	scdaly
Was Available -- Weeded				

### Secrets of Tut's tomb and the pyramids (Removed: 1)

Author: Reiff, Stephanie.	ISBN: 0-8172-1051-2	Published: 1977		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>

# Library Weeding Log

South Elementary School

From: 11/1/2023 To: 12/31/2023

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## 11/20/2023 - Copies Removed: 13

932 REI                      00002937                      3/14/1997                      scdaly  
Was Available -- Weeded

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### The story of our flag, (Removed: 1)

Author: Glick, Carl, 1890-                      LCCN: 64-13046                      Published: 1964  
**Call Number**                      **Barcode**                      **Price**                      **Acquired**                      **Removed By**  
929.9 GLI                      T 74861                                           3/14/1997                      scdaly  
Was Available -- Weeded

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### The story of the United States flag. (Removed: 1)

Author: Blassingame, Wyatt.                      ISBN: 0-8116-4151-1                      Published: 1969  
**Call Number**                      **Barcode**                      **Price**                      **Acquired**                      **Removed By**  
929.9 BLA                      00002393                                           3/14/1997                      scdaly  
Was Available -- Weeded

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### The Union of Soviet Socialist Republics (Removed: 1)

Author: Resnick, Abraham.                      ISBN: 0-516-02789-1                      Published: 1984  
**Call Number**                      **Barcode**                      **Price**                      **Acquired**                      **Removed By**  
947 RES                      00001160                                           3/14/1997                      scdaly  
Was Available -- Weeded

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### The war with Grandpa (Removed: 1)

Author: Smith, Robert Kimmel.                      ISBN: 0-440-49276-9                      Published: 1984  
**Call Number**                      **Barcode**                      **Price**                      **Acquired**                      **Removed By**  
BOTB PB FIC SMI                      T 75156                      \$5.00                      2/5/2015                      scdaly  
Was Available -- Deleted

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## 11/17/2023 - Copies Removed: 87

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### Abby's Lucky Thirteen (Removed: 1)

Author: Martin, Ann M.                      ISBN: 0-590-22880-3                      Published: 1996  
**Call Number**                      **Barcode**                      **Price**                      **Acquired**                      **Removed By**  
PB FIC MAR                      T 16373                                           6/18/1999                      scdaly  
Was Available -- Weeded

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### Any way you slice it (Removed: 1)

Author: Krulik, Nancy E.                      ISBN: 0-448-43204-8 (pbk.)                      Published: 2003  
**Call Number**                      **Barcode**                      **Price**                      **Acquired**                      **Removed By**  
PB INT KRU                      T 24542                      \$3.99                      3/30/2010                      scdaly  
Was Available -- Weeded

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### Baby-sitters' Island Adventure (Removed: 1)

Author: Martin, Ann M.                      ISBN: 0-590-42493-9                      Published: 1990  
**Call Number**                      **Barcode**                      **Price**                      **Acquired**                      **Removed By**  
PB FIC MAR                      T 15742                                           6/18/1999                      scdaly  
Was Available -- Weeded

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### Baby-sitters' Summer Vacation (Removed: 1)

Author: Martin, Ann M.                      ISBN: 0-590-44239-2                      Published: 1989  
**Call Number**                      **Barcode**                      **Price**                      **Acquired**                      **Removed By**  
PB FIC MAR                      T 16922                      \$5.00                      6/18/1999                      scdaly  
Was Lost on 6/1/2023 -- Weeded

# Library Weeding Log

South Elementary School

From: 11/1/2023 To: 12/31/2023

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## 11/17/2023 - Copies Removed: 87

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### Baby-sitter's Winter Vacation. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 74056	\$5.00	10/1/2003	scdaly
Was Available -- Weeded				

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### Benny uncovers a mystery (Removed: 2)

Author: Warner, Gertrude Chandler, 1890- ISBN: 0-8075-0644-3 Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	00020677		10/15/2001	scdaly
Was Available -- Weeded				
PB FIC WAR	T 16967		6/16/1999	scdaly
Was Available -- Weeded				

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### The Boxcar Children The Dinosaur Mystery (Removed: 1)

Author: Warner, Gertrude Chandler, 1890- ISBN: 0-590-48416-8 Published: 1995  
1979

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	00004563	\$5.00	6/16/2021	scdaly
Was Available -- Weeded				

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### Captain Underpants and the wrath of the wicked wedgie woman : the fifth ep (Removed: 1)

Author: Pilkey, Dav, 1966- ISBN: 0-439-05000-6 (pbk.) Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
PB INT PIL	T 75983	\$4.99	11/9/2017	scdaly
Was Lost on 11/1/2022 -- Deleted				

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### Claudia and mean Janine (Removed: 2)

Author: Telgemeier, Raina, ISBN: 978-0-545-88623-9 (lib. bdg.) Published: 2016

Call Number	Barcode	Price	Acquired	Removed By
741.5 TEL	T 49646	\$24.99	4/29/2016	scdaly
Was Out for Repairs -- Deleted				
741.5 TEL	T 92705	\$10.99	10/4/2016	scdaly
Was Out for Repairs -- Deleted				

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### Claudia and the First Thanksgiving (Removed: 1)

Author: Martin, Ann M. ISBN: 0-590-22875-7 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 16372		6/18/1999	scdaly
Was Available -- Weeded				

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### CLAUDIA AND THE MYSTERY IN THE PAINTING. (Removed: 1)

Author: MARTIN, ANN M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	00020085		1/25/2001	scdaly
Was Available -- Weeded				

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# Library Weeding Log

South Elementary School

From: 11/1/2023 To: 12/31/2023

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## 11/17/2023 - Copies Removed: 87

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### Dawn and the Halloween Mystery (Removed: 1)

Author: Martin, Ann M.

ISBN: 0-590-48232-7

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 22013	\$5.00	9/30/2003	scdaly

Was Available -- Weeded

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### Dawn and Too Many Sitters (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 22689		4/15/2004	scdaly

Was Available -- Weeded

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### Dawn and Whitney, Friends Forever (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 22664		4/15/2004	scdaly

Was Available -- Weeded

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### Dawn Saves the Planet (Removed: 1)

Author: Martin, Ann M.

ISBN: 0-590-45658-X

Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 14030		6/18/1999	scdaly

Was Available -- Weeded

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### Diary of a wimpy kid : cabin fever (Removed: 1)

Author: Kinney, Jeff.

ISBN: 978-1-41970223-5 (trade)

Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
FIC KIN	T 91371	\$13.95	12/1/2011	scdaly

Was Lost on 10/6/2022 -- Deleted

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### Dragonbreath (Removed: 1)

Author: Vernon, Ursula.

ISBN: 978-0-8037-3363-3

Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
FIC VER	T 48532	\$12.99	1/7/2011	scdaly

Was Available -- Deleted

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### Farwell, Dawn (Removed: 1)

Author: Martin, Ann M.

ISBN: 0-590-22872-2

Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 16317		6/18/1999	scdaly

Was Available -- Weeded

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### Flyte (Removed: 1)

Author: Sage, Angie.

ISBN: 0-06-057734-7

Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
FIC SAG	T 90883	\$17.99	9/7/2010	scdaly

Was Available -- Deleted

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### Fruit (Removed: 1)

Author: Jeunesse, Gallimard.

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
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# Library Weeding Log

South Elementary School

From: 11/1/2023 To: 12/31/2023

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## 11/17/2023 - Copies Removed: 87

SMALL E 641.1 JEU 00005538 3/14/1997 scdaly  
Was Available -- Deleted

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## The Haunted Cabin Mystery (Removed: 1)

Author: Warner, Gertrude Chandler ISBN: 0-590-44983-4 Published: 1991  
Call Number Barcode Price Acquired Removed By  
PB FIC WAR T 16970 6/16/1999 scdaly  
Was Available -- Weeded

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## Houses (Removed: 1)

Author: created by Gallimard Jeunesse and Claude Delasfosse; illustrated by Donald Grant. ISBN: 0-590-38152-0 Published: 1998  
Call Number Barcode Price Acquired Removed By  
SMALL E 728 JEU T 16165 4/3/1998 scdaly  
Was Available -- Deleted

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## I spy spooky night : a book of picture riddles (Removed: 1)

Author: Wick, Walter. ISBN: 978-0-590-48137-3 (lib. bdg.) Published: 1996  
Call Number Barcode Price Acquired Removed By  
E WIC T 74089 \$10.00 6/16/2011 scdaly  
Was Available -- Deleted

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## I will surprise my friend! (Removed: 1)

Author: Willems, Mo. ISBN: 1-42310962-7 Published: 2008  
Call Number Barcode Price Acquired Removed By  
ER WIL T 91157 \$8.99 9/6/2011 scdaly  
Was Available -- Deleted

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## Jessi's Baby-sitter (Removed: 1)

Author: Martin, Ann M. ISBN: 0-590-43565-5 Published: 1990  
Call Number Barcode Price Acquired Removed By  
PB FIC MAR T 14029 6/18/1999 scdaly  
Was Available -- Weeded

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## JESSI'S WISH. (Removed: 1)

Author: MARTIN, ANN M.  
Call Number Barcode Price Acquired Removed By  
PB FIC MAR 00020066 1/19/2001 scdaly  
Was Available -- Weeded

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## Karen's Birthday. (Removed: 1)

Author: Martin, Ann M.  
Call Number Barcode Price Acquired Removed By  
PB INT MAR T 21987 \$3.99 9/23/2003 scdaly  
Was Available -- Weeded

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## Karen's Ghost. (Removed: 1)

Author: Martin, Ann M.  
Call Number Barcode Price Acquired Removed By

# Library Weeding Log

South Elementary School

From: 11/1/2023 To: 12/31/2023

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## 11/17/2023 - Copies Removed: 87

PB INT MAR	T 21977		9/19/2003	scdaly
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Was Available -- Weeded

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### Karen's Goldfish. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21985		9/19/2003	scdaly

Was Available -- Weeded

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### Karen's Grandmothers. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21979		9/19/2003	scdaly

Was Available -- Weeded

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### Karen's in Love. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21982		9/19/2003	scdaly

Was Available -- Weeded

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### KAREN'S KITTENS. (Removed: 1)

Author: MARTIN, ANN M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	00020070		1/19/2001	scdaly

Was Available -- Weeded

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### Karen's Little Sister. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21980		9/19/2003	scdaly

Was Available -- Weeded

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### Karen's Nanny. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 22654		4/15/2004	scdaly

Was Available -- Weeded

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### Karen's New Year. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21986		9/19/2003	scdaly

Was Available -- Weeded

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### Karen's President (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 22656		4/15/2004	scdaly

Was Available -- Weeded

# Library Weeding Log

South Elementary School

From: 11/1/2023 To: 12/31/2023

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## 11/17/2023 - Copies Removed: 87

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### Karen's Prize. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21976		9/19/2003	scdaly
Was Available -- Weeded				

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### Karen's Roller Skates. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21975	\$5.00	9/23/2003	scdaly
Was Available -- Weeded				

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### Karen's School Bus (Removed: 1)

Author: Martin, Ann M.

ISBN: 0-590-48300-5

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 16923		6/18/1999	scdaly
Was Available -- Weeded				

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### Karen's School Picture. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21981		9/19/2003	scdaly
Was Available -- Weeded				

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### Karen's Sleepover. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21973		9/23/2003	scdaly
Was Available -- Weeded				

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### Karen's Surprise. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB INT MAR	T 21974		9/23/2003	scdaly
Was Available -- Weeded				

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### The Kingfisher children's encyclopedia (Removed: 1)

Author: general editor, John Paton.

ISBN: 1-85697-800-1

Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
031 PAT	00001516		3/14/1997	scdaly
Was Available -- Deleted				

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### KRISTY AND THE BABY PARADE. (Removed: 1)

Author: MARTIN, ANN M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	00020065		1/19/2001	scdaly
Was Available -- Weeded				

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### KRISTY AND THE MYSTERY TRAIN. (Removed: 1)

Author: MARTIN, ANN M.

Call Number	Barcode	Price	Acquired	Removed By
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## 11/17/2023 - Copies Removed: 87

PB FIC MAR                      00020090    1/25/2001                      scdaly  
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## KRISTY AND THE VAMPIRES. (Removed: 1)

Author: MARTIN, ANN M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	00020060		1/19/2001	scdaly

Was Available -- Weeded

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## The long winter (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957.      ISBN: 0-06-026460-8    Published: 1953

Call Number	Barcode	Price	Acquired	Removed By
FIC WIL	T 21317		9/23/2002	scdaly

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## Mary Anne + 2 many babies (Removed: 1)

Author: Martin, Ann M., 1955-    ISBN: 0-590-44966-4    Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	00020040		1/18/2001	scdaly

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## MARY ANNE AND MISS PRISS. (Removed: 1)

Author: MARTIN, ANN M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	00020067		1/19/2001	scdaly

Was Available -- Weeded

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## Mary Anne and the Secret in the Attic (Removed: 1)

Author: Martin, Ann M.    ISBN: 0-590-44801-3    Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 14033		6/18/1999	scdaly

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## Mary Anne and the Zoo Mystery. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 22005		9/24/2003	scdaly

Was Available -- Weeded

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## Mike's mystery (Removed: 1)

Author: Warner, Gertrude Chandler, 1890-      ISBN: 978-0-8075-5141-7 (pbk.)    Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	T 24230		9/12/2008	scdaly

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## The mystery at Snowflake Inn (Removed: 1)

Author: Warner, Gertrude Chandler, 1890-      ISBN: 0-8075-5346-8 (pbk.)    Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	00004562		12/12/2013	scdaly

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### Mystery of the Hidden Beach (Removed: 1)

Author: Warner, Gertride Chandler	ISBN: 0-590-47537-1	Published: 1986		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB FIC WAR	T 21463	\$4.00	11/12/2002	scdaly

Was Available -- Weeded

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### Mystery of the stolen Music (Removed: 1)

Author: Warner, Gertride Chandler	ISBN: 0-590-48417-6	Published: 1986		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB FIC WAR	T 16522		1/26/1999	scdaly

Was Lost on 6/6/2023 -- Weeded

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### No bones about it (Removed: 1)

Author: Krulik, Nancy E.	ISBN: 0-448-43358-3 (pbk.)	Published: 2004		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB INT KRU	T 24540	\$3.99	3/30/2010	scdaly

Was Available -- Weeded

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### No messin' with my lesson (Removed: 1)

Author: Krulik, Nancy E.	ISBN: 0-448-43357-5 (pbk.)	Published: 2004		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB INT KRU	T 24539	\$3.99	3/30/2010	scdaly

Was Available -- Weeded

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### On your mark, get set, laugh! (Removed: 1)

Author: Krulik, Nancy E.	ISBN: 978-0-448-43605-0	Published: 2004		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB INT KRU	T 24546	\$3.99	3/30/2010	scdaly

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### Roughing it on the Oregon Trail (Removed: 1)

Author: Stanley, Diane.	ISBN: 0-06-027065-9	Published: 2000		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
F STA	T 27067	\$15.95	4/25/2001	scdaly

Was Available -- Deleted

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### Snowbound mystery (Removed: 1)

Author: Warner, Gertrude Chandler, 1890-1979.	ISBN: 0-8335-4492-6	Published: 1968		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB FIC WAR	T 76117	\$5.00	9/10/2019	scdaly

Was Available -- Weeded

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### STACEY'S EMERGENCY. (Removed: 1)

Author: MARTIN, ANN M.				
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB FIC MAR	00020072		1/19/2001	scdaly

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### Starring the Baby-sitters Club. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 22010		10/1/2003	scdaly
Was Available -- Weeded				

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### The stuffed bear mystery (Removed: 1)

Author: Warner, Gertrude Chandler.

ISBN: 0-439-35373-4

Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	T 24641		5/3/2010	scdaly
Was Available -- Weeded				

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### Super Special #14. (Removed: 1)

Author: Martin, Ann M.

Call Number	Barcode	Price	Acquired	Removed By
PB FIC MAR	T 14357	\$3.50	4/13/2000	scdaly
Was Available -- Weeded				

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### THE BOXCAR CHILDREN / BENNY UNCOVERS A MYSTERY. (Removed: 1)

Author: WARNER, GERTRUDE  
CHANDLER

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	T 21414		11/12/2002	scdaly
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### The Boxcar Children : The Chocolate Sundae Mystery. (Removed: 1)

Author: Warner, Gertrude Chandler

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	T 14645	\$3.50	5/10/2000	scdaly
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### The Canoe Trip Mystery. (Removed: 2)

Author: Warner, Gertrude Chandler

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	T 14149	\$3.95	4/6/2000	scdaly
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PB FIC WAR	T 21460	\$5.00	11/12/2002	scdaly
Was Available -- Weeded				

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### The Cat Who Went To Heaven. (Removed: 1)

Author: Coatsworth, Elizabeth

Call Number	Barcode	Price	Acquired	Removed By
PB INT COA	T 14404	\$1.95	4/14/2000	scdaly
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### THE DESERTED LIBRARY MYSTERY. (Removed: 1)

Author: WARNER, GERTRUDE  
CHANDLER

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	00020448		10/17/2001	scdaly
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### The Mystery of the Hidden Painting. (Removed: 1)

Author: Warner, Gertrude Chandler

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	00020535		12/7/2001	scdaly
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### The Niagara Falls Mystery. (Removed: 1)

Author: Warner, Gertrude Chandler

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	T 21408	\$5.00	11/7/2002	scdaly
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### the Outer Space Mystery. (Removed: 1)

Author: Warner, Gertrude Chandler

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	T 21417		11/7/2002	scdaly
Was Available -- Weeded				

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### The Pet Shop Mystery. (Removed: 1)

Author: Warner, Gertrude Chandler

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	00020527		12/7/2001	scdaly
Was Available -- Weeded				

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### The Soccer Mystery. (Removed: 1)

Author: Warner, Gertrude Chandler

Call Number	Barcode	Price	Acquired	Removed By
PB FIC WAR	T 21405		11/7/2002	scdaly
Was Available -- Weeded				

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### The war with Grandpa (Removed: 6)

Author: Smith, Robert Kimmel.

ISBN: 0-440-49276-9

Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
BOTB PB FIC SMI	T 75135		2/5/2015	scdaly
Was Available -- Deleted				
BOTB PB FIC SMI	T 75149		2/5/2015	scdaly
Was Available -- Deleted				
BOTB PB FIC SMI	T 75157	\$5.00	2/5/2015	scdaly
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BOTB PB FIC SMI	T 75162		2/5/2015	scdaly
Was Available -- Deleted				
BOTB PB FIC SMI	T 75168		2/5/2015	scdaly
Was Available -- Deleted				
BOTB PB FIC SMI	T 75169		2/5/2015	scdaly
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### Welcome to Camp Nightmare (Removed: 1)

Author: Stine, R.L.	ISBN: 0-590-46619-4	Published: 1993		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB FIC STI	T 16842	\$4.99	6/17/1999	scdaly
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### Where the sidewalk ends : the poems & drawings of Shel Silverstein. (Removed: 1)

Author: Silverstein, Shel.	ISBN: 0-06-025668-0	Published: 1974		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
811 SIL	T 25246	\$17.95	3/11/2002	scdaly
Was Available -- Deleted				

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### Where's Waldo? (Removed: 1)

Author: Handford, Martin.	ISBN: 0-7636-0310-4	Published: 1997		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
793.7 HAN	T 48238	\$14.99	2/9/2009	scdaly
Was Lost on 11/7/2022 -- Deleted				

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### Yellow House Mystery (Removed: 1)

Author: Warner, Gertride Chandler	ISBN: 0-590-42688-5	Published: 1986		
<b>Call Number</b>	<b>Barcode</b>	<b>Price</b>	<b>Acquired</b>	<b>Removed By</b>
PB FIC WAR	00020699		10/15/2001	scdaly
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# HINGHAM PUBLIC SCHOOLS

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[www.hinghamschools.com](http://www.hinghamschools.com)

To: School Committee Members

From: Aisha Oppong, Director of Finance and Operations

CC: Margaret Adams, Superintendent

Subject: Approval of the Electric Bus Rebate Program

Date: February 5, 2024

## **Process**

The transportation department is applying for rebates for three electric buses. The application is being done through the company we lease our current buses from DATTCO. As part of the application process the Environmental Protection Agency requires school committee approval of the rebate application.

The deadline has been extended to February 14, 2024. We ask the school committee to approve the grant application. HMLP has also signed off as part of the application process. We ask the committee to vote to approve the application from the United State Environmental Protection Agency for the three electric buses to be obtained by 2026 if Hingham Public Schools is awarded the rebates.

## **School Committee Vote to Approve an OPM:**

To approve the application for rebates for three new electric buses and to give the Chair and the Superintendent the authority to sign-off of the grants on behalf of Hingham Public Schools.

# 2023 Clean School Bus Rebates Program Guide

# 2023 Clean School Bus Rebates Program Guide

Transportation and Climate Division  
Office of Transportation and Air Quality  
U.S. Environmental Protection Agency

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# Summary of 2023 Clean School Bus (CSB) Rebate Program

## What is a CSB Rebate?

A CSB Rebate is a payment from EPA to an eligible entity to subsidize the purchase of a zero-emission (ZE) or clean school bus, eligible infrastructure, and other costs, including workforce training, that meet the requirements described in this Program Guide. Rebates allow selectees to receive awarded funds before purchasing the buses and associated infrastructure listed in their application.

## How much total funding is available and when are applications due?

EPA plans to award at least \$500 million through this rebate competition, with the potential to modify this figure based on the application pool and other factors. Applications are due via the online application form before 4 PM ET on January 31, 2024.

## Who is eligible?

1. Public School Districts (local or state governmental entities, and public charter schools)
2. Tribal Applicants (an Indian Tribe, Tribal organization, or Tribally-controlled school)
3. Third Parties (nonprofit school transportation associations and eligible contractors)

## Which school districts receive priority consideration as authorized the Bipartisan Infrastructure Law?

1. High-need school districts and low-income areas, limited to:
  - a. School districts listed in the [Small Area Income and Poverty Estimates \(SAIPE\) School District Estimates for 2021](#) as having 20% or more students living in poverty.
  - b. Title I-funded school districts and charter school districts not listed in the SAIPE dataset.
  - c. Title I-funded large public-school districts with more than 35,000 students and/or 45 public schools that do not meet the 20% poverty threshold that self-certify their low-income status.
  - d. School districts located in the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.
2. Rural school districts identified with [NCES locale code](#) "43-Rural: Remote".
3. Bureau of Indian Affairs-funded school districts.
4. School districts that receive basic support payments for children who reside on Indian land.

## What types of buses are eligible and how many can each applicant request?

Applicants can request battery-electric, compressed natural gas (CNG), and propane buses. Applicants requesting battery-electric buses are also able to purchase eligible EV charging equipment and infrastructure. Each applicant can request up to 25 buses through this rebate competition.

## How do I apply?

After reading this entire document, including the Terms and Conditions in Appendix A, please submit your application on [epa.gov/cleanschoolbus](https://epa.gov/cleanschoolbus). Any questions not answered in the [Q&A document](#) should be submitted to [cleanschoolbus@epa.gov](mailto:cleanschoolbus@epa.gov) with "2023 CSB Rebate Question" in the subject line.

## Section 1: Overview

School buses collectively travel over three billion miles each year, providing transportation to and from school for more than 25 million American children every day.<sup>1</sup> Nearly all the school buses currently on the road run on diesel fuel, with many lacking the most advanced emission control technologies because they pre-date recent EPA emission standards. Exhaust from these buses has a negative impact on human health, especially for children, who have faster breathing rates than adults and whose lungs are not yet fully developed. EPA's [Clean School Bus \(CSB\) Program](#) subsidizes the replacement of existing school buses with cleaner buses that result in better air quality on the bus, in bus loading areas, and throughout the communities in which they operate. This document details the eligibility criteria and requirements for EPA's 2023 CSB Rebate Program.

As background, the Infrastructure Investment and Jobs Act (or the Bipartisan Infrastructure Law), codified at 42 U.S.C. 16091 (as amended by Consolidated Appropriations Act, 2023, H.R. Res. 2617, 117th Cong. § 405 (2022) (enacted)) provides \$5 billion to the EPA CSB Program for the replacement of existing school buses with clean and zero-emission (ZE) school buses. For each fiscal year between 2022 and 2026, \$500 million is available to fund ZE and clean school buses, and \$500 million is available to fund only ZE school buses. Since the program began, EPA has provided funding from the Clean School Bus Program through both grants and rebates. Given the high level of interest in the 2022 Clean School Bus Rebates, EPA is offering another round of rebate funding in 2023 and anticipates offering a combination of grants and rebates going forward.



A CSB rebate is a payment from EPA to an eligible entity to subsidize the purchase of one or more ZE or clean school buses, and eligible infrastructure, that meet the requirements described in this Program Guide. Importantly, rebates allow selectees to receive awarded funds before purchasing the eligible buses, infrastructure, and other expenses listed in their rebate application; however, buses and associated infrastructure **must** be purchased after notification of a rebate award. Fleets are also required to replace existing buses by the end of the project period, although there can be overlap between receiving replacement buses and replacing existing buses.

Both CSB rebates and grants provide selectees with award funds **prior** to purchasing eligible buses and infrastructure; however, there are a few key differences between grants and rebates, as outlined Table 1 below. EPA encourages applicants to consider which competition and award structure (grants or rebates) best suits their needs. Under both grants and rebates, eligible applicants can apply for all future funding opportunities under the CSB Program, regardless of whether they applied for and/or received funding under a past funding opportunity; however, they need to submit a new application for each funding opportunity.

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<sup>1</sup> School Bus Fleet. (2020). 2020 Fact Book. 65(11), p. 38.  
<http://digital.schoolbusfleet.com/publication/?m=65919&i=696463&p=40&ver=html5>.

Table 1: Differences Between Rebates and Grants

	<b>Rebates</b> 	<b>Grants</b> 
<b>Application Process</b>	Quick and simple; applications submitted through EPA portal	Longer, more detailed; applications submitted through grants.gov
<b>Selection Process</b>	Random number generated lottery process	Evaluation of application materials and scoring criteria
<b>Selectee support and flexibility</b>	EPA provides less support and flexibility in funding to selectees	EPA may offer more support for selectees during the project, as well as flexibility in funding – e.g. covering project implementation costs - and timing of the project, such as extending project periods to complete the project.
<b>Number of Replacement Buses</b>	Funds the transition of smaller fleets (lower bus replacement minimum and maximum)	Funds the transition of larger fleets (higher bus replacement minimum and maximum)

Please continue reading for detailed instructions on who can apply, what buses are eligible for replacement, how much funding is available per bus, how the selection process works, and how to apply and participate in this funding opportunity. All participants must also review the Terms and Conditions in Appendix A. Any questions not answered in the [Q&A document](#) should be submitted to [cleanschoolbus@epa.gov](mailto:cleanschoolbus@epa.gov) with “2023 CSB Rebate Question” in the subject line. The 2023 CSB Rebate Timeline is outlined in Table 2 below.

Table 2: 2023 CSB Rebate Timeline

Date	Activity
September 28, 2023	<a href="#">2023 CSB Rebates Open</a> . Applications must be submitted via <a href="#">CSB Rebate Online Application Form</a> .
September 2023 – January 2024	Various <a href="#">Webinars</a> on CSB Program.
4 PM ET on January 10, 2024	Final Date to Submit Questions to <a href="mailto:cleanschoolbus@epa.gov">cleanschoolbus@epa.gov</a> for inclusion in the <a href="#">Q&amp;A Document</a> prior to the application deadline.
4 PM ET on January 31, 2024	<a href="#">2023 CSB Rebates</a> Application Deadline.
February 2024	EPA reviews applications and begins the selection process.
April 2024	EPA notifies applicants of selection status. Selectees can proceed with purchasing replacement buses and eligible charging infrastructure upon receipt of official selection notification.
April 2024 – October 2024 <sup>2</sup>	Selectees submit Payment Request Forms with purchase orders demonstrating that replacement buses and eligible charging infrastructure have been ordered.
April 2026	Project period deadline for selectees to receive replacement buses, install eligible charging infrastructure, scrap, sell, or donate existing buses, and submit Close Out Forms.

<sup>2</sup> In instances when a selectee has a clear justification (e.g., vendor delays due to supply chain constraints), EPA may on a case-by-case basis grant an extension to the Payment Request Form and Close Out Form submission deadlines.

## Section 2: Eligible and Prioritized Applicants

### Eligible Applicants:

#### 1. Public School Districts

- a. Local or State governmental entities<sup>3</sup> responsible for:
  - i. Providing school bus service to one or more public school systems; or
  - ii. The purchase, lease, license, or contract for service of school buses.
- b. A public charter school district responsible for the purchase, lease, license, or contract for service of school buses for that charter school.

#### 2. Tribal Applicants

- a. An Indian Tribe (as defined by section 4 of the Indian Self-Determination and Education Assistance Act, 25 U.S.C. 5304), Tribal organization (as defined by the same section), or Tribally-controlled school (as defined by section 5212 of the Tribally Controlled Schools Act of 1988, 25 U.S.C. 2511) that is responsible for:
  - i. Providing school bus service to one or more Bureau-funded schools (as defined by section 1141 of the Education Amendments of 1978, 25 U.S.C. 2021); or
  - ii. The purchase, lease, license, or contract for service of school buses.

#### 3. Third Parties

- a. A nonprofit school transportation association<sup>4</sup>; or
- b. An eligible contractor<sup>5,6</sup>. This group generally includes school bus dealers, Original Equipment Manufacturers (OEMs)<sup>7</sup>, school bus service providers, and private school bus fleets that provide student transportation services.

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<sup>3</sup> Includes public school districts. In this program, “school district” refers to local education agencies (LEAs). A directory of school districts and their corresponding NCES District ID can be found here: <https://nces.ed.gov/ccd/districtsearch/>.

<sup>4</sup> Consistent with the definition of nonprofit organization at 2 CFR § 200.1, the term nonprofit organization means any corporation, trust, association, cooperative, or other organization that is operated mainly for scientific, educational, service, charitable or similar purpose in the public interest; is not organized primarily for profit; and uses net proceeds to maintain, improve, or expand the operation of the organization. Note that 2 CFR § 200.1 specifically excludes Institutions of Higher Education from the definition of nonprofit organization because they are separately defined in the regulation. Nonprofit organizations that are not exempt from taxation under section 501 of the Internal Revenue Code must submit other forms of documentation of nonprofit status, such as certificates of incorporation as nonprofit under state or Tribal law. Nonprofit organizations exempt from taxation under section 501(c)(4) of the Internal Revenue Code that lobby are not eligible for EPA funding as provided in the Lobbying Disclosure Act, 2 U.S.C. 1611.

<sup>5</sup> Eligible contractor, as defined by the Infrastructure Investment and Jobs Act, Public Law 117-58 (42 U.S.C. 16091), means any for-profit, not-for-profit, or nonprofit entity that has the capacity (1) to sell, lease, license, or contract for service clean school buses, ZE school buses, charging or fueling infrastructure, or other equipment needed to charge, fuel, or maintain clean school buses or zero-emission school buses, to individuals or entities that own, lease, license, or contract for service a school bus or a fleet of school buses; or (2) to arrange financing for such a sale, lease, license, or contract for service.

<sup>6</sup> Any eligible contractor that is selected for funding under this program may not purchase buses or associated infrastructure from a parent company, subsidiary or other affiliate as that term is defined in 2 CFR 180.905 as this establishes an actual or apparent organizational conflict of interest. The eligible contractor must purchase the buses and associated infrastructure from another third-party (either from the OEM directly or from another dealer) through an arms-length transaction.

<sup>7</sup> Any OEM that applies for a CSB rebate must certify that it is eligible to sell buses in the state that the school districts listed on the application resides in.

**School districts are eligible to apply directly, even if they contract out bus service to a private fleet; if selected, the school district could pass funds to the private fleet(s) to replace the buses.** If a third party applies on behalf of a school district and is selected for funding, then that third party is the applicant and will receive the funding on behalf of the school district. The school district that is listed on the third-party application cannot switch the third-party applicant and EPA will not send funding to an entity that is not the selected applicant.

In the rebate application webform, all applicants must identify the school district<sup>8</sup> that will be served by the new replacement bus(es). It is a requirement that the identified school district be served by the new replacement bus(es) for a minimum of five years from the date of delivery. If the award is to an eligible contractor and the contract with the local educational agency (including public charter schools operating as local educational agencies under State law) ends before the end of the five-year period, then those school buses may be operated by another local educational agency eligible for prioritization within the same state as the original local educational agency, if the school district listed on the application was eligible for priority consideration.

When submitting an application, all applicants will be required to submit one or more of the following [supplemental forms](#): School District Approval Certification, School Board Awareness Certification, and/or Utility Partner Template. All forms must be signed by an authorized representative (i.e., an individual who has the consent of the applicable organization to sign on its behalf).

Applicants on the 2022 Clean School Bus Rebates waitlist must reapply for this program; the application from the 2022 program will not carry over to the 2023 program due to changes in the program requirements, updates to the rebate application webform, and the need to confirm continued interest from past applicants.

### Prioritized Applicants:

The Bipartisan Infrastructure Law authorizes EPA to prioritize awarding funds to certain communities that will benefit from the CSB Program.<sup>9</sup> Applicants requesting funds for replacement school buses that will serve a school district that meets one or more of the prioritization criteria below will receive preference in the selection process, as outlined in Section 6. Additionally, these districts, if selected, will receive a higher rebate value per bus. EPA offers equal prioritization for school districts that meet one or multiple prioritization criteria.

**For the purposes of this funding opportunity, prioritized school districts must meet one or more of the following prioritization criteria:**

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<sup>8</sup> In this program, “school district” refers to local education agencies (LEAs). A directory of school districts and their corresponding NCES District ID can be found here: <https://nces.ed.gov/ccd/districtsearch/>.

<sup>9</sup> 42 U.S.C. § 16091(b)(4) (2023) (as amended by Consolidated Appropriations Act, 2023, H.R. Res. 2617, 117th Cong. § 405 (2022) (enacted)).

1. High-need school districts and low-income areas, limited to:
  - a. School districts listed in the [Small Area Income and Poverty Estimates \(SAIPE\) School District Estimates for 2021](#) as having 20% or more students living in poverty.
  - b. Title I-funded school districts and charter school districts not listed in the SAIPE dataset. See the Prioritization Self-Certification Instructions, which can be found on the [CSB Rebates webpage](#), for more information on this option.<sup>10</sup>
  - c. Title I-funded large public-school districts, defined as districts with more than 35,000 students and/or 45 public schools, that are in SAIPE but do not meet the 20% poverty threshold, may be eligible to self-certify the low-income prioritization status for part or all of their district. See the Prioritization Self-Certification Instructions, which can be found on the [CSB Rebates webpage](#), for more information on this option.
  - d. School districts located in the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.<sup>11</sup>
2. Rural school districts, limited to school districts identified with locale code “43-Rural: Remote” by the [National Center for Education Statistics \(NCES\)](#).
3. Bureau of Indian Affairs-funded school districts.
4. School districts that receive basic support payments under section [7703\(b\)\(1\) of title 20](#) for children who reside on Indian land.

School districts that qualify under one or more prioritization criteria above, except for 1.b and 1.c, are identified in EPA’s Prioritized School District List, found on the [CSB Rebates webpage](#). Applicants that are self-certifying as prioritized under 1b. or 1c. will be able to attest to their self-certification in the online rebate application form; for additional details, please refer to the “Self-Certifiable Districts” tab in the Detailed Prioritized School District List found on the [CSB Rebates webpage](#).

The CSB Program is a program covered by the [Justice40 Initiative](#), which sets a goal that 40 percent of the overall benefits of certain Federal investments flow to disadvantaged communities.<sup>12</sup> EPA remains committed to prioritizing the advancement of environmental justice by taking action to protect overburdened communities. The statutory criteria used to prioritize school districts are linked closely with those used in the [Climate and Economic Justice Screening Tool \(CEJST\)](#). As part of its ongoing program evaluation, EPA will report benefits to disadvantaged communities, including as identified geographically by the CEJST<sup>13</sup>.

### Section 3: Eligible School Buses, Infrastructure, and Other Expenses

This section outlines the school buses, associated charging infrastructure, and other expenses, such as workforce training, that are eligible under the 2023 Clean School Bus Rebates if an applicant is selected for funding. All eligible expenses must be clearly identified with line-item expenses in the order

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<sup>10</sup> Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

<sup>11</sup> Puerto Rico Dept of Education is prioritized as high-need through poverty data from SAIPE.

<sup>12</sup> *Tackling the Climate Crisis at Home and Abroad*, 86 Fed. Reg., 7619 (Jan. 27, 2021).

<sup>13</sup> Explore the CEJST map here: <https://screeningtool.geoplatform.gov/>



document submitted to EPA as outlined in Section 8; EPA will only pay for eligible expenses incurred after official selection notification and will not disburse additional funds once a Payment Request Form has been approved and rebate funding has been disbursed.

## Eligible School Buses

For the 2023 CSB Rebates, “school bus” is defined as a passenger motor vehicle designed to carry a driver and more than 10 passengers, that the Secretary of Transportation decides is likely to be used significantly to transport preprimary, primary, and secondary school students to or from school or an event related to school.<sup>14</sup>

Existing school buses to be replaced must:

1. Be vehicle model year 2010 or older diesel-powered school buses that will be scrapped if selected for funding.
  - a. If a fleet has no eligible 2010 or older diesel school buses and is requesting zero-emission school bus replacements, the fleet can either:
    - i. Scrap 2010 or older non-diesel internal combustion engine buses; or
    - ii. Scrap, sell, or donate 2011 or newer diesel or non-diesel internal combustion engine buses.
2. Have a Gross Vehicle Weight Rating (GVWR) of 10,001 lbs or more.
3. Be operational at the time of application submission (i.e., is able to start, move in all directions, and has all operational parts).
4. Have provided bus service to a public school district for at least three days/week on average during the 2022/2023 school year at the time of applying, excluding emergency-related school closures.
  - a. EPA strongly encourages third-party applicants to replace existing buses that provided service to the public school district listed on the application, or another school district eligible for priority consideration, as listed in the Prioritized School Districts list found on the 2023 CSB Rebates webpage, if the school district listed on the application was eligible for priority consideration.

New replacement school buses must:

1. Have a battery-electric, CNG, or propane drivetrain.
  - a. Biofuels will not be included as an eligible replacement technology for this funding opportunity.<sup>15</sup>

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<sup>14</sup> 49 U.S.C. § 30125, *available at* [https://uscode.house.gov/view.xhtml?req=\(title:49%20section:30125%20edition:prelim\)%20OR%20\(granuleid:USC-prelim-title49-section30125\)&f=treesort&num=0&edition=prelim](https://uscode.house.gov/view.xhtml?req=(title:49%20section:30125%20edition:prelim)%20OR%20(granuleid:USC-prelim-title49-section30125)&f=treesort&num=0&edition=prelim).

<sup>15</sup> All diesel school buses can run on a mix of regular diesel and biodiesel, making it very difficult to ensure that biofuel blends of a certain percentage are used exclusively in the vehicle from the start, much less over the vehicle’s lifetime. A vehicle which operates on a biofuels mix may have some small emissions benefits depending on numerous factors, but there are no differences in emissions standards between a regular diesel bus and one that may use biofuels as an in-use fuel. Thus, a bus that runs on a biofuel mix will not provide significant environmental benefits beyond the current diesel bus market options.

2. Be a new vehicle.
  - a. Buses which have been converted to a battery-electric, propane, or CNG drivetrain after the first retail sale are not eligible for funding.
  - b. The conversion of a bus to a battery-electric, propane, or CNG drivetrain is not eligible for funding.
3. Be model year 2022 or newer.
4. Have a Gross Vehicle Weight Rating (GVWR) of 10,001 lbs. or more.
5. Be certified to conform with all applicable Federal Motor Vehicle Safety Standards (FMVSS).<sup>16</sup>
6. Be maintained, operated, insured, registered, and charged/fueled according to manufacturer recommendations and state requirements.
7. Be equipped with an EPA certified engine if they are Propane or CNG fueled buses.<sup>17</sup>
8. Not be ordered prior to receiving official notification of selection for EPA funding.
9. Be purchased, not leased or leased-to-own.
10. Serve the school district listed on the application for at least five years from the date of delivery, unless the award is to an eligible contractor and the contract with the school district ends before the end of the 5-year period, in which case those school buses may be operated by another local educational agency eligible for prioritization within the same state as the original local educational agency, if the school district listed on the application was eligible for priority consideration.
11. Not be manufactured, retrofitted with, or otherwise have installed, a power unit or other technology that creates air pollution within the school bus, such as an unvented diesel passenger heater.
  - a. Externally vented, fuel-operated passenger heaters are allowed; however, data<sup>18</sup> show that the emissions from auxiliary heaters are still harmful. EPA strongly encourages applicants to consider alternative cold weather mitigation strategies (e.g., insulation of cabin and/or batteries, electric heat pumps, cabin and battery preconditioning)<sup>19</sup> until other viable alternatives become available.
12. Not be purchased or otherwise subsidized with other federal funds.<sup>20</sup>
  - a. The total CSB rebate award funds and other eligible external funds allocated for the bus replacement(s) cannot exceed the cost of the replacement bus(es).
13. Upon request, be made available for inspection by EPA or its authorized representatives for five years from the date of delivery to verify the buses are serving their intended purpose.

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Hydrogen and LNG school buses will not be included as eligible replacement technologies for this funding opportunity, but EPA will continue to evaluate product offerings for future funding opportunities.

<sup>16</sup> Per the Clean Air Act, before entering commerce, all vehicles must receive an EPA certificate of conformity and/or a CARB Executive Order to applicable emissions standards. Buses funded under the CSB Program must be certified to conform with all applicable FMVSS for the funded fuel type of the new bus after the final stage of manufacturing. All requirements for new replacement buses may be verified upon audit throughout the project period.

<sup>17</sup> EPA Heavy-Duty Vehicle and Engine Certification Data is posted here: <https://www.epa.gov/compliance-and-fuel-economy-data/annual-certification-data-vehicles-engines-and-equipment>. EPA's engine emission standards may be found at: [www.epa.gov/emission-standards-reference-guide/all-epa-emission-standards](https://www.epa.gov/emission-standards-reference-guide/all-epa-emission-standards).

<sup>18</sup> For example, see Karjalainen et al. Atmosphere.2021,12, 1105. <https://doi.org/10.3390/atmos12091105>.

<sup>19</sup> For more information on cold weather mitigation strategies, please visit: <https://www.epa.gov/system/files/documents/2023-04/elec-schl-bus-cold-weather-consider-2023-04-19.pdf>

<sup>20</sup> See the Terms & Conditions for more information on the usage of federal funds including tax credits.



Applicants are also able to request additional funds for ADA-compliant replacement buses equipped with wheelchair lifts. Please see Section 4 for more information on this funding.

### Job Quality in the Clean School Bus Market

The clean school bus market is growing rapidly in response to demand for cleaner vehicles. It is important to EPA that workers manufacturing clean school buses for school districts across the country have high-quality jobs with family-sustaining wages and benefits, safe working conditions, and the free and fair choice to join a union. To promote transparency in the clean school bus industry, EPA surveyed manufacturers about their job quality and workforce development practices and published the responses on the Clean School Bus website under “[Bus Manufacturer Job Quality and Workforce Development Practices](#).” Applicants are encouraged to refer to the webpage when selecting buses to purchase.

Table 3: Eligible Bus Replacements by Fuel Type

Existing Bus Fuel Type	Replacement Bus Fuel Type		
	Propane	Compressed Natural Gas	Battery-Electric
2010 or Older Diesel Bus	☑	☑	☑
2011 or Newer Diesel Bus*	☒	☒	☑
Gasoline Powered Bus*	☒	☒	☑
Propane Bus*	☒	☒	☑
Compressed Natural Gas Bus*	☒	☒	☑

*\*Can only be substituted if existing fleet does not have 2010 or older diesel buses available for scrappage; existing, non-diesel internal combustion engine buses that are 2010 or older must be scrapped; existing, diesel or non-diesel internal combustion engine buses that are 2011 or newer may be scrapped, sold, or donated.*

### Eligible Infrastructure

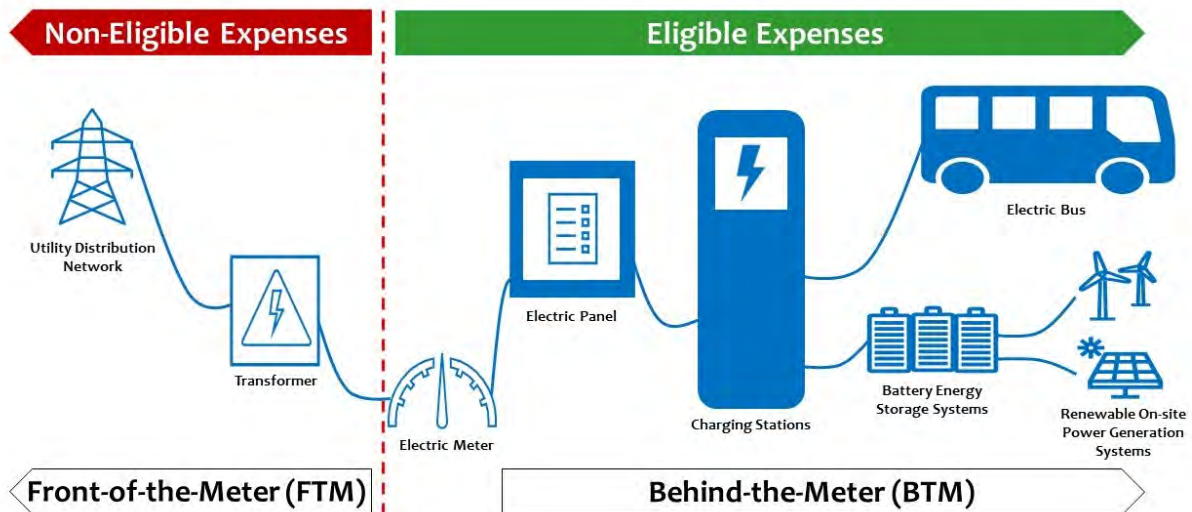
Applicants applying for ZE, battery-electric buses are also able to purchase eligible infrastructure. Specifically, EPA will provide funding for EV-related infrastructure installation and equipment from the electrical meter to the charging port of the bus. EPA funds must not be used for any infrastructure costs associated with work in front of the electric meter (see Figure 1 below).

**Eligible infrastructure expenses can include, but are not limited to:**

- charging equipment (such as alternating current (AC) Level 2 charging equipment, direct-current (DC) fast charging equipment, or vehicle-to-grid (V2G) enabled equipment);
- design and engineering costs;
- installation costs such as trenching, wiring and electrical upgrades, labor, and permitting;
- related intelligent equipment and software designed to monitor bus and infrastructure performance (such as telematics or charge management software); and
- battery energy storage systems (BESS) associated with replacement electric school buses funded in the program, as well as renewable on-site power generation systems that power the buses and equipment. To be eligible, these systems must be behind the electric meter.

Please refer to Figure 1 below for an overview of what is eligible and ineligible, as well as Appendix B for a more detailed list of common eligible and ineligible infrastructure expenses.

Figure 1: Eligible and Non-Eligible Infrastructure Expenses



### Charger Safety Certification Requirements

All chargers purchased and installed under this program must be certified by an Occupational Safety and Health Administration Nationally Recognized Testing Laboratory. EPA strongly encourages applicants to select DC Fast Chargers and AC Level 2 chargers that are certified to the appropriate [Underwriters Laboratories \(UL\) standards](#) for EV charging system equipment, and all AC Level 2 charging infrastructure purchased and installed under this program must be [EPA ENERGY STAR certified chargers](#).

### Utility Planning

EPA strongly encourages applicants to consider long-term fleet electrical needs when installing charging equipment. EPA funding may be used to install additional electrical capacity behind the meter to

support future charging needs (e.g., purchasing and running additional electrical conduit during trenching and wiring upgrades).<sup>21</sup>

**Any applicant applying for ZE school buses should contact their utility early to initiate the necessary discussions about planning for the required infrastructure.** Resources on this process can be found on the [Clean School Bus Program website](#) and technical assistance is available from the Joint Office of Energy and Transportation by emailing: [cleanschoolbusTA@nrel.gov](mailto:cleanschoolbusTA@nrel.gov).

### Required Electrician Certification

EPA funding can be used to fund the required certification of electricians under the programs outlined below if they are clearly identified with line-item expenses in the order document submitted to EPA outlined in Section 8. It is important for EPA to ensure that workers installing EV-related infrastructure have the necessary training to properly and safely install the equipment. Accordingly, all electricians installing, operating, or maintaining EV charging equipment purchased through the 2023 Rebates Program are required to be certified under the [Electric Vehicle Infrastructure Training Program](#) (EVITP) or another program approved by EPA in consultation with the Department of Labor and Department of Transportation. If additional trainings are approved, they will be posted on EPA's website [here](#). For projects requiring more than one electrician, at least one electrician must meet the requirements above.

### Build America, Buy America Requirements

Applicants should be aware that Build America, Buy America (BABA) requirements apply to eligible vehicle charging infrastructure equipment; all applicants should plan to purchase American-made charging infrastructure products. Please refer to the section on BABA located in Appendix A for additional information.

### Other Eligible Expenses

In addition to school buses and associated charging infrastructure, some additional expenses are eligible including infrastructure labor costs, workforce training costs, consulting costs, delivery costs, and warranty costs.

### Infrastructure Labor Costs

EPA funding can also be used for infrastructure labor costs if these services are clearly identified with line-item expenses in the order document submitted to EPA. While most charging equipment costs can be reported in an order document, EPA will accept an approved quote in lieu of a sales or purchase order for eligible infrastructure installation costs, such as design and engineering or labor. Please refer to Section 8 for more information.

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<sup>21</sup> Fleet depots can potentially reduce future costs by installing the necessary electrical conduit to support further electric fleet expansion. Source: Oregon Department of Energy. (2022). Guide to School Bus Electrification. <https://www.oregon.gov/energy/energy-oregon/Documents/2022-Jan-14-School-Bus-Electrification-Guidebook.pdf>.

## Workforce Training Costs

In the 2023 CSB Rebates Program, EPA funding can be used for costs associated with workforce training for drivers, mechanics, electricians, and other essential personnel. EPA encourages applicants to partner with their manufacturers, private fleets, local community colleges, labor unions, technical schools, and other education and training providers to provide necessary training and support. These services must be clearly identified with line-item expenses in the order document submitted to EPA outlined in Section 8. In addition, all applicants must attest in the application to the importance of workforce planning.

Successfully deploying new clean school buses requires thoughtful workforce planning that considers the training needs of workers, emphasizes student and worker safety, and incorporates worker voice into transition planning. EPA strongly encourages school districts applying for a rebate to conduct a comprehensive workforce impact assessment to understand how workers and their job duties might be impacted by the new buses, should they be selected for a rebate. This includes the workers responsible for driving, maintaining, and repairing the buses, in addition to supporting personnel like bus monitors or local first responders.

After assessing the likely impacts to their workforce, EPA strongly encourages all school districts to develop a workforce development plan to support successful deployment and maintenance of the buses and infrastructure. School districts should consider what training and support workers need to safely and confidently operate and maintain the new buses, what new or added safety measures are needed (especially for working with electric and high-voltage equipment), and clarify how school districts will prevent the replacement or displacement of current workers. EPA strongly recommends that workforce development planning is done in consultation with workers and their representatives to incorporate worker voice and feedback throughout the process. EPA also strongly encourages that workers are compensated their normal wages for any time spent in training associated with the transition to new buses.

As a reminder, rebate funding can also fund certification of electricians under the [Electric Vehicle Infrastructure Training Program](#) (EVITP), a requirement for electricians installing EPA-funded infrastructure.

EPA expects to add resources to support school districts with their workforce development activities. Please continue to check the Clean School Bus website [here](#) for more materials.

## Consulting Costs

EPA funding can also be used for consulting on bus deployments if these services are clearly identified with line-item expenses in the order document submitted to EPA outlined in Section 8. EPA may request additional information, such as a description of the consulting activities, the organization(s) providing

the consulting, and how it relates to the deployment of buses and/or charging equipment and infrastructure.<sup>22</sup>

### Delivery Costs

EPA funding can also be used for delivery costs so long as they appear on the order document and invoice and do not exceed the maximum funding available as noted in Section 8. As noted in Section 4 below, school districts in Alaska, Hawaii, Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, or third-party entities applying on their behalf, will be awarded up to an additional \$20,000 per bus for increased shipping costs if selected for funding; shipping costs must be clearly listed as a line item on order documents to be eligible for the additional funding (see Section 8 for details on order documents).

### Warranty Costs

EPA bus/infrastructure funding can also be used for bus warranties, if these services are provided through the bus dealer selling the bus and are clearly identified with line-item expenses in the bus sales order document submitted to EPA.

## Section 4: Funding Amounts and Number of Applications

For the 2023 CSB Rebates, EPA intends to fund at least \$500 million for clean school buses and ZE school buses. EPA may modify this amount based on the applicant pool and other pertinent factors. Funds are subject to availability and total awards may be higher or lower than the anticipated funds offered.<sup>23</sup> EPA reserves the right to partially fund applications, reject all applications and make no selections under the program, or to make fewer selections than anticipated. EPA expects to award approximately 60% of funds to prioritized applicants, in alignment with the [Justice40 Initiative](#) that sets a goal of 40 percent of applicable federal benefits flowing to disadvantaged communities (see Section 2 for more on prioritization criteria under this program).

Each rebate application may include up to 25 buses for replacement. School districts applying directly for funds may only submit one application to replace up to 25 buses; districts that contract with multiple private fleets may list more than one private fleet in their application. Other eligible applicants identified in Section 2 may submit multiple applications, but each application must be for buses serving a different school district. EPA will not fund multiple applications for bus replacements that will serve the same school district. If multiple applications are submitted for the same school district, EPA will ask the school district contacts listed in the applications to choose one application prior to the lottery selection process. As mentioned in Section 2, eligible contractors and nonprofits must certify the school district's approval of the third party's rebate application by submitting a signed School District Approval Certification.

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<sup>22</sup> Project management costs may be eligible as consulting expenses in cases where selectees can provide documentation on how the project management directly relates to the deployment of CSB-funded buses and/or infrastructure.

<sup>23</sup> EPA reserves the right to adjust total funds available and funding amounts in order to meet statutory requirements for each state to receive no more than 10% of funds.



The maximum rebate amount is dependent on (1) the bus fuel type, (2) the bus size,<sup>24</sup> and (3) whether the school district to be served by the buses meets one or more prioritization criteria. Applicants are able to request up to \$20,000 per bus in additional funds for ADA-compliant replacement buses equipped with wheelchair lifts.<sup>25</sup> Additionally, school districts in Alaska, Hawaii, Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, or third-party entities applying on their behalf, can be awarded up to an additional \$20,000 per bus for increased shipping costs if selected for funding; shipping costs must be clearly listed as a line item on order documents to be eligible for the additional funding (see Section 8 for details on order documents). Note that the additional funds for ADA-compliant wheelchair lifts and increased shipping costs are available to all eligible applicants regardless of prioritization status or replacement bus fuel type.

See Table 4 below for the amounts that EPA will allocate for selected applicants. Funding levels include combined bus and EV charging infrastructure. Recipients have flexibility to determine the split between funding for the bus itself and the supporting infrastructure.<sup>26</sup> Note: Table 4 displays maximum funding levels. EPA will not disburse rebate funds in excess of the actual cost of the replacement bus and infrastructure, although the actual costs of the bus and infrastructure may exceed the maximum funding level in Table 4. Costs above EPA’s maximum funding level are the responsibility of the applicant. Additional funding will not be provided for administrative expenses associated with the rebate application or program implementation.

Table 4: Maximum Funding Amount per Replacement School Bus

School District Prioritization Status	Replacement Bus Fuel Type and Size					
	ZE – Class 7+	ZE – Class 3-6	CNG– Class 7+	CNG – Class 3-6	Propane – Class 7+	Propane – Class 3-6
Buses serving school districts that meet one or more prioritization criteria	Up to \$345,000 (Bus + Charging Infrastructure)	Up to \$265,000 (Bus + Charging Infrastructure)	Up to \$45,000	Up to \$30,000	Up to \$35,000	Up to \$30,000
Buses serving school districts that are not prioritized	Up to \$200,000 (Bus + Charging Infrastructure)	Up to \$145,000 (Bus + Charging Infrastructure)	Up to \$30,000	Up to \$20,000	Up to \$25,000	Up to \$20,000

*\*Funding levels above do not reflect EPA funding available for ADA-compliant wheelchair lifts, EPA funding for shipping costs to non-contiguous U.S. states and territories, nor IRA funding available*

<sup>24</sup> Bus class size is based on Gross Vehicle Weight Rating (GVWR). Class 3-6 have a GVWR of 10,001-26,000 lbs. Class 7+ have a GVWR of 26,001 lbs or more.

<sup>25</sup> Existing buses are not required to be ADA-compliant buses equipped with wheelchair lifts for eligible applicants to request funds for ADA-compliant clean school bus replacements equipped with wheelchair lifts.

<sup>26</sup> Standalone infrastructure projects are not eligible for funding under the 2023 CSB Rebate Program.

*through IRS-disbursed tax credits for EV bus and infrastructure purchases. Please refer to Section 4 for more information on EPA funding and below for more information on tax credits.*

Selectees may be eligible for Inflation Reduction Act (IRA) tax credits applicable to their bus and infrastructure purchases; namely, the Commercial Clean Vehicle Credit provides up to \$40,000 for qualified commercial clean vehicles and the Alternative Fuel Vehicle Refueling Property Credit provides up to \$100,000 for qualified charging and refueling infrastructure. Please see the Internal Revenue Service (IRS) website for more information on these credits: <https://www.irs.gov/credits-and-deductions-under-the-inflation-reduction-act-of-2022>. Selectees may also be eligible to claim all or a portion of the value of IRA credits using either the new elective pay, and transferability mechanisms introduced by the IRS. For more information, please see the IRS website on elective pay and transferability: <https://www.irs.gov/credits-deductions/elective-pay-and-transferability>.

## Section 5: Application Process

**The deadline for submitting applications is January 31, 2024, at 4:00 PM ET.** Late applications will not be considered for funding. **Applications must be submitted using EPA’s Clean School Bus Rebate online application form found [here](#).**

EPA will post a Questions and Answers document on the program website [here](#). EPA anticipates updating the Q&A document approximately every two weeks during the application period. Novel questions submitted to [CleanSchoolBus@epa.gov](mailto:CleanSchoolBus@epa.gov) with the subject of “2023 CSB Rebate Question” before 4 PM ET on January 10, 2024, including those from program webinars, will be added to this document. Common questions will receive a stock response from the helpline referencing the Program Guide or Q&A document. If the stock response does not answer your question, please reply with additional details.

To access the online application, organizations applying for funds must have:

1. An active System for Award Management ([SAM.gov](https://sam.gov)) registration for the entity that is applying.  
**Please note:**
  - a. If an entity other than the school district is applying on behalf of that school district, the SAM.gov-registered entity that is listed on the application as the primary applicant will be the same entity that will receive the funds if selected. EPA can only provide funds to the SAM.gov-registered entity that is listed as the primary applicant on the application.<sup>27</sup>
  - b. Entity registrations are different than having an individual user account on SAM.gov. More information on entity registrations can be found [here](#).
  - c. The [Federal Service Desk](#) (FSD) is the only official and free government resource for assistance with SAM.gov. Please be aware that other websites may offer assistance with

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<sup>27</sup> As stated, if selected for funding, EPA can only disburse funds to the SAM.gov entity included in the rebate application; selectees are responsible for ensuring their SAM.gov account remains up-to-date and all information in the SAM.gov account, including points of contact and bank account details, is accurate.

SAM.gov registrations for a fee. Before contacting FSD, please first review the [SAM.gov help resources](#).

- d. Even if your organization is actively registered as an entity, be sure to review all registration information, including:
    - i. Address, EIN, and bank account information. If multiple bank accounts are associated with the entity registration, note the 4-character Electronic Funds Transfer (EFT) indicator in SAM.gov that is associated with the bank account you wish to use in this program.
    - ii. The expiration date of the SAM.gov registration. Be sure to renew the registration well ahead of that date since the renewal process can take several weeks or more.
    - iii. Check whether the entity's SAM.gov registration has any [exclusions](#) (also known as suspensions and debarments) preventing the entity from receiving federal financial assistance.
    - iv. Point of Contact (POC) information, per Item 2 immediately below.
  - e. If your organization has no record of a SAM.gov registration, expired or active, and needs to create a new registration, the simplest entity registration type that can participate in the Clean School Bus Program is the "Federal Assistance Awards Only" registration.
2. Points of Contact (POC) listed under your organization's entity registration in SAM.gov, including:
- a. An Electronic Business POC with a valid email address
  - b. A Government Business POC with a valid email address
    - i. EPA highly recommends adding an alternate Electronic Business POC and alternate Government Business POC to your organization's entity registration on SAM.gov.
    - ii. **Note:** Only Electronic Business POC (and alternate), and Government Business POC (and alternate) will be able to create, edit, save, or submit an application.
  - c. POCs with login.gov accounts. The SAM.gov POCs noted above can prepare for submitting an application for the Clean School Bus Rebates by registering for a [login.gov](#) account with the same email address listed in their POC info on SAM.gov.
    - i. Upon entering the online rebate application via login.gov, most users will be prompted to complete identity proofing unless they have already completed this process with their login.gov account.

By submitting the rebate application, applicants are certifying that the information provided is true to the best of their knowledge. EPA reserves the right to request copies of documentation, such as bus activity logs, to verify submitted information. EPA or its authorized representatives may contact an applicant to clarify any information provided by the applicant.

Applications submitted under this competition may be released in part or in whole in response to a Freedom of Information Act (FOIA) request. EPA recommends that applications not include trade secrets or commercial or financial information that is confidential or privileged, or sensitive information that, if disclosed, would invade another individual's personal privacy (e.g., an individual's salary, personal email addresses, etc.). However, if such information is included, it will be treated in accordance with [40 CFR § 2.203](#). (Review EPA clause IV.a, Confidential Business Information, under [EPA Solicitation Clauses](#).)



## Supplemental Forms:

Prior to submitting an application, all applicants will be required to submit one or more of the following [supplemental forms](#). These forms are designed to support the successful deployment of clean school buses, should the applicant be selected for a rebate:

- **All applicants** must submit a **School Board Awareness Certification** to verify the school board's awareness of the school district's rebate application. It is imperative that the school board is aware of the application and involved in the process of transitioning to a cleaner fleet. In some districts, the school board is required to authorize the purchase of the buses and associated infrastructure projects.
- **Third Party applicants** (eligible contractors and nonprofit school transportation associations) applying for rebates must submit a signed **School District Approval Certification** to verify the school district's approval of the third party's rebate application for new buses that would serve their school district.
  - School districts that contract out bus service to multiple private fleets may only submit one application but may list multiple private fleets on the application. If a third party applies on behalf of a school district and is selected for funding, then that third party is the applicant and will receive the funding on behalf of the school district. The school district that is listed on the third-party application cannot switch the third-party applicant and EPA will not send funding to an entity that is not the selected applicant. **However, as noted above, school districts are eligible to apply directly, even if they contract out bus service to a private fleet; if selected, the school district could pass funds to the private fleet(s) to replace the buses.** Please note that school districts may need to renegotiate their contracts with third party applicants if selected for EPA funding.<sup>28</sup>
- **Applicants applying for ZE school buses** must also submit a **Utility Partnership Agreement** to verify that the school district's electric utility provider is aware of the school district's rebate application. Proactive and ongoing communication between the school district and its local electricity provider(s) is critical to successful infrastructure deployment.<sup>29</sup>

All of the above applicable forms must be signed by an authorized representative (please refer to Section 2 for more details on authorized representative). These forms are intended to ensure applicants are communicating with the necessary parties for a successful deployment of new ZE and/or clean buses. Additional resources to support planning for new bus deployment are available on the [CSB Technical Assistance webpage](#).

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<sup>28</sup> EPA is not involved in any contractual arrangements and can only provide funds to the direct applicant.

<sup>29</sup> To facilitate coordination between applicants and utilities, EPA has partnered with Edison Electric Institute (EEI) and the Beneficial Electrification League (BEL) on an "Electric Utility Pledge." This pledge includes a set of commitments electric utility companies can take to proactively help school districts with the deployment of electric school buses, including providing technical support and guidance on existing rate structures, interconnection requirements, costs and timelines, and identifying the right type of charging infrastructure to meet their needs.

Similarly, applicants that are self-certifying as prioritized school districts will need to attest to their self-certification in the online rebate application form. Please refer to Section 2 for more details.

## Section 6: Application Selection Process

All applications submitted to EPA by the deadline will undergo a threshold eligibility check prior to the lottery selection process. Applications that do not meet threshold criteria will be marked as ineligible and will not be placed into the lottery selection process. As highlighted in Section 4, EPA will not fund multiple applications for bus replacements that will serve the same school district. If multiple applications are submitted for the same school district, EPA will ask the school district contacts listed in the applications to choose one application prior to the lottery selection process.

All eligible applications will be placed in a single ordered list using a random number generator lottery process. EPA will select applicants for funding in the following order, working from the top (highest rank) to the bottom (lowest rank)<sup>30</sup>:

1. **Clean School Bus Funding Pool:** The single highest ranked application in the lottery from each state and territory that submitted an application is selected regardless of vehicle type and prioritization.
2. **Clean School Bus Funding Pool:** Remaining applications requesting ZE, CNG, propane, or any combination thereof AND that meet one or more prioritization until funding pool is allocated.<sup>31</sup>
3. **Clean School Bus Funding Pool** Remaining applications requesting ZE, CNG, propane, or any combination thereof AND do not meet one or more prioritization until funding pool is allocated.
4. **Zero Emissions Funding Pool:** Remaining applications exclusively requesting ZE buses AND that meet one or more prioritizations until funding pool is allocated.
5. **Zero Emissions Funding Pool:** Remaining applications exclusively requesting ZE buses AND do not meet one or more prioritization until funding pool is allocated.

Pursuant to the CSB statute, EPA will ensure that the total amount of funds awarded to entities in a state does not exceed 10 percent of the amount made available for the program during a fiscal year. Because of this, it is possible for an applicant to be skipped over in the selection process in favor of an applicant from a state that has yet to hit the 10% limit. Please refer to Figure 2 below for a visual representation of the selection process.

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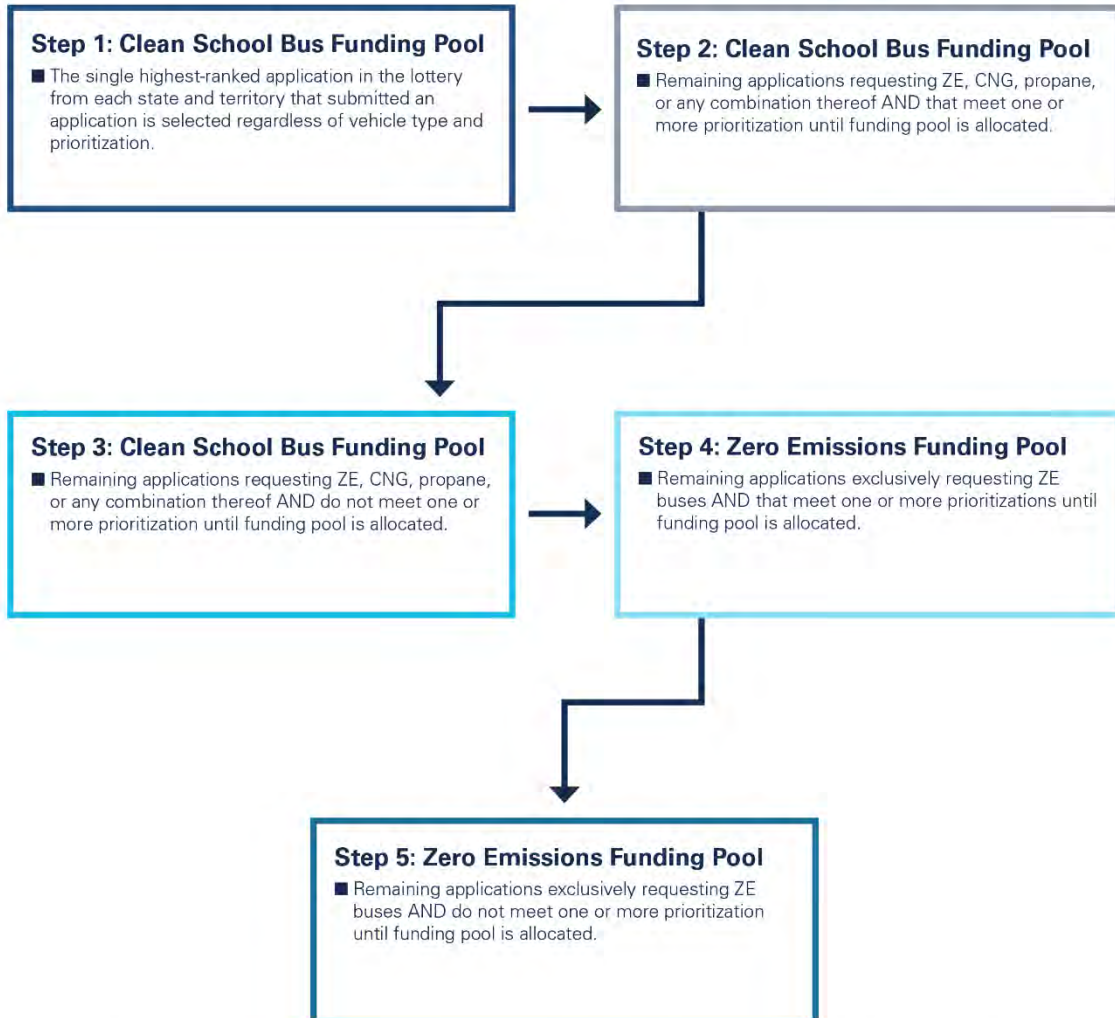
<sup>30</sup> As noted in Section 1, for each fiscal year between 2022 and 2026, \$500 million is available to fund ZE and clean school buses, and \$500 million is available to fund only ZE school buses.

<sup>31</sup> EPA currently expects to award approximately 60% of total funding for the 2023 Rebates Program to prioritized applicants.

Figure 2: Selection Process Flowchart

### 2023 Clean School Bus Rebates Selection Process

All eligible applications submitted to EPA by the deadline will be placed in a single-ordered list using a random number generator lottery process. EPA will select applicants for funding in the following order, working from the top (highest rank) to the bottom (lowest rank) of the list, until all funds are allocated from both the Clean School Bus and Zero Emission halves of funding:



Pursuant to the CSB statute, EPA will ensure that the amount of funds awarded to bus fleets in a state does not exceed 10 percent of the amount made available during a fiscal year. Because of this, it is possible for an applicant to be skipped over in the selection process in favor of an applicant in a state that has yet to hit the 10 percent limit.

*EPA currently expects to award approximately 60 percent of total funding for the 2023 Rebates Program to prioritized applicants.*

Applications chosen in the lottery selection process will then undergo an additional eligibility review during which EPA will confirm that applicants have provided all the necessary documentation and meet all of the requirements described in this Program Guide.<sup>32</sup> EPA may contact the applicants who self-certified as a prioritized school district to verify eligibility. Please see [Prioritization Self-Certification Instruction](#) for recommended documentation. If EPA reaches out to an applicant during the eligibility review and does not hear back from the applicant in a reasonable timeframe, EPA may remove the applicant from the lottery pool.

Applications not selected by lottery will remain in random number order on a waitlist. If a selectee does not complete the remaining required steps early in the rebate process, drops out, or is otherwise deemed ineligible, that selectee will be removed from the program. Those funds may be offered to other 2023 applicants on the waitlist. EPA will follow the selection process above when reallocating these funds. Applicants may be pulled from the waitlist up to 90 days after the initial selection notification. However, EPA may opt to use returned funds for future CSB funding opportunities rather than award funds to applicants on the waitlist.

Both the selectees and the applicant waitlist for the 2023 Rebate Program will be posted on the [Clean School Bus Program website](#).

## Section 7: Notification

EPA anticipates notifying applicants of their selection status within approximately 60 days of the application deadline. Applicants that are selected for funding will receive an electronic status update via email that includes (1) notification that they have been selected for funding, (2) the maximum amount of funds that have been reserved for them, and (3) instructions on proceeding with the purchase of replacement buses and eligible charging infrastructure. The electronic status update via email will serve as the official notification of selection for funding. In special circumstances, EPA can provide a supplemental letter of selection notification upon request.

## Section 8: Payment Request Form, Order Documentation, and Payment

Selectees must submit an online Payment Request Form (PRF) that includes documentation of ordering the replacement school buses, eligible charging infrastructure, and other eligible expenses (as outlined in Section 3) within six months of the date of the selection notification. EPA will provide the specific deadline for submitting the Payment Request Form in the selection notification.<sup>33</sup> As discussed in Section 5, applicants must receive all necessary approvals from their School Board, in addition to any other school district processes, to be able to place orders in this timeframe.

Documentation to attach to the PRF includes purchase orders on school district letterhead with purchaser/vendor signatures OR sales orders on vendor letterhead with purchaser/vendor signatures. The date of the order document cannot pre-date the selection notification date and must be dated

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<sup>32</sup> Note that during the eligibility review process EPA may contact applicants to request clarification of information or documentation to verify information in their application; applicants are requested to respond promptly to ensure the selection process can move forward as swiftly as possible.

<sup>33</sup> Selectees can request extensions to the Payment Request Form deadline. EPA will review these requests on a case-by-case basis and may grant extensions if sufficient justification is provided.

within 45 days of the initial PRF submission.<sup>34</sup> The order document must clearly show a transaction agreed upon between the organization that will own the replacement bus and a school bus equipment dealer.<sup>35</sup>

**Bus: The order document must include the following information for each bus:**

- 1) Purchaser name, address, and business phone number;
- 2) Dealer name, address, and business phone number;
- 3) Signatures from both the purchaser and vendor;
- 4) Vehicle make, model, model year, fuel type, GVWR, and purchase price;
- 5) Any additional training, consulting, or warranty costs clearly separated as a line item with purchase price;<sup>36</sup>
- 6) Purchase order date; and
- 7) Delivery date estimate.

**Infrastructure: The order document for selectees pursuing ZE bus replacements must include the following information for each unit of charging equipment:<sup>37</sup>**

- 1) Purchaser name, address, and business phone number;
- 2) Dealer name, address, and business phone number;
- 3) Signatures from both the purchaser and vendor;
- 4) Eligible charging equipment make, model, and purchase price;<sup>38</sup>
- 5) Purchase order date; and
- 6) Delivery date estimate.

**Infrastructure Labor Costs:** EPA will accept an approved quote in lieu of a sales or purchase order for eligible infrastructure installation costs, such as design and engineering or labor. Any quote for eligible infrastructure installation costs must include:

- 1) Purchaser name, address, and business phone number;
- 2) Vendor name, address, and business phone number;
- 3) Description of the scope of work and the costs for all eligible expenses;<sup>39</sup>
- 4) Quote date;<sup>40</sup> and
- 5) Purchaser signature or associated purchase order showing approval of the quote.

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<sup>34</sup> Selectees must adhere to state and local funding requirements regarding the solicitation and collection of bids necessary to submit a purchase order document. EPA will not be involved in this process.

<sup>35</sup> EPA is not responsible for the business or contractual agreements between school districts and bus providers; buses must serve the same district for 5 years (except as noted in Section 2 for a change in contract provider).

<sup>36</sup> EPA may request additional information, such as a description of the training services being provided.

<sup>37</sup> Eligible charging infrastructure may be included on either the same or a separate order document as the replacement buses.

<sup>38</sup> Order documents for infrastructure expenses must specify that the equipment and installation is between the electric meter and the charge port, and clearly list all equipment, labor, and associated installation costs. If the selectee is responsible for front-of-the-meter infrastructure expenses, please clearly separate the costs of these line items in submitted order documents and omit their price from requested funding.

<sup>39</sup> Order documents and quotes for infrastructure installation must specify that the work is being performed between the electric meter and the charge port, and clearly list installation cost items, such as trenching, wiring, labor, etc. If the selectee is responsible for front-of-the-meter infrastructure expenses, please clearly separate the costs of these line items in submitted order documents and omit their price from requested funding.

<sup>40</sup> EPA will only fund up to the total of eligible expenses reported in the quote (or the maximum funding reserved for the selectee, whichever is less). If the actual costs reported at Close Out are less than the quote, then the selectee will be expected to reimburse EPA.

EPA or its authorized representatives may contact a selectee to clarify any information provided in the Payment Request Form; selectees are requested to respond promptly to ensure the selection process can move forward as swiftly as possible. If, upon review, the PRF is accurate and includes all required information, EPA will issue the rebate payment to the bank account associated with the SAM.gov Unique Entity Identifier (UEI) and Electronic Funds Transfer (EFT) indicator associated with the application. EPA anticipates disbursing funds within approximately 60 days of the submission of a complete and approved PRF.

**NOTE:** If the bus, eligible charging infrastructure costs, and other eligible costs are lower than the amount of funds EPA has reserved for the selectee, then EPA will reduce the rebate funding amount to the actual costs. Selectees are able to request a change in the fuel type, number of buses, and/or size of bus from what they requested in their application prior to the initial PRF deadline, so long as the changes do not exceed the awarded rebate amount listed in the application. The per bus funding amounts will be adjusted per Table 4 depending on the changes made to the replacement buses. EPA will review these requests and may approve on a case-by-case basis.

## Section 9: Scrapage, Sale, or Donation of Existing Buses

Section 3 outlines the eligibility requirements for existing buses to be replaced, including buses that must be scrapped and buses that may be scrapped, donated, or sold. Fleets must replace existing buses by the end of the project period, but there can be overlap between receiving replacement buses and replacing existing buses. For example, a fleet that takes delivery of replacement ZE school buses six months before the project period deadline might retain the existing buses as back-ups for up to six months before replacing them as they train drivers on operation and charging procedures for the replacement buses.

### Scrapage Requirements:

The preferred scrapage method is cutting a three-inch-by-three-inch hole in the engine block (the part of the engine containing the cylinders) and cutting or crushing one chassis rail between the axles. Other acceptable scrapage methods, such as shredding, may be considered and will require prior EPA approval. Selectees seeking approval for alternative scrapage methods must submit an alternative scrapage plan to [cleanschoolbus@epa.gov](mailto:cleanschoolbus@epa.gov) detailing how the method will destroy and/or disable the engine and must, if approved, comply with the evidence requirements listed below, including digital photos.

Fleets that scrap buses must document the scrapage, including:

1. Photographs of the destroyed engine and chassis rail for each scrapped bus.
  - i. Each photo must be clearly labeled with the last 4 digits of the bus VIN.
  - ii. Please see Appendix C for example scrapage photos.
2. A letter signed by a representative of the scrap yard or other entity that performed the scrapage that:
  - i. Lists the VINs of the buses that were scrapped;
  - ii. Affirms the date(s) that the buses were scrapped;
  - iii. Details the method of scrapage that aligns with the requirements outlined above; and

- iv. Lists contact information for the entity that performed the scrappage.

See Appendix D for a template of a scrappage letter that fleets can use.

Equipment and vehicle components that are not part of the engine or chassis may be salvaged from the bus being replaced (e.g., seats, tires). The destroyed engine and chassis may be sold for scrap metal, provided that the bus is disposed of in accordance with federal and state requirements for vehicle disposal. Selectees are not required to report income from scrappage to EPA. Selectees must adhere to state and local funding requirements regarding scrappage.

### Sale and Donation Requirements:

Fleets that do not have eligible vehicle model year 2010 or older diesel buses to scrap and that choose to instead replace 2011 or newer buses by donating or selling those buses must retain documentation of that transaction that includes<sup>41</sup>:

1. The name of the fleet donating or selling the buses;
2. The name and contact information for the entity taking ownership of the buses;
3. The VINs of the buses that are donated or sold;
4. If sold, the amount the buses were sold for; and
5. The date of the transaction.

## Section 10: Close Out Form

Selectees must submit an online Close Out Form demonstrating that they have received their replacement buses and eligible charging infrastructure and have replaced their existing buses. The Close Out Form must be submitted within two years of the date of the initial selection notification. EPA will provide the specific deadline in the selection notification.<sup>42</sup> The Close Out Form will require selectees to attach<sup>43</sup>:

1. For existing buses being scrapped, scrappage photos and letter for buses being replaced (see Section 9);
2. For existing buses eligible to be sold or donated, documentation of the vehicle sale or donation (see Section 9);
3. A scan of the invoices for the replacement buses and eligible infrastructure;
  - a. If training, consulting, or warranty expenses were included on the order document per Section 8, these costs must also be included on the bus invoice.
4. A scan of proof of delivery for the replacement buses and eligible infrastructure (e.g., dated bill of lading);
5. One photo of the exterior of each replacement bus, labeled with the last 4 digits of the bus VIN; and

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<sup>41</sup> Please refer to Section 3 for details on eligible replacement buses if choosing to replace a 2011 or newer bus.

<sup>42</sup> Selectees can request extensions to the project period deadline. EPA will review these requests on a case-by-case basis and may grant extensions if sufficient justification is provided. For example, EPA may grant an extension if a bus is on order but is experiencing manufacturing or delivery delays.

<sup>43</sup> EPA may request additional information in the online Close Out Form



6. One photo of each EV charger after installation is completed if EPA funds were used for charging infrastructure.

EPA will not provide additional funds beyond those approved in the PRF and, if the bus or infrastructure costs reported at the time of Close Out Form submission are less than the bus or infrastructure costs in the PRF, then the selectee will be responsible for reimbursing EPA the difference. EPA or its authorized representatives may contact a selectee to clarify any information submitted in the Close Out Form. After submitting the Close Out Form and responding to any questions from EPA on the information in that form, selectees must continue to follow the Terms and Conditions in Appendix A.

## Appendix A: Terms and Conditions

By submitting an application, applicants certify that they have read and agree to comply with the requirements of this Program Guide, including the following 2023 CSB Rebates terms and conditions. This certification is a material representation that EPA will rely upon in providing funds for vehicle replacement rebates. False certifications may result in criminal prosecution under 18 U.S.C. § 1001, civil liability under the False Claims Act, 31 U.S.C. § 3729 *et seq.* and/or the Program Fraud Civil Remedies Act, 31 U.S.C. § 3801 *et seq.*, suspension and/or debarment pursuant to 2 C.F.R. Part 180, and/or other criminal, civil or administrative penalties, sanctions, and remedies available to the Federal government.

### **Cancellation of Rebates**

If a selectee fails to submit all the required forms and documents by the deadlines, voluntarily drops out of the program, or does not fully comply with the program requirements, then the rebate may be canceled. EPA will notify the selectee prior to canceling any rebate. If funds have already been disbursed to a selectee for a cancelled rebate, the selectee will be required to return the cancelled rebate funding to EPA within a timeframe to be established by EPA.

### **Replacement buses must:**

Meet all requirements listed in Section 3 of this Program Guide.

If the replacement school bus fails to meet the requirements in this program guide, the selectee may be required to return up to the full amount of the rebate award to EPA. The amount required to be returned is at the discretion of EPA and will be determined on a case-by-case basis.

### **Existing buses must:**

- Meet all requirements listed in Section 3 of this Program Guide;
- Be scrapped, donated, or sold based on the requirements of Section 3 and Section 9 of this Program Guide; and
- Not serve the school district listed on the application after the project period deadline.



If the replaced school bus fails to meet the requirements in this program guide, the selectee may be required to return up to the full amount of the rebate award to EPA. The amount required to be returned is at the discretion of EPA and will be determined on a case-by-case basis.

### **Signage**

Comply with EPA signage policy<sup>44</sup> for the Clean School Bus Program.

### **Restriction for Mandated Measures**

Pursuant to 42 U.S.C. 16132(d)(2), no funds awarded under the 2023 Clean School Bus Rebates shall be used to fund the costs of emission reductions that are mandated under federal law.

### **Restriction on Other Funding Sources**

The proposed replacement bus and any associated charging infrastructure to be paid for in part by CSB funds must not also be funded by other federal funds. Fleets can use external non-federal funding sources as part of their bus replacement project but must confirm with the source of those funds that they are not pass-through federal funds. Volkswagen Environmental Mitigation Trust Funds may be used as external funds provided that the VW trust funds are associated with Eligible Mitigation Action (EMA) #2. VW trust funds under EMA #10, the DERA Option, are not eligible external funds.

If an applicant plans to use state or local funding for buses and/or infrastructure, then the applicant must ensure that their procurement process adheres to the to any applicable state or local requirements.

A selectee's total 2023 CSB Rebate funds and other eligible external funds cannot exceed the cost of their replacement bus(es) and eligible infrastructure listed on their Payment Request Form and Close Out Form submitted to EPA.

Please note that there may be an extended period of time between when funds are received from EPA and when the selectee needs to expend the funds. Please follow proper financial management practices to ensure that these funds are not used for other expenses. EPA suggests keeping these CSB funds separate from other funds the selectee might have for general expenses.

### **EPA Responsibilities**

EPA anticipates notifying rebate applicants of their selection status within approximately 60 days of the application deadline. EPA anticipates disbursing funds within approximately 60 days of the submission of a complete and approved Payment Request Form. EPA may request additional documentation from a selectee prior to issuing funds if EPA determines that any required information is missing or incomplete. In such a case, EPA will provide the selectee with a reasonable amount of time to submit additional information. EPA will post lists of selected and unselected applicants on the [Clean School Bus website](#).

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<sup>44</sup> For more information, please visit: <https://www.epa.gov/invest/investing-america-signage>.

### **Use of Submitted Information**

EPA will use information submitted by applicants in its annual report to Congress that is due no later than January 31 of each year of the program. Pursuant to the CSB statute, the report will include:

- (A) the total number of applications received;
- (B) the quantity and amount of grants and rebates awarded and the location of the recipients of the grants and rebates;
- (C) the criteria used to select the recipients; and
- (D) any other information the Administrator considers appropriate.

EPA reserves a royalty-free, nonexclusive and irrevocable right to reproduce, publish or otherwise use, and to authorize others to use, for federal purposes, submitted bus photos, including use in program materials.

### **Program Audit**

EPA will conduct random reviews of selectees to protect against waste, fraud, and abuse. As part of this process, EPA, or its authorized representatives, may request copies of rebate documents from prior selectees who have received rebates, or may request documentation from current selectees to verify statements made on the application, payment request, and close out forms. EPA, or its authorized representatives, may also request site visits to confirm documentation is on hand and that replacement buses are still in service for the school districts listed on the application. Selectees are expected to comply with site visit requests, recordkeeping requirements, and document requests for five years from the date of replacement bus delivery, or risk cancellation of an active rebate application or other enforcement action.

### **Record Retention Requirements**

Selectees must retain all financial records, supporting documents, accounting books and other evidence of Rebate Program activities for five years after delivery of the replacement buses. If any litigation, claim, or audit is started before the expiration of the five-year period, the recipient must maintain all appropriate records until these actions are completed and all issues resolved.

### **Civil Rights Obligations**

Recipients must comply with Federal statutes and regulations prohibiting discrimination in Federal financial assistance programs, as applicable. Among other requirements, recipients must comply with Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin, including limited English proficiency, by entities receiving Federal financial assistance. Recipients must also comply with Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against persons with disabilities by entities receiving Federal financial assistance. Audits may be conducted to ensure compliance.

## Union Neutrality

Rebate funds must not be used to support or oppose union organizing, whether directly or as an offset for other funds.

## Build America, Buy America (BABA) Requirements

Electric vehicle charging equipment meets the definition of infrastructure under the Build America, Buy America Act that took effect May 14, 2022. The Clean School Bus program intends for funds from this program to support domestically produced electric vehicle chargers and associated equipment, products, and materials. All applicants should plan to purchase American-made charging infrastructure products. That is, all of the iron, steel, manufactured products, and construction materials used in the infrastructure project must be produced in the United States. This includes, but not limited to the EV charger, all wiring or fixtures to support the charging equipment, breaker panels or subpanel, and conduit from the meter to the panel.

The EPA currently has an [EV charger product waiver](#) that applies to EV chargers that are assembled in the United States, manufactured on or before June 30, 2024, and installed by October 1, 2024. EPA will phase out waiver coverage for all EV chargers manufactured on or after July 1, 2024, which means meeting the requirements for manufactured products in [2 CFR 184.5](#). Depending on the specifics, [EPA's general applicability waivers](#), such as the [Pacific Island Territories General Applicability Waiver](#), may be appropriate. Note that EPA's *De Minimis Waiver* and Small Projects Waiver cannot be used for the EV charger itself. Due to the anticipated payment processing timeframes, it is likely that many recipients will not receive rebate funds prior to the end of the EV charger waiver. Although selectees may be able to apply for a project-specific waiver for items not produced domestically, all applicants should plan to purchase American-made charging infrastructure.

## Appendix B: Infrastructure Eligibility Resource

Applicants applying for ZE buses are also able to use funds for eligible infrastructure. Specifically, EPA will provide funding for EV-related infrastructure installation and equipment from the electrical meter to the charging port of the bus as outlined in Section 3. Below are examples of eligible and ineligible EV-related infrastructure costs. Any questions regarding eligibility should be submitted to [cleanschoolbus@epa.gov](mailto:cleanschoolbus@epa.gov).

### Infrastructure Installation Guidance:

Common **Eligible** Infrastructure Installation Expenses (must be behind the meter):

- Installation of higher amp service
- Installation of additional wiring or fixtures to support charging equipment
- Installation of wiring from the meter to the panel
- Installation of breaker panel or subpanel
- Trenching and installation of PVC/conduit from the meter to the panel, chargers
- Disconnecting and removing existing hardware/panels/wiring

- Installation of mounting equipment for panel
- Assembly and installation of EV chargers
- Installation of concrete bases for EV chargers
- Installation of additional capacity in panel for additional EV chargers in the future
- Installation of conduit, wiring for additional EV chargers in the future
- Design, drawings, field engineering, permitting

Common **Ineligible** Infrastructure Installation Expenses (cannot be in front of the meter):

- Installation of cabling or wiring from front-of-the-meter (FTM) transformer to meter
- Trenching and installation of PVC/conduit between FTM transformer and the meter
- Trenching and installation of PVC/conduit from the FTM transformer to the utility pole
- Setting of new utility pole
- Installation of FTM transformer foundation
- Installation of FTM transformer

### Charging Equipment Guidance:

Common **Eligible** Charging Equipment Expenses:

- Energy Star certified Level 2 chargers
- Nationally Recognized Testing Laboratory (NRTL) certified DC Fast Chargers
- Commissioning, startup, testing of equipment
- Charge management systems
- Network, data plans for connectivity
- Warranty
- Shipping

Common **Ineligible** Charging Equipment Expenses:

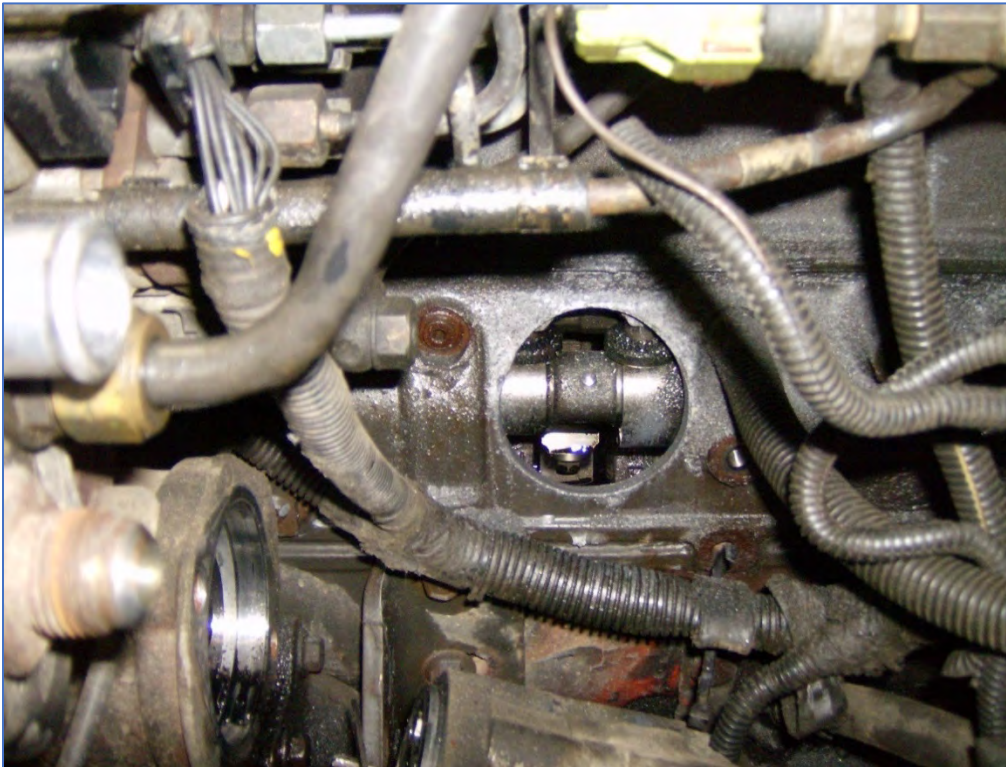
- Level 2 chargers without Energy Star certification
  - This includes white-labeled products that are sold as a different brand name than the model that is listed on the Energy Star website
- DC Fast Chargers without NRTL certification

### Appendix C: Sample Scrappage Photos

- 1) Chassis rail cut in half – DestroyedChassisRail[INSERT LAST 4 DIGITS OF VIN].jpg



2) Engine block with 3" drilled hole - DestroyedEngineBlock[INSERT LAST 4 DIGITS OF VIN].jpg



3) Shredded engine – DestroyedEngine[INSERT LAST 4 DIGITS OF VIN].jpg.  
Note: Any alternative scrappage method, including shredding, needs prior EPA approval. Email [cleanschoolbus@epa.gov](mailto:cleanschoolbus@epa.gov) for approval.





## Appendix D: Sample Scrapage Certification Letter

**[PRINTED ON LETTERHEAD OF SALVAGE YARD OR OTHER ORGANIZATION SCRAPPING BUSES]**

**[DATE]**

I confirm that the buses listed below were scrapped according to Section 9 of the 2023 Clean School Bus Rebates Program Guide. The program requires that scrapped buses must be permanently disabled by (1) crushing the engine or creating a 3" diameter or larger hole in the engine block and (2) cutting or crushing one chassis rail between the axles. Photos were taken of the destroyed engines and chassis rails to document the scrapage.

**[NAME OF ORGANIZATION THAT SCRAPPED THE BUS]** performed the bus scrapage on **[DATE]**.

**[BUS 1 VIN]**

**[BUS 2 VIN]**

**[BUS 3 VIN]**

**[SIGNATURE OF SALVAGE YARD REPRESENTATIVE]**

**[PRINTED NAME OF SALVAGE YARD REPRESENTATIVE]**

[PHONE NUMBER OF SALVAGE YARD]

[ADDRESS OF SALVAGE YARD]

## 2023 Clean School Bus (CSB) Rebates Program School Board Awareness Certification

By signing, I certify that I am an Authorized Representative for Hingham Public Schools and that DATTCO, Inc. d/b/a DeVivo Bus Sales (Applicant) has made us aware that DATTCO, Inc. d/b/a DeVivo Bus Sales is applying for 2023 Clean School Bus Rebate Program funding for Hingham Public Schools. I also certify that, in discussions with DATTCO, Inc. d/b/a DeVivo Bus Sales, we have discussed the number of buses for replacement, the fuel type of the new buses, and which party will own the new buses.

### School Board Authorized Representative

<i>School Board Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

### School District Authorized Representative

<i>School District Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

### Applicant Authorized Representative

<i>Applicant Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>



## 2023 Clean School Bus (CSB) Rebates Program School District Approval Letter for Third-Party Applicants

By signing, I certify that I am an Authorized Representative for Hingham Public Schools (the District) and that DATTCO, Inc. d/b/a DeVivo Bus Sales (Applicant) has Hingham Public Schools's approval to apply for 2023 Clean School Bus Rebate Program funding on behalf of the District. I also certify that, in discussions with DATTCO, Inc. d/b/a DeVivo Bus Sales, we have discussed the number of buses for replacement, the fuel type of the new buses, and which party will own the new buses if the Applicant is selected for funding in the 2023 Clean School Bus Rebate Program.

### School District Authorized Representative

<i>School District Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

### School District Alternative Representative

<i>School District Alternative Representative Name (Print)</i>	<i>Alternative Representative Signature</i>	
<i>Alternative Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

### Applicant Authorized Representative

<i>Applicant Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

## 2023 Clean School Bus (CSB) Rebates Program Electric Utility Partnership Template

*Planning early for long-term electric charging infrastructure needs is important for project success. This worksheet is provided for the convenience of applicants, to assist in discussing the proposed project with the appropriate utility, including key components such as anticipated costs and timelines. **When using this worksheet, applicants should keep fleet electrification expansion plans in mind, as futureproofing for upcoming needs can ultimately decrease overall utility upgrade costs.** Regardless of whether applicants use this worksheet, applicants should coordinate with their electric utility to determine anticipated costs and timelines.*

*The Electric School Bus Charging Station Planning Form on the [Clean School Bus Technical Assistance webpage](#) can be used as a resource to gather charging-related data and information to prepare for meeting with their electric utility. Additionally, applicants can request a 1:1 meeting with the Joint Office of Energy and Transportation (JOET) by emailing [cleanschoolbusTA@nrel.gov](mailto:cleanschoolbusTA@nrel.gov) to receive additional technical support as needed. JOET can provide free, hands-on assistance tailored to each fleet, at any stage of its switchover to electric.*

### 1. Fleet Information

	<b>Requested in Application</b> <i>[Please provide the number of buses and chargers requested in your application.]</i>	<b>Current Electric Fleet at time of Application Submission</b> <i>[Please provide the number of buses and chargers already in your electric fleet.]</i>
<b>Electric Buses:</b>		
<b>DC Fast Chargers:</b>		
<b>Level 2 AC Chargers:</b>		
<b>Expected location (street, city, state) of charger installations:</b>		

### 2. Utility Information

*Applicants should consider filling out information for each individual utility they are communicating with about their potential electric infrastructure project. EPA recommends that applicants communicating with more than one utility identify whether the project scope occurring with a specific utility would constitute all or only part of the potential electric infrastructure project.*

#### a. Utility Company #1

<b>Name of the Utility Company:</b>	
<b>Utility Contact Name<sup>1</sup>:</b>	

<sup>1</sup> Please email the National Renewable Energy Laboratory (NREL) helpline ([cleanschoolbusTA@nrel.gov](mailto:cleanschoolbusTA@nrel.gov)) for information on a utility point of contact (POC) to facilitate communication throughout the project.

Utility Contact Phone:	( ) -	Utility Contact Email:	
<p><b>Please work with your utility to provide a rough estimate of the total engineering and construction cost for utility owned infrastructure (in front of the meter) for the project based on the number of buses and chargers listed in the applicant's <u>2023 CSB rebate application</u>:</b></p>			
<p><b>In the box below, please briefly describe the scope of any needed utility upgrades for the project. Please consider whether engineering, construction, and/or permitting is needed, whether an interconnection study is necessary, and the extent of services needed for completion. This should include whether upgrades are necessary for the following pieces of equipment:</b></p> <ul style="list-style-type: none"> <li>• Power transformer</li> <li>• Terminator Pole</li> <li>• Service lateral/conductor</li> <li>• Metering</li> <li>• Primary line extension</li> <li>• Any additional equipment</li> </ul>			
<p><b>Based on the information provided above, please provide an estimate of time required to complete the necessary utility-owned infrastructure (in front of the meter) upgrades:</b></p>			

**b. Utility Company #2**

Name of the Utility Company:	
Utility Contact Name <sup>1</sup> :	

Utility Contact Phone:	( ) -	Utility Contact Email:	
<b>Please work with your utility to provide a rough estimate of the total engineering and construction cost for utility owned infrastructure (in front of the meter) for the project based on the number of buses and chargers listed in the applicant's <u>2023 CSB rebate application</u>:</b>			\$ [0.00]
<p><b>In the box below, please briefly describe the scope of any needed utility upgrades for the project. Please consider whether engineering, construction, and/or permitting is needed, whether an interconnection study is necessary, and the extent of services needed for completion. This should include whether upgrades are necessary for the following pieces of equipment:</b></p> <ul style="list-style-type: none"> <li>• Power transformer</li> <li>• Terminator Pole</li> <li>• Service lateral/conductor</li> <li>• Metering</li> <li>• Primary line extension</li> <li>• Any additional equipment</li> </ul>			
<b>Based on the information provided above, please provide an estimate of time required to complete the necessary utility-owned infrastructure (in front of the meter) upgrades:</b>			

**c. Utility Company #3**

Name of the Utility Company:	
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<b>Utility Contact Name<sup>1</sup>:</b>			
<b>Utility Contact Phone:</b>	( ) -	<b>Utility Contact Email:</b>	
<b>Please work with your utility to provide a rough estimate of the total engineering and construction cost for utility owned infrastructure (in front of the meter) for the project based on the number of buses and chargers listed in the applicant's <u>2023 CSB rebate application</u>:</b>			\$ [0.00]
<p><b>In the box below, please briefly describe the scope of any needed utility upgrades for the project. Please consider whether engineering, construction, and/or permitting is needed, whether an interconnection study is necessary, and the extent of services needed for completion. This should include whether upgrades are necessary for the following pieces of equipment:</b></p> <ul style="list-style-type: none"> <li>• Power transformer</li> <li>• Terminator Pole</li> <li>• Service lateral/conductor</li> <li>• Metering</li> <li>• Primary line extension</li> <li>• Any additional equipment</li> </ul>			
<p><b>Based on the information provided above, please provide an estimate of time required to complete the necessary utility-owned infrastructure (in front of the meter) upgrades:</b></p>			

**d. Utility Company #4**

<b>Name of the Utility Company:</b>			
<b>Utility Contact Name<sup>1</sup>:</b>			
<b>Utility Contact Phone:</b>	( ) -	<b>Utility Contact Email:</b>	
<b>Please work with your utility to provide a rough estimate of the total engineering and construction cost for utility owned infrastructure (in front of the meter) for the project based on the number of buses and chargers listed in the applicant's <u>2023 CSB rebate application</u>:</b>			\$ [0.00]
<p><b>In the box below, please briefly describe the scope of any needed utility upgrades for the project. Please consider whether engineering, construction, and/or permitting is needed, whether an interconnection study is necessary, and the extent of services needed for completion. This should include whether upgrades are necessary for the following pieces of equipment:</b></p> <ul style="list-style-type: none"> <li>• Power transformer</li> <li>• Terminator Pole</li> <li>• Service lateral/conductor</li> <li>• Metering</li> <li>• Primary line extension</li> <li>• Any additional equipment</li> </ul>			
<b>Based on the information provided above, please provide an estimate of time required to complete the necessary utility-owned infrastructure (in front of the meter) upgrades:</b>			

### 3. Utility Coordination Affirmation

By signing this Affirmation, I certify that I am an Authorized Representative for the School District, Applicant, or Utility identified below.

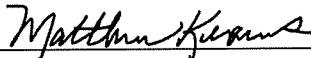
#### School District Affirmation

I have discussed the project plan for the fleet and charging infrastructure outlined above with the Utility Company, and if applicable, with the Third-Party Applicant, and others as appropriate.

_____	_____	_____
<b>School District Name</b>	<b>Authorized Representative (Signature)</b>	<b>Date</b>
_____	_____	_____
<b>Authorized Representative Title</b>	<b>Phone Number</b>	<b>Email</b>

#### Applicant Affirmation *[Only needed if applicant is different than the school district.]*

I have discussed the project plan for the fleet and charging infrastructure outlined above with the Utility Company, and if applicable with the School District, and others as appropriate.

DATTCO, Inc. d/b/a DeVivo Bus Sales		1-23-2024
<b>Applicant Organization Name</b>	<b>Authorized Representative (Signature)</b>	<b>Date</b>
School Bus Sales Manager	207-459-0766	matthew.kearns@devivobus.com
<b>Authorized Representative Title</b>	<b>Phone Number</b>	<b>Email</b>

#### a. Utility Company #1 Affirmation

##### Utility Affirmation

I have discussed the project plan for the fleet and charging infrastructure outlined above with the School District, and if applicable, the Third-Party Applicant, and others as appropriate.

<b>Utility Name</b>	<b>Authorized Representative (Signature)</b>	<b>Date</b>
<b>Authorized Representative Title</b>	<b>Phone Number</b>	<b>Email</b>

**b. Utility Company #2 Affirmation**

**Utility Affirmation**

I have discussed the project plan for the fleet and charging infrastructure outlined above with the School District, and if applicable, the Third-Party Applicant, and others as appropriate.

<b>Utility Name</b>	<b>Authorized Representative (Signature)</b>	<b>Date</b>
<b>Authorized Representative Title</b>	<b>Phone Number</b>	<b>Email</b>

**c. Utility Company #3 Affirmation**

**Utility Affirmation**

I have discussed the project plan for the fleet and charging infrastructure outlined above with the School District, and if applicable, the Third-Party Applicant, and others as appropriate.

<b>Utility Name</b>	<b>Authorized Representative (Signature)</b>	<b>Date</b>
<b>Authorized Representative Title</b>	<b>Phone Number</b>	<b>Email</b>



**d. Utility Company #4 Affirmation**

**Utility Affirmation**

I have discussed the project plan for the fleet and charging infrastructure outlined above with the School District, and if applicable, the Third-Party Applicant, and others as appropriate.

_____	_____	_____
<b>Utility Name</b>	<b>Authorized Representative (Signature)</b>	<b>Date</b>
_____	_____	_____
<b>Authorized Representative Title</b>	<b>Phone Number</b>	<b>Email</b>

## 2023 Clean School Bus (CSB) Rebates Program School Board Awareness Certification

By signing, I certify that I am an Authorized Representative for \_\_\_\_\_ and that Highland Electric Fleets, Inc. (Applicant) has made us aware that Highland Electric Fleets, Inc. is applying for 2023 Clean School Bus Rebate Program funding for \_\_\_\_\_. I also certify that, in discussions with Highland Electric Fleets, Inc., we have discussed the number of buses for replacement, the fuel type of the new buses, and which party will own the new buses.


### School Board Authorized Representative

<i>School Board Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

### School District Authorized Representative

<i>School District Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

### Applicant Authorized Representative

<b>A. Duncan McIntyre</b>		
<i>Applicant Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
President and CEO of Highland Electric Fleets	978-288-1105	notices@highlandfleets.com
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

## 2023 Clean School Bus (CSB) Rebates Program School District Approval Letter for Third-Party Applicants

By signing, I certify that I am an Authorized Representative for \_\_\_\_\_ and that Highland Electric Fleets, Inc. (Applicant) has \_\_\_\_\_'s approval to apply for 2023 Clean School Bus Rebate Program funding on behalf of the District. I also certify that, in discussions with Highland Electric Fleets, Inc. we have discussed the number of buses for replacement, the fuel type of the new buses, and which party will own the new buses if the Applicant is selected for funding in the 2023 Clean School Bus Rebate Program.


### School District Authorized Representative

<i>School District Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

### School District Alternative Representative

<i>School District Alternative Representative Name (Print)</i>	<i>Alternative Representative Signature</i>	
<i>Alternative Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

### Applicant Authorized Representative

<b>A. Duncan McIntyre</b>		
<i>Applicant Authorized Representative Name (Print)</i>	<i>Authorized Representative Signature</i>	
CEO and President of Highland Electric Fleets	<b>978-288-1105</b>	notices@highlandfleets.com
<i>Authorized Representative Title</i>	<i>Phone Number</i>	<i>Email</i>

## 2023 Clean School Bus (CSB) Rebates Program Electric Utility Partnership Template

*Planning early for long-term electric charging infrastructure needs is important for project success. This worksheet is provided for the convenience of applicants, to assist in discussing the proposed project with the appropriate utility, including key components such as anticipated costs and timelines. **When using this worksheet, applicants should keep fleet electrification expansion plans in mind, as futureproofing for upcoming needs can ultimately decrease overall utility upgrade costs.** Regardless of whether applicants use this worksheet, applicants should coordinate with their electric utility to determine anticipated costs and timelines.*

*The Electric School Bus Charging Station Planning Form on the [Clean School Bus Technical Assistance webpage](#) can be used as a resource to gather charging-related data and information to prepare for meeting with their electric utility. Additionally, applicants can request a 1:1 meeting with the Joint Office of Energy and Transportation (JOET) by emailing [cleanschoolbusTA@nrel.gov](mailto:cleanschoolbusTA@nrel.gov) to receive additional technical support as needed. JOET can provide free, hands-on assistance tailored to each fleet, at any stage of its switchover to electric.*

### 1. Fleet Information

	<b>Requested in Application</b> <i>[Please provide the number of buses and chargers requested in your application.]</i>	<b>Current Electric Fleet at time of Application Submission</b> <i>[Please provide the number of buses and chargers already in your electric fleet.]</i>
<b>Electric Buses:</b>	3	0
<b>DC Fast Chargers:</b>	3	0
<b>Level 2 AC Chargers:</b>	0	0
<b>Expected location (street, city, state) of charger installations:</b>	25 Fort Hill St, Hingham, MA 02043	

### 2. Utility Information

*Applicants should consider filling out information for each individual utility they are communicating with about their potential electric infrastructure project. EPA recommends that applicants communicating with more than one utility identify whether the project scope occurring with a specific utility would constitute all or only part of the potential electric infrastructure project.*

#### a. Utility Company #1

<b>Name of the Utility Company:</b>	Hingham Municipal Light Plant
<b>Utility Contact Name<sup>1</sup>:</b>	Thomas Morahan

<sup>1</sup> Please email the National Renewable Energy Laboratory (NREL) helpline ([cleanschoolbusTA@nrel.gov](mailto:cleanschoolbusTA@nrel.gov)) for information on a utility point of contact (POC) to facilitate communication throughout the project.

Utility Contact Phone:	781-749-8315	Utility Contact Email:	tmorahan@hmlp.com
<b>Please work with your utility to provide a rough estimate of the total engineering and construction cost for utility owned infrastructure (in front of the meter) for the project based on the number of buses and chargers listed in the applicant's <u>2023 CSB rebate application</u>:</b>		<b>\$ 0-100,000</b>	
<p><b>In the box below, please briefly describe the scope of any needed utility upgrades for the project. Please consider whether engineering, construction, and/or permitting is needed, whether an interconnection study is necessary, and the extent of services needed for completion. This should include whether upgrades are necessary for the following pieces of equipment:</b></p> <ul style="list-style-type: none"> <li>• Power transformer</li> <li>• Terminator Pole</li> <li>• Service lateral/conductor</li> <li>• Metering</li> <li>• Primary line extension</li> <li>• Any additional equipment</li> </ul>			
<p>HMLP will work with the customer to evaluate power capacity at the customer' s site, determine if utility upgrades are needed and assess charging infrastructure requirements to support the fleet to determine project eligibility.</p> <p>The cost provided is an estimate and is subject to change. Final cost estimate and required upgrades will be determined upon completion of HMLP's engineering review and/or interconnection study.</p> <p>Upgrades may include new terminal pole(s), overhead and/or underground primary cable and conduit, new transformer, secondary between transformer and customer switchgear, and metering.</p>			
<p><b>Based on the information provided above, please provide an estimate of time required to complete the necessary utility-owned infrastructure (in front of the meter) upgrades:</b></p> <p>Utility-owned infrastructure upgrades may take 6-18 months depending on results of engineering review and/or interconnection study.</p>			

**3. Utility Coordination Affirmation**

By signing this Affirmation, I certify that I am an Authorized Representative for the School District, Applicant, or Utility identified below.

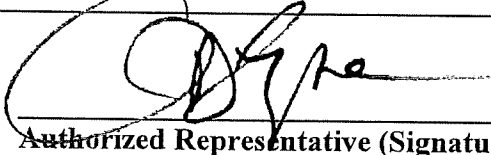
**School District Affirmation**

I have discussed the project plan for the fleet and charging infrastructure outlined above with the Utility Company, and if applicable, with the Third-Party Applicant, and others as appropriate.

_____	_____	_____
<b>School District Name</b>	<b>Authorized Representative (Signature)</b>	<b>Date</b>
_____	_____	_____
<b>Authorized Representative Title</b>	<b>Phone Number</b>	<b>Email</b>

**Applicant Affirmation** *[Only needed if applicant is different than the school district.]*

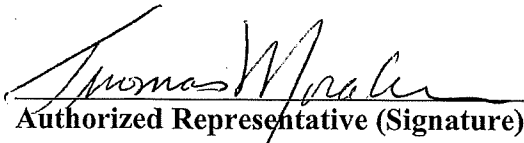
I have discussed the project plan for the fleet and charging infrastructure outlined above with the Utility Company, and if applicable with the School District, and others as appropriate.

Highland Electric Fleets, Inc.		5 Oct. 2023
<b>Applicant Organization Name</b>	<b>Authorized Representative (Signature)</b>	<b>Date</b>
CEO, President of Highland Electric Fleets	978-288-1105	notices@highlandfleets.com
<b>Authorized Representative Title</b>	<b>Phone Number</b>	<b>Email</b>

**a. Utility Company #1 Affirmation**

**Utility Affirmation**

I have discussed the project plan for the fleet and charging infrastructure outlined above with the School District, and if applicable, the Third-Party Applicant, and others as appropriate.

<u>Thomas Morahan</u> Utility Name	<u></u> Authorized Representative (Signature)	<u>1/10/24</u> Date
<u>GENERAL MANAGER</u> Authorized Representative Title	<u>781-749-8315</u> Phone Number	<u>tmorahan@hmp.com</u> Email