

HINGHAM SCHOOL COMMITTEE
May 6, 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: 886 6973 1809 Passcode: 123082
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order
 - 1.1 Election of Chair
 - 1.2 Election of Vice Chair
 - 1.3 Election of Secretary

2. Approval of minutes
 - 2.1 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on March 27, 2024
 - 2.2 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on April 2, 2024
 - 2.3 Minutes of the School Committee meeting held on April 8, 2024
 - 2.4 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on April 10, 2024
 - 2.5 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on April 30, 2024

3. Teacher Recognition

4. School Showcase: South Elementary School

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
7. Communications
 - 7.1 Communications Received by the Superintendent
 - 7.2 Student Communications
 - 7.3 Other Communications
8. Unfinished Business
 - 8.1 To discuss Policy FF - Naming New Facilities (second read) and act as appropriate
 - 8.2 To discuss a Memorandum of Understanding between the Hingham Public Schools and the Hingham Police Department (second read) and act as appropriate
9. New Business
 - 9.1 Discussion of FY25 Budget and Memorandum of Understanding, Town of Hingham FY24 Framework and FY24-28 Financial Management Plan, and to act as appropriate
 - 9.2 To discuss participation in the state's School Choice Program for 2024-2025 school year and act as appropriate
 - 9.3 To receive an update on the Professional Development Plan
 - 9.4 Student Services Update #3
 - 9.5 To discuss Policy AC - Non-Discrimination including Harassment and Retaliation (first read)
 - 9.6 To discuss Policy GBA - Equal Employment Opportunity (first read)
 - 9.7 To discuss Policy GCF - Professional Staff Hiring (first read)
 - 9.8 To discuss Policy IJ - Instructional Materials (first read)
 - 9.9 To approve Spanish Immersion and Enrichment Program fees through KIA and act as appropriate
 - 9.10 To approve grants and donations and act as appropriate
 - 9.11 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) for the purposes of:
 - To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on March 27, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
 - To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on April 2, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
 - To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on April 10, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
 - To approve minutes from the Executive Session held on January 22, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To approve minutes from the Executive Session held on April 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 approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on April 30, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To provide an update on negotiations with HEA Unit A, B, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Next School Committee Meetings:

Monday, May 20, 2024 at 6:30 PM

Monday, June 3, 2024 at 6:30 PM

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

Minutes of the Hingham School Committee
Participating in the Salary and Negotiations Subcommittee Meeting

Room 132
Hingham High School
17 Union Street, Hingham

March 27, 2024
7:00 PM

Attending: Tim Miller-Dempsey, Kerry Ni, Alyson Anderson, Jen Benham, Nes Correnti, Margaret Adams, Katie Roberts, Aisha Oppong, Sarah Spatafore,

1. The meeting was called to order at 7:00 PM.
2. At 7:01 PM, on a motion by Kerry Ni and seconded by Tim Miller-Dempsey, the Subcommittee and full school committee adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, not to return to Open Session, for the purposes of:
 - a. Approval of minutes of the Salary & Negotiations executive session meeting of March 26, 2024
 - b. Discussing strategy related to collective bargaining negotiations with HEA Unit B (Paraprofessionals)
 - c. Conducting negotiations with HEA Unit B

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

Documents:
Minutes of the Salary & Negotiations Subcommittee meeting on March 26, 2024

Minutes of the Hingham School Committee
Participating in the Salary and Negotiations Subcommittee Meeting

Room 132
Hingham High School
17 Union Street, Hingham

April 2, 2024
3:45 PM

Attending: Michelle Ayer, Kerry Ni, Alyson Anderson, Jen Benham, Nes Correnti, Margaret Adams, Aisha Oppong, Sarah Spatafore

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

2. At 3:56 PM, on a motion by Kerry Ni and seconded by Michelle Ayer, the Subcommittee and Full School Committee adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, not to return to Open Session, for the purposes of:

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

Michelle Ayer - aye

Kerry Ni - aye

Alyson Anderson - aye

Jen Benham - aye

Nes Correnti - aye

HINGHAM SCHOOL COMMITTEE

April 8, 2024

MEETING MINUTES

Called to Order at 6:30 PM

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

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

School Committee members present: Chair Nes Correnti, Kerry Ni, Tim Dempsey, Alyson Anderson, and Matt Cosman

School Committee members participating remotely: none

School Committee members absent: Vice-Chair Michelle Ayer, Secretary Jen Benham

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

Also present: Executive Assistant Sherry Robertson and Student Advisory Committee Representative Slater Fairfield

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

Visitors present: There were students and families from Foster Elementary as well as Principal Matthew Scheufele and several other guests.

Remote visitors: There were approximately 28 remote attendees on Zoom.

Approval of Minutes

On a motion by Kerry Ni and seconded by Tim Dempsey

- It was **voted** to approve the minutes of the Salary and Negotiations Subcommittee with participation of the full School Committee meeting held on January 5, 2024

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to approve the minutes of the Salary and Negotiations Subcommittee with participation of the full School Committee meeting held on February 6, 2024

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to approve the minutes of the School Committee meeting held on March 11, 2024

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to approve the minutes of the School Committee meeting held on March 20, 2024

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to approve the minutes of the School Committee meeting held on March 25, 2024

School Showcase: Foster Elementary School

Principal Matt Scheufele welcomed a group of students who gave a demonstration of their work as part of the Lego robotics club at Foster Elementary.

Questions and Comments

One attendee spoke to voice concern about the work to rule of the teacher's union.

Superintendent's Report

Dr. Adams provided an update to the School Committee on happenings in the district. Topics mentioned included: sharing of mental health resources, the Hingham Visual Arts Showcase, Hingham METCO Spring event, updates on the new elementary school building project, Table Talk Math event for parents, HHS-Mathematics Olympiad award recipients, HHS Robotics Team, HHS History Day awards, HMS Junior Choral Spectrum, recognition of HMS Social Studies teacher June Gustafson for the William Spratt Award for Excellence and updates on the DESE District Comprehensive Review

Student Communications

Student Advisory Committee Representative Slater Fairfield updated the Committee of recent events.

Other Communication

Policy Updates

The Committee discussed Policy FF- Naming New Facilities and agreed to vote at the next meeting.

Memorandum of Understanding with the Hingham Police Department

The Committee discussed a first read of the yearly review of the Memorandum of Understanding with the Police Department and will discuss it again at the next meeting.

Athletic Waiver

Superintendent Dr. Adams explained that the requested waiver allows eighth-grade student-athletes to participate on the freshman baseball team.

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to approve the athletic waiver to allow 8th grade students to participate on the Freshman Baseball team.

Grants and Donations

Dr. Adams stated that the district received notification that the Hingham Public Schools successfully applied for funding from the FY24 FC318 METCO Supplemental Special Education Grant.

On a motion by Kerry Ni and seconded by Tim Dempsey

- It was **voted** to accept the METCO Supplemental Education Grant in the amount of \$11,484

The Committee discussed the memo from Hingham High School announcing that The Hingham High School PTO has voted to fund 12 mini-grants at Hingham High School this year.

On a motion by Kerry Ni and seconded by Tim Dempsey

- It was **voted** to accept the 12 mini-grants listed from the Hingham High School PTO

Aisha Oppong explained that a family event was held at Derby Street Shoppes in February as a fundraiser.

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to accept \$108.00 in donations from the W/S/M Hingham Properties, LLC aka Derby Street Shoppes

Declaration of Surplus

Aisha Oppong listed the items of surplus from the athletic shed at Hingham High School.

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to declare as surplus items in the athletic shed or building to the back of the High School as listed and to authorize the Executive Director of Business and Support Services to dispose of them at the least cost to Hingham.

Subcommittee Reports/Warrants Signed

- Matt Cosman reported that the Special Education Subcommittee will meet in early May.
- Alyson Anderson reported that the Policy Subcommittee will meet on April 23rd.
- Tim Dempsey reported that the Educational Programming Subcommittee will meet in May, and that SNAP recently had the annual Pizzapalooza, and will be having their annual cocktail party on May 2nd.
- Kerry Ni updated the committee of the upcoming negotiations, and noted that a mediator has been assigned for Unit A negotiations.
- Nes Correnti reported that the Foster School Council met earlier in the week, and noted that the annual Town Meeting is coming up on April 24th.

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

none

On a motion by Kerry Ni and seconded by Alyson Anderson

- It was **voted** to adjourn to Executive Session at 9:12 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 of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on January 5, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on February 6, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To approve minutes from the Executive Session held on March 25, 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





































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

To discuss wage act violations and act as appropriate, 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 and Sherry Robertson

Documents Included:

Name

-  Item 9.0 warrants.pdf 
-  Item 2.5 Minutes of the School Committee meeting held on March 25, 2024.docx.pdf 
-  Item 2.4 Minutes of the School Committee meeting held on March 20, 2024.pdf 
-  Item 2.3 Minutes of the School Committee meeting held on March 11, 2024.pdf 
-  Item 2.2 Minutes of the S&N Subcommittee with Participation of the Full School Committee held on February 6, 2024.pdf 
-  Item 2.1 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committte held on January 5, 2024.pdf 
-  Item 7.1 FF - NAMING NEW FACILITIES DRAFT-2.docx 
-  Item 3.0 School Showcase Foster Robotics.pdf 
-  Agenda 04.08.2024.pdf 
-  Item 8.2 Eighth Grade Baseball Waiver.docx.pdf 
-  Item 8.4 Declaration of Surplus Materials - April 8 2024.docx - Google Docs.pdf 
-  Item 7.1 FF - NAMING NEW FACILITIES DRAFT-2.pdf 
-  Item 8.3 Memorandum Re_ PTO Mini-Grants 2024.pdf 
-  Item 8.3 METCO Grant Award.pdf 
-  Item 5.0 Metco 2024 event poster.pdf 
-  Item 8.3 Derby Grant - 4_8_24.docx - Google Docs.pdf 
-  Item 8.1 SRO MOU w_ HPS &HPD Approved 4 8 24.docx.pdf 
-  Item 5.0 April 8 2024 Superintendent Report.pdf 

Minutes of the Hingham School Committee
Participating in the Salary and Negotiations Subcommittee Meeting

Room 103
Hingham High School
17 Union Street, Hingham

April 10, 2024
4:15 PM

Attending: Tim Miller-Dempsey, Kerry Ni, Alyson Anderson, Jen Benham Margaret Adams, Kathryn Roberts, Aisha Oppong, Sarah Spatafore

1. The meeting was called to order at 4:15 PM.
2. At 4:16 PM, on a motion by Tim Miller-Dempsey and seconded by Kerry Ni, the Subcommittee and full School Committee adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, not to return to Open Session, for the purposes of:
 - a. Approval of minutes of the Salary & Negotiations executive session meeting of April 9, 2024
 - b. Discussing strategy related to collective bargaining negotiations with HEA Unit A (Teachers)
 - c. Conducting collective bargaining negotiations with HEA Unit A

Tim Miller-Dempsey - aye
Kerry Ni - aye
Alyson Anderson
Jen Benham

Documents:
Minutes of the Salary & Negotiations Subcommittee meeting on April 9, 2024

Minutes of the Hingham School Committee
Participating in the Salary and Negotiations Subcommittee Meeting

Room 132
Hingham High School
17 Union Street, Hingham

April 30, 2024
3:45 PM

Attending: Michelle Ayer, Tim Miller-Dempsey, Kerry Ni, Nes Correnti, Jen Benham, Alyson Anderson, Matt Cosman, Margaret Adams, Aisha Oppong, Sarah Spatafore

1. The meeting was called to order at 4:10 PM.
2. At 4:12 PM, on a motion by Michelle Ayer and seconded by Tim Miller-Dempsey, the Subcommittee and full School Committee adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, not to return to Open Session, for the purposes of:
 - a. Approval of minutes of the Salary & Negotiations executive session meeting of April 29, 2024
 - b. Discussing strategy related to collective bargaining negotiations

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

Documents:

Minutes of the Salary & Negotiations Subcommittee meeting on April 29, 2024

File: AC - NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Hingham School Committee and Hingham Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Hingham Public Schools.

Hingham Public Schools does not exclude from participation, deny the benefits of HPS from or otherwise discriminate against, **identities such as race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.**

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Hingham Public School District requires all members of the school community to conduct themselves in accordance with this policy.

Any person in the District, including staff, parents, volunteers, students, and visitors is personally responsible for:

- Ensuring that their conduct does not harass any student or other staff or applicant for employment, or other individual in the workplace or school;
- Parents/Guardians and volunteers are personally responsible for ensuring that their conduct does not harass any student, or other individual in the workplace or school.

Cooperating in the investigation of informal reports or formal complaints of alleged harassment by providing any information they possess concerning the matters being investigated; and

Otherwise cooperating with efforts to prevent and eliminate harassment and to maintain a working and learning environment free from such unlawful discrimination.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability

[ACAB](#), Sexual Harassment

[GBA](#), Equal Employment Opportunity

[IJ](#), Instructional Materials

[JB](#), Equal Educational Opportunities

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

File: GBA - EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the HPS District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to **their race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal laws.**

Every available opportunity will be taken in order to assure a diverse workforce and that each applicant for a position is selected on the basis of qualifications, merit, and ability.

LEGAL REF.: M.G.L. [151B:4](#);

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

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

File: GCF - PROFESSIONAL STAFF HIRING

Through its employment policies, the HPS District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the students.

It is the responsibility of the Superintendent or designees, to determine the personnel needs of the District and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain staff who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the students.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of staff:

1. There will be no discrimination in the hiring process due to **race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.**
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions and of Principals, it is the Superintendent; for building-based personnel, it is the Superintendent, with the recommendation of the Principal) is directed to establish a representative screening committee. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the Committee, or the Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the Committee.

LEGAL REFS.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#)

Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994

BESE Regulations 603 CMR [7:00](#), [26.00](#), and [44:00](#)

File: IJ - INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the District. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race (race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles), color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, foster care status, ancestry, ethnic background, national origin, socio-economic status, language acquisition status, or any other category protected by state or federal law.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.
7. They will incorporate works from diverse perspectives including the oppression of historically marginalized groups.

LEGAL REFS.: M.G.L. 30B:7; [71:48](#); [71:49](#); [71:50](#)

BESE regulations 603 CMR [26.00](#)

CROSS REF.: KE, Public Complaints
IGA/IGD, Curriculum Development and Adoption

**Massachusetts Department of Elementary and Secondary Education
Office of District and School Finance**

School Choice Receiving District Status

Each year, school committees decide whether their district will participate in the school choice program in the upcoming school year. **If they choose not to participate, they must take a vote prior to June 1.** Districts report their decisions to the Department each year, the results are listed below. Some districts choose to accept new students, but only in certain grades (see the grades listed below). If districts do not formally restrict enrollment to certain grades, assume that all grades are open for applications. Districts with an asterisk enroll school choice students who were accepted in prior years, but are not planning to admit new students in the current year.

[For information about contacting a district, see the Department's profiles directory.](#)

LEA	District	*	2022-2023		2023-2024	
			Status	Specified grades	Status	Specified grades
0001	Abington		No		No	
0003	Acushnet		No		No	
0005	Agawam		Yes	Not specified- Contact the district	Yes	1, 9
0007	Amesbury		Yes	K, 2, 4-12	Yes	Not specified- Contact the district
0008	Amherst		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0009	Andover		No		No	
0010	Arlington		No		No	
0014	Ashland		Yes	K, 3, 9-12	Yes	K, 1
0016	Attleboro	*	No		No	
0017	Auburn		Yes	6-8	Yes	6-12
0018	Avon		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0020	Barnstable		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0023	Bedford		No		No	
0024	Belchertown		Yes	K, 2-4, 6-10	Yes	K, 1, 3-5, 7-10
0025	Bellingham		Yes	K, 4-12	Yes	4-8, 11, 12
0026	Belmont		No		No	
0027	Berkley		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district

0030	Beverly		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0031	Billerica		No		No	
0035	Boston		No		No	
0036	Bourne		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0038	Boxford		No		No	
0040	Braintree		No		No	
0041	Brewster		No		No	
0043	Brimfield		No		No	
0044	Brockton		Yes	8-12	Yes	8 -12
0045	Brookfield		Yes	Not specified- Contact the district	Yes	K-4
0046	Brookline		No		No	
0048	Burlington		Yes	9-12	Yes	9-12
0049	Cambridge		No		No	
0050	Canton		No		No	
0051	Carlisle		No		No	
0052	Carver		Yes	K, 9-12	Yes	K, 9-12
0056	Chelmsford		Yes	9	Yes	5, 9, 10
0057	Chelsea		No		No	
0061	Chicopee		Yes	K-5	Yes	Not specified- Contact the district
0063	Clarksburg		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0064	Clinton	*	Yes	K-3, 5-12	No	
0065	Cohasset		No		No	
0067	Concord		No		No	
0068	Conway		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0071	Danvers		No		No	
0072	Dartmouth		Yes	9-12	Yes	9-12
0073	Dedham		No		No	
0074	Deerfield		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0077	Douglas		Yes	Not specified- Contact the district	Yes	K-3, 6, 8-12
0078	Dover		No		No	
0079	Dracut		Yes	K-12	Yes	K-12
0082	Duxbury		No		No	
0083	East Bridgewater		Yes	7-12	Yes	7-12
0085	Eastham		No		No	

0086	Easthampton		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0087	East Longmeadow		Yes	4, 6	Yes	3
0088	Easton		No		No	
0089	Edgartown		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0091	Erving		No		No	
0093	Everett		No		No	
0094	Fairhaven		No		No	
0095	Fall River		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0096	Falmouth		Yes	K-11	Yes	K-11
0097	Fitchburg		Yes	K-3, 8-12	Yes	Not specified- Contact the district
0098	Florida		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0099	Foxborough		No		No	
0100	Framingham		No		No	
0101	Franklin		No		No	
0103	Gardner		Yes	Not specified- Contact the district	Yes	8-12
0105	Georgetown		Yes	Not specified- Contact the district	Yes	7, 9, 10
0107	Gloucester		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0109	Gosnold		No		No	
0110	Grafton		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0111	Granby		Yes	1-3, 5, 7-12	Yes	1, 2, 4, 6-12
0114	Greenfield		Yes	2, 3, 5, 7-12	Yes	Not specified- Contact the district
0117	Hadley		Yes	K-2, 4-12	Yes	K-12
0118	Halifax		No		No	
0121	Hancock		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0122	Hanover		No		No	
0125	Harvard		No		Yes	6-11
0127	Hatfield		Yes	K-12	Yes	Not specified- Contact the district
0128	Haverhill	*	No		No	
0131	Hingham		No		No	
0133	Holbrook		Yes	8-11	Yes	9-11
0135	Holland		Yes	Not specified- Contact the district	Yes	1, 5, 6
0136	Holliston		Yes	K, 2-4, 6-12	Yes	K-3, 5-12
0137	Holyoke		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0138	Hopedale		Yes	1, 3, 5-7, 9, 10	Yes	Not specified- Contact the district

0139	Hopkinton		No		No	
0141	Hudson		Yes	K, 1, 3, 4, 6-11	Yes	K, 2, 4-11
0142	Hull		No		No	
0144	Ipswich		Yes	2-4, 6-12	Yes	1, 3-5, 7-8
0145	Kingston		No		No	
0149	Lawrence		No		No	
0150	Lee		Yes	Not specified- Contact the district	Yes	K-10
0151	Leicester		Yes	5-11	Yes	Not specified- Contact the district
0152	Lenox		Yes	K, 4- 6, 9	Yes	K, 4- 6, 9
0153	Leominster		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0154	Leverett		Yes	Not specified- Contact the district	Yes	K, 1
0155	Lexington		No		No	
0157	Lincoln		No		No	
0158	Littleton		Yes	K, 2-4, 6, 7, 9-12	Yes	K, 1, 3-5, 7-12
0159	Longmeadow		Yes	1, 2, 4	Yes	1, 9
0160	Lowell		No		No	
0161	Ludlow		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0162	Lunenburg		Yes	9, 10	Yes	9, 11
0163	Lynn		No		No	
0164	Lynnfield		No		No	
0165	Malden		No		No	
0167	Mansfield		Yes	9, 10	Yes	6, 9, 10
0168	Marblehead		No		No	
0169	Marion		No		No	
0170	Marlborough		No		No	
0171	Marshfield		No		No	
0172	Mashpee		Yes	Not specified- Contact the district	Yes	K-8
0173	Mattapoissett		Yes	K, 1	Yes	Not specified- Contact the district
0174	Maynard		Yes	Not specified- Contact the district	Yes	3, 7-10
0175	Medfield		No		No	
0176	Medford		No		No	
0177	Medway		Yes	K-2, 4-6, 8, 10-12	Yes	K-3, 5-7, 9-12
0178	Melrose	*	No		No	
0181	Methuen		No		No	

0182	Middleborough		No		Yes	1, 5, 9
0184	Middleton		No		No	
0185	Milford		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0186	Millbury		Yes	9-12	Yes	7-12
0187	Millis		Yes	K-4, 6, 7, 9-12	Yes	Not specified- Contact the district
0189	Milton		No		No	
0191	Monson		Yes	K, 1, 5, 7-11	Yes	K-3, 6-11
0196	Nahant		No		No	
0197	Nantucket		No		No	
0198	Natick	*	No		No	
0199	Needham		No		No	
0201	New Bedford		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0204	Newburyport		Yes	1, 2, 6-11	Yes	1-3, 6-9
0207	Newton		No		No	
0208	Norfolk		No		No	
0209	North Adams		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0210	Northampton		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0211	North Andover		No		No	
0212	North Attleborough		Yes	9-12	Yes	K-12
0213	Northborough		No		No	
0214	Northbridge		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0215	North Brookfield		Yes	1-12	Yes	Not specified- Contact the district
0217	North Reading		No		No	
0218	Norton		Yes	K-10	Yes	K-10
0219	Norwell		No		No	
0220	Norwood		No		No	
0221	Oak Bluffs		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0223	Orange	*	No		No	
0224	Orleans		No		No	
0226	Oxford		No		Yes	3, 4, 9-12
0227	Palmer		Yes	3, 4, 7, 8	Yes	1, 4, 6-12
0229	Peabody		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0230	Pelham		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0231	Pembroke		No		No	

0234	Petersham		Yes	Not specified- Contact the district	Yes	1-4
0236	Pittsfield		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0238	Plainville		No		No	
0239	Plymouth		No		No	
0240	Plympton		No		No	
0242	Provincetown		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0243	Quincy		No		No	
0244	Randolph		Yes	6-10	Yes	Not specified- Contact the district
0246	Reading		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0248	Revere		No		No	
0249	Richmond		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0250	Rochester		No		No	
0251	Rockland		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0252	Rockport		Yes	Not specified- Contact the district	Yes	K-3, 5-9
0253	Rowe		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0258	Salem		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0261	Sandwich		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0262	Saugus		No		No	
0263	Savoy		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0264	Scituate		No		No	
0265	Seekonk		No		No	
0266	Sharon		No		No	
0269	Sherborn		No		No	
0271	Shrewsbury	*	No		No	
0272	Shutesbury		Yes	Not specified- Contact the district	Yes	K, 1
0273	Somerset		No		No	
0274	Somerville		No		No	
0275	Southampton		Yes	Not specified- Contact the district	Yes	K
0276	Southborough		No		No	
0277	Southbridge		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0278	South Hadley		Yes	Not specified- Contact the district	Yes	3, 5-11
0281	Springfield		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0284	Stoneham		No		No	
0285	Stoughton		No		No	

0287	Sturbridge		No		No	
0288	Sudbury		No		No	
0289	Sunderland		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0290	Sutton		Yes	9, 10	Yes	6-12
0291	Swampscott		No		No	
0292	Swansea		No		Yes	9-12
0293	Taunton		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0295	Tewksbury		No		No	
0296	Tisbury		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0298	Topsfield		No		No	
0300	Truro		Yes	K-6	Yes	K-6
0301	Tyngsborough		Yes	7-12	Yes	8-12
0304	Uxbridge		Yes	K-12	Yes	4, 5, 7, 8, 10-12
0305	Wakefield		No		No	
0306	Wales		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0307	Walpole		No		No	
0308	Waltham		No		No	
0309	Ware		Yes	1, 2, 5-12	Yes	1-3, 6, 7, 9-12
0310	Wareham		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0312	Warwick		No		No	
0314	Watertown		No		No	
0315	Wayland		No		No	
0316	Webster		Yes	K-2, 4, 5, 9-12	Yes	2, 5, 9-12
0317	Wellesley		No		No	
0318	Wellfleet	*	Yes	Not specified- Contact the district	No	
0321	Westborough		No		No	
0322	West Boylston		Yes	5-7, 8, 9	Yes	5-7, 8, 9
0323	West Bridgewater		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0325	Westfield		Yes	K-12	Yes	K-12
0326	Westford		Yes	K, 1, 4-7	Yes	K, 2, 3, 5
0327	Westhampton		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0330	Weston		No		No	
0331	Westport		Yes	9	Yes	9-12
0332	West Springfield	*	No		No	

0335	Westwood		No		No	
0336	Weymouth		No		No	
0337	Whately		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0340	Williamsburg		Yes	Not specified- Contact the district	Yes	K-3
0342	Wilmington		No		No	
0343	Winchendon		Yes	K-11	Yes	2, 3, 5, 8-12
0344	Winchester		No		No	
0346	Winthrop		No		No	
0347	Woburn		No		No	
0348	Worcester		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0349	Worthington		Yes	K, 1, 3	Yes	2, 3
0350	Wrentham		No		No	
0406	Northampton Smith		No		No	
0600	Acton Boxborough	*	No		No	
0603	Hoosac Valley		Yes	2, 4-7, 9-12	Yes	3, 5, 7, 8, 10, 11
0605	Amherst Pelham		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0610	Ashburnham Westmins		Yes	Not specified- Contact the district	Yes	9-12
0615	Athol Royalston		Yes	11, 12	Yes	Not specified- Contact the district
0616	Ayer Shirley		Yes	K-9	Yes	K-9
0618	Berkshire Hills		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0620	Berlin Boylston		Yes	K, 3-6, 9	Yes	7, 9-11
0622	Blackstone Millville		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0625	Bridgewater Raynham		Yes	9-12	Yes	9-12
0632	Chesterfield Goshen		Yes	12	Yes	Not specified- Contact the district
0635	Central Berkshire		Yes	K-5, 7-9	Yes	K-5, 8-10
0640	Concord Carlisle		No		No	
0645	Dennis Yarmouth		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0650	Dighton Rehoboth		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0655	Dover Sherborn		No		No	
0658	Dudley Charlton		Yes	5-12	Yes	5-12
0660	Nauset		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0662	Farmington River		Yes	K, 3-6	Yes	Not specified- Contact the district
0665	Freetown Lakeville		Yes	4-12	Yes	5-12
0670	Frontier		Yes	7-12	Yes	Not specified- Contact the district

0672	Gateway		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0673	Groton Dunstable		Yes	9, 10	Yes	9, 10
0674	Gill Montague		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0675	Hamilton Wenham		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0680	Hampden Wilbraham		Yes	1, 2, 4, 9	Yes	2,9
0683	Hampshire		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0685	Hawlemont		Yes	Not specified- Contact the district	Yes	K-6
0690	King Philip		No		No	
0695	Lincoln Sudbury		No		No	
0698	Manchester Essex		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0700	Marthas Vineyard		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0705	Masconomet		Yes	9	Yes	7, 9, 10
0710	Mendon Upton		Yes	K, 6-9	Yes	Not specified- Contact the district
0712	Monomoy		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0715	Mount Greylock		Yes	K, 3-6, 9, 10, 12	Yes	Not specified- Contact the district
0717	Mohawk Trail		Yes	K-12	Yes	K-12
0720	Narragansett		Yes	5-7, 9, 10	Yes	5-7, 9, 10
0725	Nashoba		No		Yes	5-12
0728	New Salem Wendell		Yes	Not specified- Contact the district	Yes	K, 1
0730	Northboro Southboro		No		No	
0735	North Middlesex	*	Yes	1-3, 6-8, 10, 11	No	
0740	Old Rochester		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0745	Pentucket	*	No		No	
0750	Pioneer Valley		Yes	K-5, 7-11	Yes	K, 3, 6-11
0753	Quabbin		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0755	Ralph C Mahar		Yes	Not specified- Contact the district	Yes	7-12
0760	Silver Lake	*	No		No	
0763	Somerset Berkley		Yes	9	Yes	Not specified- Contact the district
0765	Southern Berkshire		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0766	Southwick Tolland Gran		Yes	K-2, 4, 6-12	Yes	K, 2-4, 6-11
0767	Spencer East Brookfield		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0770	Tantasqua		Yes	Not specified- Contact the district	Yes	7-9
0773	Triton		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0774	Upisland		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district

0775	Wachusett	*	No		No	
0778	Quaboag		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0780	Whitman Hanson		No		Yes	K-10
0801	Assabet Valley		No		No	
0805	Blackstone Valley		No		No	
0806	Blue Hills		No		No	
0810	Bristol Plymouth		No		No	
0815	Cape Cod		No		No	
0817	Essex North Shore		No		No	
0818	Franklin County		No		No	
0821	Greater Fall River		No		No	
0823	Greater Lawrence		No		No	
0825	Greater New Bedford		No		No	
0828	Greater Lowell		Yes	9, 10	No	
0829	South Middlesex		No		No	
0830	Minuteman		No		No	
0832	Montachusett		Yes	10-12	Yes	10-12
0851	Northern Berkshire		No		No	
0852	Nashoba Valley		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0853	Northeast Metropolitan		No		No	
0855	Old Colony		No		No	
0860	Pathfinder		Yes	Not specified- Contact the district	Yes	Not specified- Contact the district
0871	Shawsheen Valley		No		No	
0872	Southeastern		No		No	
0873	South Shore		No		No	
0876	Southern Worcester		No		No	
0878	Tri County		No		No	
0879	Upper Cape Cod		No		No	
0885	Whittier	*	No		No	
0910	Bristol County		No		No	
0915	Norfolk County		No		No	

SCHOOL COMMITTEE BALLOT INFORMATION
May 6, 2024

The School Committee members listed below have indicated their interest in being candidates for the stated office. The priority of their interest is indicated by a 1, 2, or 3 with 1 being the highest. The candidate’s tenure on the Committee is also listed.

<u>Position</u>	<u>Priority</u>	<u>Name</u>	<u>Tenure</u>
Chair			
	1	Nes Correnti	2022-2025
Vice Chair			
	1	Jen Benham	2023-2026
Secretary			
	1	Alyson Anderson	2022-2025

School Committee members may contact any of the above candidates with questions about the candidacy, but are reminded to act in accordance with the relevant provisions of the Open Meeting Law.

Be *respectful.*

Be *responsible.*

Be *ready to learn.*

Be *kinder than necessary.*



South School Showcase

May 6, 2024



Once upon a time,
in a land faraway...
Wait, wait, wait!
This isn't the story we're
here to tell today.



We heard this tale last year,
We remember it well.
Well, hang on,
this year, it's the SEQUEL
And it's equally as swell.



Last year, we looked at each grade in its individual glory.

But, we discussed and decided that's only a tiny bit of South's story.



At the heart of South School, our mantra holds strong

We are kinder than necessary and everyone belongs.



Our monthly Buzz Assemblies
give us the chance
to gather together as one;

We sing, celebrate, share news,
but the fun's not quite done....

Until we get to draw Buzz awards,
honoring good deeds,
great and small.

Celebrating our representatives
sure is a ball!



Mrs. Eastwood teaches us that
no brain is the same,
no brain is the best!
Neurodiversity Month celebrates
the ability to think differently,
no one just like the rest!



In March, you will find us
Rocking our Socks
with pride.
Inclusion is belonging
is an idea we embody
schoolwide.



Spending time with our buddy classes gives us more chances to **belong** and **connect**;
We grow in **patience**,
friendship, and **respect**.



The South students aren't the only villagers that **grow together**, our mentor relationships are absolutely **treasured**.



Nona's Night gives us a chance to head out beyond South's walls for a treat! We gather together, support our own, and have memories that can't be beat!

Shoot, shout, smile, and score! Our 5th Graders versus Staff game is never a bore. Our fun is in service to those we adore! We sang our school song and delivered it to our Adelia's front door!



From coast to coast, our impact extends beyond South's walls,

We have worked to help families in Maui and hero firefighters that give their all.

We worked together to help children in Latin America in a toothbrush drive! Wow!

2 weeks and nearly 3,000 toothbrushes; there's no stopping us now!



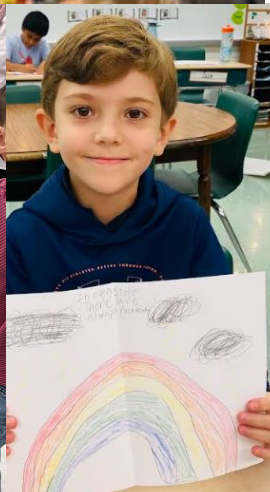
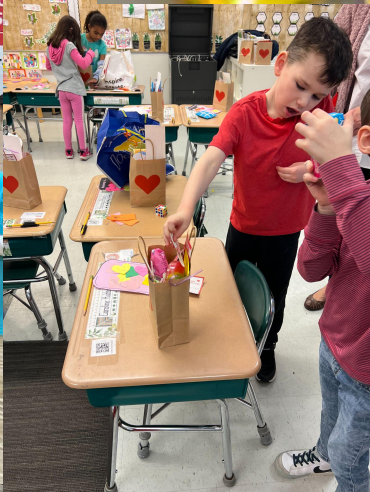
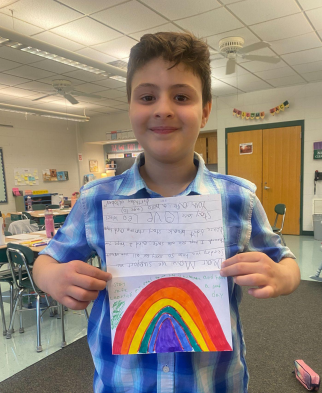
This might be the sequel,
but the heart of the story
remains the same.

We're thankful for
this opportunity tonight
for us to explain...



That, at South School,
it's so much more than JUST
reading, writing, and math.

At South School we prepare
the whole child for the path.





Director of Facilities



Hingham Public Schools

Hingham Public Schools - Hingham, Massachusetts [Open in Google Maps](#)

Apply for this job!

Job Details

Job ID: 4603153

Application Deadline: May 03, 2024 11:59 PM (UTC)

Posted: Apr 18, 2024

Starting Date: To Be Determined

Job Description

Job Description: The Director of Facilities is responsible for the overall condition, upkeep, maintenance and repair of Hingham Public Schools, including all buildings and grounds, utilities, energy management systems, and safety/security systems to provide a safe, healthy, and comfortable environment for students, faculty, and staff. The Director of Facilities creates and monitors the development and implementation of yearly operations and provides input on capital projects. This position will work to assure compliance with all federal, state and local rules, regulations, laws and ordinances that pertain to buildings and grounds. The candidate must work closely with other School and Town Departments to maintain and repair school-operated buildings, grounds, and related capital assets in use.

Qualifications:

- Bachelor's degree in Facilities Management, Engineering, Building Construction, Architecture, or related fields with appropriate years of experience in facilities management.
- Five (5) years experience in Facilities Management and/or construction
- Must hold a valid Massachusetts driver's license.
- Previous leadership experience in facility support services includes skills in financial and asset management and capital planning and management.
- Strong knowledge of HVAC systems.
- Strong acknowledgment of MA procurement laws.
- MCPPO certified or plans to complete certification upon hiring.
- Possesses or ability to obtain OSHA-10 certification.

Responsibilities:

Leadership and Operations:

- Review work in progress and assure proper completion of work orders, contracts, and new capital projects.
- Oversee the building automation systems, preventative maintenance, service contracts, utilities, and school assets to determine needed maintenance and repairs.
- Manage snow plowing and removal on all school properties. Facilitate the coordination of large projects including deferred maintenance, preventive maintenance, energy conservation, asbestos remediation and capital projects.

Leadership and Operations cont'd:

- Read and interpret building plans, blueprints, and specifications and assure conformance with building safety codes, regulations, and requirements.
- Prepare and maintain records, files, logs, and reports related to inventory, supplies, work requests, work performed, use of school buildings by various groups, and safety issues using the school's maintenance management software programs.
- Interface with local community activities, town agencies, and member community's fire and police departments and facilitate meetings when needed.
- Prepare invitations to bids and requests for proposals in accordance with Massachusetts procurement laws 30B ad 149.
- Provide routine project and facilities updates to the Executive Director, Superintendent, principals and other Departmental staff to avoid any delays or issues.
- Ensure proper close-out of all projects, including final punch list and close-out documents.

- Completes other tasks as assigned by the Superintendent or their designee.
- Maintains and updates lists of capital improvement needs to help inform and develop the district's ongoing capital plan. Reviews and prioritizes capital needs with Central Office Administration, and assists in presenting the plan to town officials and the community.

Personnel:

- Oversee custodial and maintenance personnel, service contract providers, and contractors to coordinate and prioritize day-to-day support service activities and work projects; assign, review, and evaluate the work of in-house personnel and service providers involved in each of their assignments.
- Supervise and evaluate the performance of assigned staff; assign and review work and participate in the selection of new personnel as assigned.
- Negotiate vendor contracts.

Financial:

- Develop, organize, coordinate, and supervise the operating budgets, operation and maintenance, repair, alteration, and construction of school assets and systems.
- Knowledge of state procurement laws, bid specification preparation, prevailing wage laws, right to know, and CommBuys process.
- Assist in the development and implementation of capital and facilities planning to improve school facilities.
- Manage, monitor, and report on annual operating costs and budget expenditures for all support services.

Terms and Conditions of Employment:

- The nature of this position may require time beyond the regular workday, and it is expected that the individual filling this position will prioritize completing the necessary tasks and set hours accordingly.
- Constance light to moderate physical effort required in performing functions. Regularly required to use hands to feel or operate objects, tools or controls, and reach with hands and arms.
- Frequently required to move (push, pull, lift) objects weighing up to 60 pounds, and occasionally lift and move up to 100 pounds.
- Frequent bending, kneeling, and squatting when making repairs.

Employment and Benefits Information: Please see link for information on employment and benefits in the Hingham Public Schools.

Respond To: Interested applicants should send a cover letter and resume to Aisha Oppong,

Director of Business and Support Services, at aoppong@hinghamschools.org or via regular mail to 220 Central Street, Hingham, MA 02043 by May 3, 2024.

Position Type: Full-time

Positions Available: 1 **Salary:** \$125000-\$135000 Per Year

Job Categories:

Administrator > Facilities

Welcome to Hingham Public Schools

MISSION OF THE HINGHAM PUBLIC SCHOOLS The mission of the Hingham Public Schools is to provide challenging and comprehensive educational programs in a safe and supportive environment, enabling all students to develop the knowledge and skills necessary for success as local and global citizens.

Job Requirements

- At least 5 year(s) of relevant experience preferred.
- Bachelor degree preferred.
- Citizenship, residency or work visa required

Contact Information

Aisha Oppong, Director of Business and Support Services

220 Central Street

Hingham, Massachusetts 02043

Phone: (781) 741-1500

Email: aoppong@hinghamschools.org

Map

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HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

madams@hinghamschools.org

www.hinghamschools.com

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Timeline for Director of Facilities Hiring

Date: May 6, 2024

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

Action	Dates
Preparation of Recruiting Materials	4/15/24-4/18/24
Advertising	4/18/24-5/3/24
Committee Formation, Orientation, and Training	4/29/24-5/3/24
Interviews	5/7/24-5/17/24
Identification of Finalists	5/20//24
Reference Checks	5/20/24-5/24/24
Schedule Finalists' Interviews	5/20/24-5/24/24
Finalists' Interviews with Central Office	5/20/24-5/24/24
Final Appointment	5/27/24-5/31/24
Induction	6/1/24 or as soon as possible

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

- One School Committee Member as selected by the Chair
- Two staff as selected by the Hingham Education Association
- Two principals

- One member of the Town Department
- Executive Director of Finance and Operations
- Superintendent
- Two additional members of the School Facilities Department



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Margaret Adams
Superintendent

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: May 6, 2024

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

Mental Health Community Resource

One in 5 American adults experience a mental health condition in a given year, and one in 6 young people has experienced a major depressive episode.

NAMI (National Alliance on Mental Illness) provides vital support, education, and advocacy for individuals living with mental health conditions and their families. Whether you're seeking information, support groups, or resources, NAMI Massachusetts offers many resources to help you on your mental health journey.

Learn More: namimass.org

SNAP 10h Year Anniversary

South Shore Special Needs Athletic Partnership (SNAP), a non-profit organization providing athletic and recreational activities for children and young adults (ages 3 – 22) with cognitive and physical disabilities, celebrated its 10th year anniversary. Last week, the SNAP recognized three mentors with scholarships to Jack Renna, Liam Arnold and Reese Pompeo.

HHS Global Citizenship Symposium

The HHS Global Citizenship Program's annual Global Symposium will take place on May 15th at 6:00 PM in the Hingham High School Cafeteria and you are all invited! The symposium is a GCP tradition that allows seniors to show off their independent research projects that they have been working on all year. Seniors had to pick a global topic to research, ranging from cuisine, conflict, international affairs, or any topic about any international culture. We are very proud of

their hard work and hope you will join us in celebrating their achievements. Light refreshments will be served, and a performance from the Clann Lir Irish Dance Troupe will be performed.

Town Meeting

Hingham High School hosted the annual spring Town Meeting on Wednesday, April 24th. We are grateful to all of our Facilities staff who supported the meeting, including all of the set-up and organization. In addition, I am grateful to our Technology staff, including Joe Andrews, Director of Technology, for coordinating those logistics with the town.

Hingham Visual Arts Showcase

On April 25th, Hingham High School hosted the annual Visual Arts Showcase of student work from grades K-12. We thank the fantastic visual art faculty for their efforts with students all year in nurturing the visual artist in all our students.

Hingham High School Spring Production

This past weekend, Hingham High School Drama presented “Much Ado About Nothing,” Shakespeare’s classic comedy reimagined with a disco twist by HHS Drama! Set in 1968 at Leo’s Lounge, this unique adaptation combines Shakespearean wit with the vibrant energy of the disco era. Congratulations to all of our student performers, the support of our families, and all of our staff.

Hingham METCO Spring Event

The Hingham METCO program, in partnership with the Hingham Unity Council and Hingham Public Schools PTOs, joined Hingham METCO Nubian Square Walking Tour on Saturday, May 4, 2024 from 10 am - 1 pm. We explored the history of Boston with our Hingham resident students and families. This walking tour was a time for both communities to come together and learn about the historical relevance of African American culture in the Boston area.

Upcoming Event: Table Talk

Save the date! On Wednesday, May 8th at 7 PM John Stevens, author of *Table Talk Math*, will join HPS parents and caregivers for a [virtual author talk](#) to discuss strategies for bringing math into everyday conversations at the dinner table and beyond. Please register at the [attached](#) link. This event is sponsored by Title I funds.

DESE District Comprehensive Review

Members from the DESE District Comprehensive Review were on-site during the week of April 22nd, conducting observations of classrooms and completed interviews of various stakeholders. We expect a full report in the next three to four months.

April Break Facilities Update

During spring break, the facilities staff completed several projects and upkeep of the school buildings. See below for an update on the various projects:

District-wide	<ul style="list-style-type: none">• A new pest control company has set up stations in all buildings.• OSHA Training was completed with staff.
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<p>High School</p>	<ul style="list-style-type: none"> ● All speed bumps on the back road of the High School were repaired or added. ● New Mulch was added to all garden beds as completed by custodial staff. ● A Replacement Circulator pump was installed in the girls' locker room. We had a pump on hand and saved \$7,000.00 on this job. ● Kitchen hoods were cleaned. ● Large amounts of old stock, furniture, and other materials were moved to the Depot.
<p>East</p>	<ul style="list-style-type: none"> ● The water meter was changed out. ● The electrical Meter was changed out. ● Irrigation was turned on for the back fields.
<p>Plymouth River</p>	<ul style="list-style-type: none"> ● A replacement water heater was replaced, serving many classrooms and bathrooms on the gym wing. ● Veiwboard installed in a classroom. ● The old commercial mixer in kitchen was replaced with a mixer from Foster. ● Numerous outstanding punch list items from the window and door project were completed. ● A lock was installed on the new staff bathroom door, and a peephole was on the kitchen door. ● Asphalt repair on the front walkway was completed. ● A new green chemical dispenser was installed in all custodian closets. New system saving the School Department \$8,500.00 per year ● Column repair documents are 90% completed.
<p>South School</p>	<ul style="list-style-type: none"> ● New Admin Assistant desks were installed, and three teacher desks were replaced. This was part of our awarded Capital for FY 24 ● A new entrance carpet was installed by the computer lab. ● All preventative maintenance was done on the roof. This includes belts, greasing, and new filters. ● Condenser replaced for kitchen walk-in freezer. ● Irrigation was turned on for the upper field. ● A new green chemical dispenser was installed in all custodian closets. New system saving the School Department \$8,500.00 per year

Middle School	<ul style="list-style-type: none"> ● Grounds and courtyards were cleaned up and ready to go for outdoor use ● Irrigation was turned on ● The baseball field was groomed and prepared for play. ● Kitchen hoods were cleaned.
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School Building Committee

The School Building Committee met on Tuesday, April 23rd, and received an update on the project's status.

- The Sitework contractor remobilized the site.
- The main eclectic room equipment was delivered on 4/19/24.
- Mechanical room equipment is scheduled for delivery in the first week of May.

Area A:

- AVB install is complete on all but the North elevation.
- Mechanical, electrical, and plumbing overhead rough is ongoing on A L2 and A L3.
- The interior framing is complete.
- Stair #1 install is ongoing.
- First A area window delivery is scheduled for the first week of May.
- Toilet carriers are being installed on all floors.

Area B:

- All exterior windows for the B area are delivered.
- The masonry envelope is ongoing on the south elevation.
- Interior electrical wiring is complete on B L3 and B L2. Ongoing on B L1.
- The drywall install is ongoing on B L3 and B L2. Exterior walls are left open for inspectors. The southern exterior walls were inspected and are being boarded.

The School Building Committee also discussed the schedule for the opening of the new elementary school building project. No decisions were made about a possible move-in date, as more information is expected next week. The next meeting will be on Wednesday, May 8th.

The Monthly Beacon



MAY 2024



A Message from the Superintendent

Dear Hingham School Community,

May is Mental Health Awareness Month, providing us an opportunity to break the stigma around mental health in our community by talking openly, compassionately, and kindly to each other. No one should ever struggle alone.

According to the National Alliance on Mental Health, one in five adults in the United States experience mental illness, and only half of them receive treatment. In addition, 50% of all lifetime mental illnesses begin by age 14 and 75% by age 24.

Every year, Hingham middle and high school students in grades 7, 9, and 11 participate in an anonymous survey to gather data on mental health, substance abuse, and other topics related to overall health. Here are some results highlighting our students' mental health needs from the spring of 2023:

- Approximately 48% of freshmen and 49% of juniors worry about minor things like homework, adjusting to change, and talking to a teacher.
- Twenty percent of freshmen and 15% of juniors avoid places or doing things they like because they feel anxious.
- Some students report feeling sad or hopeless for two or more weeks in the past 12 months, ranging from 12% in grade 7, 15% in grade 9, and 17% in grade 11.

- While the CDC reports that 18% of high school students are 18 years old, 60% of freshmen and 76% of sophomores are 18 years old or older.  **2.6K**

This [list of strategies](#) from NAMI might help you and your family start a dialogue at home about mental health. Validate your child's feelings, worries, and concerns. Model sharing your own emotions and challenges positively. Engage in the conversation about our mental health often as a family. This is not a one-time conversation. Check in regularly by asking open-ended questions. For younger children, talk about the emotions of characters in books and movies.

Below, we share resources for our school community to support those who might be struggling with mental health needs and also to join in the conversation with others to reduce the stigma associated.

Remember that the everyday small kindnesses we extend to each other, such as a warm greeting or smile to a stranger, friend, or family member, can greatly impact individuals. Compassion and empathy are also great boosters for our own mental health.

Best,
Margaret Adams, Ed.D.



QPR Training

May 2, 2024, 6:00-7:30 PM

Hingham Public Library, Whiton Room

QPR stands for Question, Persuade, and Refer – the 3 simple steps anyone can learn to help save a life from suicide. Just as people trained in CPR and the Heimlich Maneuver help save

thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Each year thousands of Americans, like you, are saying "Yes" to saving the life of a friend, colleague, sibling, or neighbor.

For more information: <https://www.qprinstitute.com/about-qpr>

Talk Saves Lives

June 6, 2024, 6:00-7:30 PM

Hingham Public Library, Whiton Room

Talk Saves Lives is the American Foundation for Suicide Prevention (AFSP) standardized, 45–60-minute education program that provides participants with a clear understanding of this leading cause of death, including the most up-to-date research on suicide prevention, and what they can do

in their communities to s
risk factors and warning
keep themselves and others safe.

2.6K



For more information: <https://afsp.org/our-work/education/talk-saves-lives-introduction-suicide-prevention/>

Are you or someone you care about struggling with mental health or substance use?

Contact the Behavioral Health Help Line to get connected directly to care, for free.



Call or text now
833-773-2445

Massachusetts Behavioral Health Helpline

If you or someone you know needs help, call or text the Massachusetts Behavioral Health Help Line at [833-773-2445](tel:833-773-2445). They are here to support you 24/7.

You can also find support at Community Behavioral Health Centers near you.

For more information, please visit: masshelpline.com/faq/

HPS Social Emotional Wellness Resources

Did you know HPS offers over 50 social-emotional resources for our school community? Visit hinghamschools.org/social-emotional-wellness to access our webpage.



Care Solace - Mental Health Coordination Service


Our students, staff and their families can use [Care Solace](#) to quickly connect to verified mental health and substance use treatment providers in our community.

The logo for Care Solace, featuring a purple arc above the words "care" and "solace" in a lowercase, purple, sans-serif font.

- Care Solace can connect you directly to their support, you can call them at 888-515-0595, or search anonymously at www.caresolace.com/hinghamschools.
- Their Care Companion team is available **24/7/365** and can support


you in any language.


After engaging with Care Solace, you'll proceed through these steps:

1. **Brief Screening** - On  a few quick questions so we can better understand your needs.
2. **Get Matched** - Your dedicated Care Companion will work to find a provider matched to your needs and keep you updated.
3. **Book Appointment** - Your Care Companion will reach out to you to book an appointment with your provider of choice.
4. **Check-In** - After your appointment, your Care Companion will follow up to ensure you're happy with your provider.




Important Dates

 **May 3 & 4** - Hingham High School Spring Play, [*Much Ado About Nothing*](#) - 7:00 pm, HMS Auditorium

 **May 9** - HHS Chamber Players/Chamber Winds Concert - 7:00 pm, HMS Auditorium

 **May 14** - HHS Band & Orchestra Spring Concert/Awards - 7:00 pm, HHS Auditorium

 **May 15** - HMS Chorus Concert - 7:00 pm, HMS Auditorium

🌐 **May 15** - Global Citizenship

🎵 **May 16** - HHS Chorus

🎵 **May 21** - HMS Orchestra Concert- 7:00 pm, HMS Auditorium

📅 **May 21** - Seniors Last Day

📅 **May 22** - Seniors Picnic

📅 **May 22** - Senior Athletic Awards

🎵 **May 23** - HMS Band Concert- 7:00 pm, HMS Auditorium

🕒 **May 24** - Early Release - **MIDDLE SCHOOL ONLY**

🇺🇸 **May 27** - Memorial Day - NO SCHOOL, HPS Offices Closed

👯 **May 30** - Senior Prom

🎓 **June 1** - Hingham High School Graduation

👁️ 2.6K

S Cafeteria
Hingham

Subscribe to our Calendars!

✨ April School Highlights! ✨



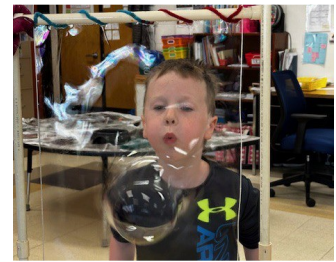
East Elementary

East Elementary 5th grade students performed "4 Tales of the American Revolution", highlighting important moments of the revolution including Faneuil Hall Town Meeting, Continental vs British Army, the Declaration of Independence, and the Boston Tea Party.



Foster Elementary

Foster Elementary successfully held its Walk-to-School event last week, marking a wonderful celebration of Earth Day. Huge thanks to all who took part, including the Foster PTO, volunteers, and the Hingham Police Department for ensuring the safety and enjoyment of all involved.



Plymouth River Elementary

This month, PRS Kindergarten hosted the Discovery Museum's Bubble Workshop. Students explored bubbles through interactive sessions, predicting what could burst them, testing their resilience, and observing their colors. Thanks to the PTO for organizing this educational event.



2.6K



South Elementary School

On Friday, April 12, South School had a wonderful Island Day (despite the cold, pouring rain outside). Students and staff dressed up in vacation mode, and we were treated to an assembly with the wonderful Caribbean Storyteller, Derek Burrows. We are so grateful to our PTO Cultural Enrichment Team for sponsoring this visit! It was a wonderful way to start off Spring Break!

Hingham Middle School (HMS)

Congratulations to eighth grader, Rex Chen, who won the Israel Arbeiter Holocaust Essay Contest! He will be honored at a ceremony in Faneuil Hall in May. Rex has been on quite a roll this year. He has also won the Patriots Pen and the Lincoln Day essay contests.

Hingham High School

Hingham High School seniors recently participated in their annual April community service tradition of lending helping hands all over Hingham. This event not only highlights seniors' commitment to giving back, but embodies the spirit of HHS graduates. Pictured here are students who returned to their elementary school to work alongside current students.

Openings for PreK and Spanish Immersion PreK

Kids in Action (KIA) PreK has a few spots open for the 2024-2025 School Year.

Current Openings:

- Traditional PreK (Located at Foster)
- Spanish Immersion PreK (Located at Foster)

Schedule:

Monday-Friday
8:30 am - 2:00 pm

Questions?

Email Jackie Sansone, Program Director, at jsansone@hinghamschools.org

Enroll Today! 🖱️



KIA Pre-K Enrollment Interest Form

Thank you for expressing interest in our KIA (Kids in Action) PreK program!

Currently we have openings for:

5 day, full day, Traditional PreK (Foster)

5 day, full day, Spanish Immersion PreK (Foster)

Please fill out the form below to provide us with your contact information and your child's details. We will get in touch with you shortly to discuss the enrollment process and answer any questions you may have.

If you have any questions, please reach out to our Program Director Jackie Sansone at jsansone@hinghamschools.org.

madams@hinghamschools.org [Switch account](#)



HHS Drama Presents Disco Inspired "Much Ado About Nothing" 🕺

Experience Shakespeare with a disco twist at Hingham High School Drama's production of "Much Ado About Nothing"! Audiences are invited to join the actors for disco dancing following each performance!

Catch a sneak peek of the show on the [Hingham Anchor website](#).

Dates: Friday, May 3rd, and Saturday, May 4th

Time: 7:00 pm

Location: Hingham Middle School, 1103 Main St., Hingham, MA

Ticket Information: Tickets are available for purchase in advance online at hinghamschools.org/hhs-drama-tickets or at the door on performance nights.



June Gustafson Wins Massachusetts Council for Social Studies Teaching Award

Congratulations to June Gustafson, Hingham Middle School Grade 6 Social Studies teacher, who was recently chosen by her peers and the Massachusetts Council for Social Studies for her outstanding work in the classroom!



From MCSS:

"The Massachusetts Council for Social Studies is proud to announce that June Gustafson has been selected to receive the 2024 William Spratt Award for Excellence in Teaching Middle School Social Studies. The letters and supporting materials submitted by her colleagues on June's behalf describe a truly accomplished and inspiring educator. Amidst a remarkably strong field of candidates, June's talents and contributions to her students and school stood out."

HPS Holds Annual K-12 Art Show 🎨

Hingham Public Schools hosted its annual K-12 Art Show last Thursday at Hingham High School. Featuring over 800 student artworks and interactive pottery wheel demonstrations, the event showcased the collaborative efforts of nine art teachers and community volunteers. Attendees witnessed student skill progression and were encouraged to build connections within Hingham's creative community. Congratulations to all the talented artists! To read more and see additional photos, please visit the [Hingham Anchor website](#).



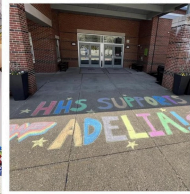
Hingham High School's Unity Project Celebrates "Adelia Week"

[The HHS Unity Project](#) organized the inaugural "Adelia Week" fundraiser at Hingham High School from April 29th to May 3rd. The event aimed to support Adelia, a South Elementary 2nd grader battling a rare brain cancer, by raising funds for her treatment and providing emotional support.

The fundraiser included selling Adelia merchandise, a bake sale, and various activities throughout the week to rally support from HHS students and faculty. The donations will also aid research efforts at the new Brain Tumor Center, offering hope for Adelia and others fighting similar battles.

To read more, please visit our student run newspaper, [the Harborlight](#).

You can also visit the [Adelia the Wondergirl](#) Facebook page to learn more.



Hingham Student Qualifies for NHD Competition in Washington, D.C.

Junior Matt Cummings from Hingham High School clinched second place in the Individual Website category at Massachusetts History Day, earning him a spot in the national competition in Washington, D.C. Other HHS winners include Lily Dong and Sergio Munoz Albors. Special thanks to 11th Grade History Teacher Christina O'Connor and 10th Grade History Teacher Molly Baggott for helping to make this achievement possible! Congratulations to all participants!



Breathe Out Students Present: "How NOT to Keep a Secret"

Hingham High's Breathe Out Club continues its impactful work promoting mental health awareness among students. In April, the club's upperclassmen presented "How NOT to Keep a Secret" to freshman Phys-Ed classes. This hour-long presentation delves into adolescent depression, anxiety,



2.6K

techniques and signs in friends.

Led by adjustment counselors Kevin Lalli and Jessica Hoguet, Breathe Out empowers students to be mental health wellness ambassadors, challenging stigmas and promoting well-being year-round. Supported by South Shore Hospital's evidence-based program, the club's approach emphasizes prevention and support.

Stay tuned for 'Get Out with Breathe Out Day' in May, focusing on the connection between outdoor activities, exercise, and self-care. Students can look forward to sports, creative activities, and relaxation outdoors.

Save the date: Table Talk Math

Save the date! On Wednesday, May 8th, John Stevens, author of *Table Talk Math*, will join HPS parents and caregivers for a [virtual author talk](#) to discuss strategies for bringing math into everyday conversations at the dinner table and beyond. Please register at the [attached](#) link. This event is sponsored by Title I funds.

SAVE THE DATE!

HINGHAM PUBLIC SCHOOLS

PARENT/CAREGIVER AUTHOR TALK

Join John Stevens, author of *Table Talk Math*, to discuss strategies for bringing math into everyday conversations at the dinner table and beyond.

WEDNESDAY, MAY 8TH
7:00 PM

REGISTER

THIS EVENT IS SPONSORED BY TITLE I GRANT FUNDS

Foster School Project Update

New Building and Site Improvements

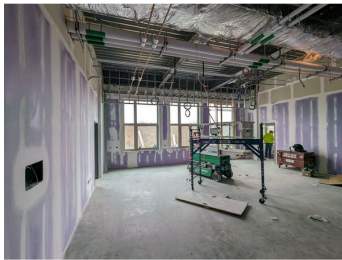
New Building and Site Improvements

- Steel
 - All stairwells are installed and usable. All structural steel work is complete.
- Concrete:
 - All concrete in the building is complete. Site concrete for sidewalks will begin in late July
- MEPs (Mechanical, Electric, Plumbing)
 - All MEP rough is complete in B area.
 - In wall wiring and rough HVAC & plumbing work is ongoing in A area on levels 2 & 3.
 - Main electrical equipment was delivered and is being installed.
 - Mechanical room HVAC equipment will be delivered and installed in May.

- Interior Work

📺 2.6K

- Interior framing
- Drywall is being installed on all floors of B area.
- Painting is planned to start in early May.
- Ceiling grid will begin installation in early May.
- Sitework / Geothermal:
 - The sitework contractor has remobilized and is working on site utilities and roadways.
- Roofing
 - All roof work is complete.
- Exterior Envelope
 - Air Vapor Barrier, AVB, install is nearly complete.
 - Permanent windows are delivered for B area. Windows for A area are scheduled to be delivered and installed by the end of May.
 - Exterior masonry veneer is ongoing on all elevations of B area.



Harbor Media Features This Month 📺

- [East Explorers Tour of East Elementary School](#)
- [National Honor Society Ceremony 2024](#)
- [Foster Elementary School Talent Show 2024](#)
- [East Elementary School Annual 5th Grade Play 2024](#)
- [Living Wall at East Elementary School | Get Schooled 2.0](#)
- [Erica Pollard: Director of World Languages | In Conversation with Hingham Public Schools](#)
- [Foster Lego/Robotics Club | Get Schooled](#)
- [Interview with Principal Rick Swanson and Coach Pace | Hingham High School TV and Production Class](#)



Calling all Foster Alu

2.6K

The Foster PTO is currently fundraising for the construction of a hardscape at the new Foster School. This hardscape will commemorate the individuals who have been a part of William L. Foster Elementary School throughout its 73-year history. The patio will serve as a tribute to our Foster Community, past, present, and future.

For more information, please visit: <https://www.fundraisingbrick.com/online-orders/fosteres/>.

Without Clipart 3 Lines of Text

20 Characters per Line

FOSTER ELEM. SCHOOL
4X8 W/OUT CLIPART
3 LINES-20 CHAR/LINE

With Clipart 3 Lines of Text

15 Characters per Line

FOSTER ES
4X8 W/CLIPART
3 LINES-15 CHAR

Hingham METCO, in partnership with the Hingham Unity Council and Hingham Public Schools PTOs, presents

HINGHAM METCO NUBIAN SQUARE WALKING TOUR

SATURDAY, MAY 4, 2024 10am- 1pm

Please join us as we walk to explore the history of Boston!
Meet at METCO headquarters, 11 Roxbury St, Boston, MA 02119
Free lunch at METCO Headquarters to follow.

Hingham METCO students and their families and all Hingham resident students and families are encouraged to join us!

Please register at HINGHAMUNITY.ORG



Hingham Public

👁️ 2.6K

Powered by 🔥

FF - NAMING NEW FACILITIES

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

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

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

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

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

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

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

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

No assumption of perpetual naming rights shall be made. If necessary, the School Committee reserves the right to remove a name associated with any facility, space, or event at any time if it

FF - NAMING NEW FACILITIES

is in the best interest of the district or donor to do so, or to protect the reputation of the district and/or the donor.

LEGAL REF: Town of Hingham Bylaw 40

School Resource Officer Memorandum of Understanding
Between
Hingham Public Schools
and
Hingham Police Department

This agreement (the “Agreement”) is made by and between Hingham Public School District and Hingham Police Department (the “Police Department”) (collectively, the “Parties”). The Chief of Police of the Police Department (the “Chief”) and the Superintendent of the District (“the Superintendent”) are each a signatory to this Agreement. The provisions of this Agreement are specifically required by [section 37P of chapter 71 of the General Laws, as amended by Section 79 of Chapter 253 of the Acts of 2020](#).

Purpose

The purpose of this Agreement is to formalize and clarify implementation of the partnership between the school and the School Resource Officer (“SRO”)/the District and a Police Department regarding the placement of a police officer at Hingham Public School(s) (the “School”) in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing (as outlined in Section VI below); and inform the Parties’ collaborative relationship to best serve the school community.

This memorandum does not, and may not be relied upon to, create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter. Modifications of this Agreement are permissible when necessary to indicate local practice, so long as they are consistent with state and federal law.

I. Mission Statement, Goals, and Objectives

The mission is to facilitate relationship-building by the SRO such that students, faculty, staff, and community members see the SRO as contributing to a positive school climate. This will be realized by supporting and fostering the safe and healthy development of all students in the District [*or at the School*] through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion are indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the “Goals and Objectives”):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, gender expression, and socioeconomic status;
- To promote a strong partnership and communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;

- To ensure that all Public Safety officials have a clear understanding of school code of conduct and behavior expectations.
- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning, that can be provided upon request; and
- To offer presentations, programming, and appropriate instruction to the school focusing on criminal and juvenile justice issues; community and relationship building; and prevention, health, and safety topics.

II. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SROs shall not (i) serve as school disciplinarians, enforcers of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal and juvenile offending. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school. (Teach and inform fellow officers)

The principal (or his or her designee) and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of willful and malicious, criminal and delinquent conduct that poses (1) real and substantial harm to the physical well-being of other students, school personnel, or members of the community or (2) real and substantial harm to the property of the school or theft of property of students and school staff or (3) taking of property of substantial value belonging to students or school staff with evident intention to retain it. School staff shall not ask an SRO to serve as a school disciplinarian or enforcer of school regulations.

In instances of student misbehavior that do not require a law enforcement response, including any incident involving a student under 12 years of age, the principal or his or her designee shall determine the appropriate disciplinary response, allowing the student to remain in school unless to do so would pose a serious safety or security risk. The principal or his or her designee should prioritize school or community-based accountability programs and services, including but not limited to, peer mediation, restorative justice, and mental health resources, whenever possible.

For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel.

In an emergency situation where a student may be in immediate need of emergency medical or psychological assistance, and where a school psychologist or social worker is not available, a school resource officer, who believes that failure to intervene would create a substantial likelihood of serious harm to the student, other students, school personnel or result in destruction to school property by reason of mental illness or psychological trauma, shall inform the principal or his or her designee to facilitate supportive intervention by school staff on behalf of the student.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with Section VI, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event in the event of criminal conduct involving the infliction or threat of serious bodily harm, larceny or when a warrant or statute requires such an arrest (such as in cases involving the violation of a 209 A order). The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. A summons is the preferred method for bringing all juveniles to court unless there is reason to believe the child will not appear upon a summons. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent/guardian or interested adult in advance and offer them the opportunity to be present during the interview.

At least annually, it shall be the responsibility of the District to provide training and information to educators and other school staff on the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section VIII. If the police interrogate a juvenile (14-18) without the presence of an interested adult, they must prove that the juvenile has unusual sophistication and knowledge and understands his/her/their right to remain silent to avoid self-incrimination.

III. The Process for Selecting the SRO

The Parties acknowledge that the selection of the SRO is important to achieving the purpose, goals, and objectives of this MOU, and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

In accordance with state law, the Chief shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training including, but not limited to: continuing professional development in child and adolescent development, conflict resolution and diversion

strategies, de-escalation techniques, trauma informed practices, diversity, equity, and inclusion, behavioral health and any other training required by the Municipal Police Training Committee established in [Section 116 of Chapter 6](#). The Chief, or any employee of the state police assigning an officer, shall work collaboratively with the Superintendent, in consultation with building principals in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO.

Should the Superintendent request assignment of an SRO and the Chief, in consultation with the Superintendent, determines there are not sufficient resources to assign an SRO to serve the city, town, regional school district, or county agricultural school, the Chief shall consult with the Department of State Police regarding the option of an officer being assigned, subject to appropriation, and pursuant to all requirements under the MOU and governing state law (e.g. regarding SRO training).

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons with physical and mental disabilities, including persons with special educational needs, persons on the autism spectrum, and persons with behavioral health challenges;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits, documented in annual reviews conducted pursuant to Section VI.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall take into account actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify his or her appointing authority at the earliest opportunity. The Police Department shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

IV. Annual Review of the SRO

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO, including the success and effectiveness in meeting the Goals and Objectives. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

V. Mechanisms to Incorporate the SRO into the School Environment, including School Safety Meetings

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include written information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program (“IEP”) under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act (“504 Plan”). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. The consent of the parent or guardian must be informed and in writing. The consent must specifically designate the exact IEP or 504 Plan documents to be shared, describe the purpose for sharing the record, and specifically authorize access to the SRO. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents and, as appropriate, take other actions to help the student, the student’s family, and the SRO to develop a positive relationship.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g) (see further information in Section VI).

VI. Information Sharing Between SROs, School Staff, and Other Partners

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students and also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge there are distinctions between personally identifiable information about students contained in education records and information about students not contained in such records as well as student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

A. Points of Contact for Sharing Student Information

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or their designee) and the SRO are the primary points of contact for sharing all types of student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. The primary points of contact are identified below:

- Building Principal
- Superintendent of Hingham Public Schools

B. Compliance with FERPA and the Massachusetts Student Record Regulations

At all times, school officials must comply with the Family Educational Rights and Privacy Act ([20 U.S.C. § 1232g; 34 CFR Part 99](#)) (FERPA), and the Massachusetts Student Records Regulations, [603 CMR 23.00](#). These rules permit disclosures of personally identifiable information about students (“Student PII”) contained in educational records, without consent, under specific circumstances.

When the District “has outsourced institutional services or functions” to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA and 603 CMR 23.07(3) of the Massachusetts Student Records Regulations, the SRO can qualify as a “school official” who can access, without consent, Student PII contained in education records about which the SRO has a “legitimate educational interest.” To demonstrate compliance with 34 C.F.R. § 99.31(a)(1)(i)(B), the Parties affirm and agree to the following:

1. School safety is an institutional service for which the District would otherwise use its employees.
2. The District will only disclose to SROs Student PII in education records for the purposes consistent with Sections I and II of this agreement.
3. The SRO is subject to use and re-disclosure requirements in FERPA and the Massachusetts Student Records Regulations, 34 C.F.R. §99.33(a), 603 CMR 23.07(4). The SRO will use Student PII contained in education records only for the purposes described in paragraph 2 (directly above) of this section and will not re-disclose Student PII contained in education records to outside parties, who are not “school officials,” without consent or unless the disclosure satisfies an exception to FERPA or the Massachusetts Student Records Regulations.
4. The District will update its annual notification, required under 34 C.F.R. § 99.37(a) and 603 CMR 23.10, to include SROs as “school officials” and to describe purposes from paragraph 2 (directly above) of this section among “legitimate educational interests” for accessing education records. If the District does not update the annual notification accordingly, the SRO’s access will be limited to education records not containing Student PII, non-education records containing Student PII, and education records containing Student PII disclosed for health and safety emergencies, as described in 34 C.F.R. §§99.31(10), 99.36.

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records “in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals.”

FERPA and the Massachusetts Student Records Regulations apply only to Student PII contained in education records. These rules do not apply to Student PII contained in records of a Law Enforcement Unit or to communications or conversations about what school staff have observed or derived from sources other than education records.

In addition to FERPA and the Massachusetts Student Records Regulations, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other rules that protect data privacy. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to disclose such information beyond what is contemplated in this Agreement unless required by state or federal law. The Parties shall not collect or disclose information on a student’s immigration status except as required by law.

C. Information Sharing by School Personnel

1. For Law Enforcement Purposes

Where the principal or their designee learns of misconduct by a student for which a law enforcement response may be appropriate (as described in Section IV), the principal should inform the SRO. If a teacher has information related to such misconduct, the teacher should communicate such information to the principal or the principal's designee. The Parties agree that the sharing of such information does not necessarily require a law enforcement response on the part of the SRO but shall instead prompt a careful consideration of whether the misconduct is best addressed by law enforcement action, by a school disciplinary response, or by other alternative school-based methods that may include but are not limited to: restorative practices, positive behavior interventions and supports, mediation, conflict resolution and other evidence-based strategies.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of [G.L. c. 71, § 97](#).

The Parties acknowledge that there may be circumstances in which parents or guardians consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or their designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or their designee from reporting possible criminal conduct by a person who is not a student.

2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section IV.

Student information received by the SRO (or other Police Department employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or their designee shall notify the parent/guardian, the student, or both, when such information will be shared with the SRO.

D. Information Sharing by the SRO and Specific Prohibition on Sharing Information with Law Enforcement Relevant to Students

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or their designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, the SRO's perception that a student may be in immediate need of emergency medical or psychological assistance, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal or delinquent conduct that poses a (present or future) threat of harm to the physical well-being of the student, other students or school personnel, or school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because the SRO may be aware of a situation outside of school suggesting the student may benefit from supportive services in school).

As required by section 37P of chapter 71 of the General Laws, school department personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police's Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed written consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate (as described in Section IV), the SRO shall convey to the principal or their designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response.

VII. Organizational Structure, including Supervision of SROs and Lines of Communication between the School District and Police Department

The SRO shall be a member of the Police Department and report directly to the Administrative Lieutenant. The SRO shall be designated as a special employee of the District and shall report directly to the building administrator. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal and any other school officials identified in Section V.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's

work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section V.D.

The salary and benefits of the SRO shall be covered by the Hingham Police Department. The costs of the training required by this Agreement and any other training or professional development shall be paid by the Hingham Police Department.

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall follow Hingham School Committee policy for complaint resolution, [KE Public Complaints](#). Upon execution, the complaint resolution system should be placed on file at the office of the Chief of Police, the Superintendent, and the Department of Elementary and Secondary Education.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise.

In accordance with state law, the Chief and the Superintendent, with input from the building principal, shall annually review the performance of the SRO and the success and effectiveness in meeting the Goals and Objectives. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent, in consultation with the building principals, shall jointly develop and agree in advance on the metrics for measuring the SRO's performance. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The mechanism shall be shared with the public, including posting on the school district and police department website. The Chief shall consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

VIII. Training for SROs

In accordance with [section 116 of chapter 6 of the General Laws](#), training for SROs should include but not be limited to:

- (i) the ways in which legal standards regarding police interaction and arrest procedures differ for juveniles compared to adults;
- (ii) child and adolescent cognitive development, which shall include instruction on common child and adolescent behaviors, actions and reactions as well as the impact of trauma, mental illness, behavioral addictions such as gaming and gambling disorder, and developmental disabilities on child and adolescent development and behavior;
- (iii) engagement and de-escalation tactics that are specifically effective with youth; and
- (iv) strategies for resolving conflict and diverting youth in lieu of making an arrest.

Such program shall also include training related to:

- (i) hate crime identification and prevention training curriculum including acquisition of practical skills to prevent, respond to and investigate hate crimes and hate incidents and their impacts on victim communities;
- (ii) anti-bias, anti-racism and anti-harassment strategies;
- (iii) identification of youth at risk of or who are being commercially sexually exploited
- (iv) bullying and cyberbullying; and
- (v) comprehensive training to help school resource officers interact effectively with school personnel, victim communities and build public confidence with cooperation with law enforcement agencies.
- (vi) Student privacy protections and laws governing the release of student information

Additional areas for continuing professional development may include:

- Restorative practices
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Relationship building and positive youth development
- Understanding and protecting civil rights in schools
- Special education law
- School-specific approaches to topics like cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning
- School district policies, code of conduct, and handbooks

The SRO shall attend a minimum of 12 hours of training per year.

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

IX. Data Collection and Reporting

In accordance with section [37P\(d\) of chapter 71](#) of the General Laws, “Annually, not later than August 1, the superintendent shall report to the department of elementary and secondary education and publicly present to the relevant school committee: (i) the cost to the school district of assigning a school resource officer; (ii) a description of the proposed budget for mental, social or emotional health support personnel for the school; and (iii) the number of school-based arrests, citations and court referrals made in the previous year disaggregated as required by the department of elementary and secondary education.”

To accomplish this, the Parties agree that:

- The Superintendent shall submit such reports and data to the Department annually, not later than August 1, according to the guidance and rules contained in relevant Data Handbooks issued by the Department. With respect to item (iii) above, the Department must receive individual student level data from the District on school-based arrests, citations and court referrals made in the previous academic year.
- The Chief agrees to provide the District with regular access to data in their possession, on an individual level, as needed to fulfill the District’s data reporting responsibilities.

X. Accompanying Standard Operating Procedures

The Chief, in consultation with the Superintendent, shall establish operating procedures to provide guidance to SROs about daily operations, policies and procedures. At a minimum, the operating procedures as established by the Chief shall describe the following for the SRO and shall be consistent with this Agreement:

1. The school resource officer uniform;
2. Use of police force, arrest, citation, and court referral on school property;
3. A statement and description of students’ legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
4. Chain of command, including delineating to whom the SRO reports and how school administrators and the SRO work together;
5. Performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
6. Protocols for diverting and referring at-risk students to school and community-based supports and providers; and
7. Information sharing between the SRO, school staff, and parents or guardians.

XI. Body Worn Cameras

The School Resource Officer may be issued a BWC (“Body Worn Camera”) by the Police Department, to be worn by the SRO while on-duty. The Body worn Camera may be worn and used as required by the Hingham Police Department Body Worn Camera Policy & Procedure, with the following exceptions:

- The SRO shall wear the BWC in such a fashion as to conceal the presence and identity of the device when it is not being used to record, provided that the device shall remain easily accessible at all times to the SRO so as to be readily available for deployment when required.

- The SRO Shall NOT activate the BWC to record the normal daily activities of students and/or school personnel.
- The SRO Shall NOT activate the BWC to record any school disciplinary matters/functions involving students and/or staff members.
- The School Resource Officer shall activate the BWC in any instance where the officer is engaged in a law enforcement function where it is likely the officer will utilize a reportable level of force as defined in the Hingham Police Department Use of Force Policy in any critical incident (defined as an incident that creates a serious risk of harm to the lives/safety of an individual) or, any Mass Casualty Incident (MCI). In any such instance of recording, the SRO must when feasible, give notification of the recording.
- When recording in areas where there may be a reasonable expectation of privacy, the SRO should be mindful of their location as BWC recording may be considered insensitive, inappropriate, or prohibited by privacy considerations. Such locations may include guidance office(s), locker rooms, and bathrooms. Based on the circumstances encountered at such locations, the BWC may be turned off.
- In any incident where the BWC is activated to record, the SRO shall notify the District Principal or Superintendent as soon as reasonably possible (before, during, or after the recording) of the presence of a recording. This includes any instance of an accidental recording, should one occur.
- The Superintendent or designee shall be given access to and provided a copy of all Body-worn camera recordings, recorded by the SRO in the performance of SRO duties, within 24 hours of a recorded event provided that such access does not compromise any investigative efforts.
- The Superintendent or designee shall be given access to the event logs associated with the Body-worn Camera worn by the SRO. Access to the logs may be given without reason and shall be provided as soon as is reasonably possible but no later than 72 hours after the request.
- The Superintendent shall be included in any discussions and/or decision-making process that involves the dissemination of SRO Body-worn camera recordings to any individual or entity in any instance where a statutory requirement to disseminate does not exist.
- All video will be subject to regulations in regard FERPA.

XI. Presence of Comfort Animals in HPS Buildings under the supervision and control of a School Resource Officer (SRO).

The Role of a comfort animal supervised by a SRO is to comfort, reduce stress, and promote wellness in the school environment. In some instances animals may be used to de-escalate situations. Comfort animals are not to be used for therapeutic purposes. The SRO shall follow School Committee policy [IMG Animals in Schools](https://z2policy.ctspublish.com/masc/browse/hinghamset/hingham/IMGAnimals%20in%20Schools). [https://z2policy.ctspublish.com/masc/browse/hinghamset/hingham/IMG](https://z2policy.ctspublish.com/masc/browse/hinghamset/hingham/IMGAnimals%20in%20Schools)

Before entering school property, all comfort animals shall undergo appropriate training as outlined in School Committee policy IMG Animals in Schools and shall receive appropriate certification for a comfort animal. Additionally, the comfort animal may only enter a school property after receiving authorization from the Superintendent and building Principal.

The SRO shall act as the primary handler of any HPD owned comfort animal that is present on school property. The HPD Animal Control Officer, who has completed extensive training and earned MA

licensure for her position, shall serve as the secondary handler. All handlers shall complete the requisite training and certification to serve as a comfort animal handler.

Care will be taken to ensure that student safety and emotional wellbeing is the highest priority. The SRO, building Principal and school staff shall be sensitive to the fact that some students may be uncomfortable with the SRO acting as the comfort animal's handler.

The comfort animal's schedule will be agreed upon by the SRO and building Principal or their designee. Monthly schedules shall be outlined two weeks in advance and daily schedules detailed one week in advance. District-wide and school-based schedules shall be outlined. There will be a designated HPD or HPS staff member to supervise custody of the animal when the SRO is required to carry out duties without the comfort animal's presence. The building nurse(s) shall have a copy of the comfort animal's schedule.

Unless otherwise agreed upon in writing or in a posted public meeting, all financial obligations related to the comfort animal, including but not limited to liability insurance, veterinary care, training and certification expenses, grooming expenses, and food will be the responsibility of the HPD and/or the Town of Hingham. The School Department does not assume any financial responsibility for the care and maintenance of comfort animals owned by the HPD.

The Superintendent or designee, along with the SRO and their supervisor will develop written procedures to ensure that the presence of any HPD owned comfort animals on HPS property is safe and positive for all. Such procedures may include designation of appropriate training and certification for the animal and handler(s), procedures to protect HPS students and staff who may be allergic to the animal(s) or feel uncomfortable around the animal, creation of the animal's schedule, contingency plans in the event that an SRO is not available to act as the animal's handler, and grooming requirements, crating requirements. Such procedures will be referenced in the HPS handbook.

Upon execution of this agreement by the parties, a copy of this agreement will be placed on file in the offices of the Chief of Police and the Superintendent of Schools. The parties shall also provide this agreement to the SRO, the secondary handler of each comfort animal, the Principals of any schools where a comfort animal will work, and any other individuals whom they deem relevant or who request it.

The comfort animal program shall be reviewed between the School Committee, Superintendent, Principals, school handlers, Police Chief and SROs after six months and annually thereafter, in conjunction with the School Resource Officer Memorandum of Understanding between the Hingham Police Department and Hingham Public Schools. The review will include a survey from students who experienced and interacted with the comfort animal.

XI. Effective Date, Duration, and Modification of Agreement

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The District or school shall annually file the Agreement with the Department of Elementary and Secondary Education. The Parties shall also provide this Agreement to the SRO, the principals of any schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

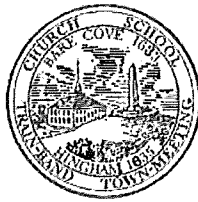
Nothing in this Agreement shall supersede or contravene any school or police department administrative procedures or any collective bargaining agreement.

Name:
Superintendent of Schools
Date: _____, 2024

Name:
Chief of Police
Date: _____, 2024

Name:
School Committee
Date: _____, 2024

TOWN OF HINGHAM
FY24 OVERRIDE FRAMEWORK AND FY24-28 FINANCIAL MANAGEMENT PLAN



MARCH 13, 2023

PURPOSE

The purpose of this document is to make a public commitment to the residents and taxpayers of the Town of Hingham to implement a Financial Management Plan (the “Plan”) in conjunction with a proposed operational override for Fiscal Year 2024. The Select Board, School Committee, and Advisory Committee acknowledge the necessity of following the Plan’s parameters and pledge to work together in Fiscal Years 2024 to 2028 in order achieve balanced budgets consistent with the Plan’s fiscal constraints.

DEFINITIONS

- **Balanced Budget:** A budget that balances anticipated expenditures with anticipated revenue.
- **Excess Unassigned Fund Balance (EUFB):** Fund Balance is the accumulation of each year’s actual surpluses and deficits. Excess Unassigned Fund Balance is that portion of Fund Balance that is not otherwise use-restricted and that is in excess of the Town’s Financial Policy guideline of 20% of Total Annual Expenditures.
- **Debt Exclusion:** A voter-approved temporary tax increase allowed under Proposition 2½ to pay the debt service from bonding for a specific capital project.
- **Forecast Group:** A group of elected/appointed officials and staff that meet periodically for the purpose of reviewing and discussing the Town’s projected revenues and expenditures for the coming fiscal year. This group is comprised of the following individuals:
 - Select Board Chair
 - School Committee Chair and Vice Chair
 - Advisory Committee Chair and Vice Chair
 - Town Administrator
 - School Superintendent
 - Assistant Town Administrators
 - Director of School Business and Support Services
 - Town Accountant
- **Level Services:** The budget that provides expenditures that cover the next fiscal year’s costs of the current fiscal year’s services.
- **Municipal Budget:** In any given fiscal year, the Municipal Budget includes the amount budgeted in Warrant Article 4 plus the General Fund operating budget amounts in Warrant Article 6 for the General Government, Public Safety, Public Works, Human Services, and Culture and Recreation

departments. However, the Municipal Budget does **not** include Capital Outlay amounts for any departments or self-supporting operations (Sewer Department, South Shore Country Club, Weir River Water System, and programs supported by opioid settlement funds).

- Out-of-district (OOD) special education tuitions and special education contracts: Please see the line items and account numbers in Appendix A.
- Override: A voter-approved, permanent property tax increase allowed under Proposition 2 ½ generally to fund operating expenses.
- School Budget: The School Budget includes the General Fund operating budget amount for Education in Warrant Article 6. The School Budget does not include the Capital Outlay allocation, which is considered part of the Shared Services Budget as defined below.
- Shared Services Budget: The Shared Services Budget includes the General Fund amounts budgeted in Article 6 for Employee Benefits, Debt Service, Capital Outlay (all departments), and Property/Liability Insurance.
- The Town: The Town refers to the Town of Hingham government operation as a whole and, where relevant, includes both the Municipal and School Departments.
- Town's Financial Policy: The Advisory Committee establishes policies designed to manage Town expenditures and financial resources. The most recent version of the Town's Financial Policy was approved by a unanimous vote of the Advisory Committee on December 7, 2021, and is published on the Town's website at <https://www.hingham-ma.gov/383/Financial-Policy>.
- Total Annual Expenditures (TAE): As defined by the Town's Financial Policy, TAE is the sum of Warrant Articles 4, 5, and 6 excluding the expense and revenue amounts attributable to the Weir River Water System, the Sewer Department, and the South Shore Country Club, which are Enterprise Funds and/or are funded by user fees.

ACKNOWLEDGEMENTS

In an effort to exercise fiscal discipline while continuing to provide quality municipal and educational services, we acknowledge that budgetary limitations in each fiscal year may require the Town to prioritize the utilization of available resources in order to achieve the Plan's goals. The Town Administrator and School Superintendent will be responsible for proposing and implementing prioritizations, recognizing that this may lead to reductions or limitations in municipal and school departmental activities and plans. While current boards/committees cannot bind their successors, we expect that future boards/committees will honor and respect our public pledge of fiscal management consistent with the Plan's parameters.

COMMITMENTS

Fiscal Commitments

- The Town will seek an operational override in the amount of \$7,890,467 for FY24.
- No further operational overrides will be sought until at least FY28.
- The Plan includes the following tools to help meet this timeframe in the following order:
 1. Annual operating budget growth rate caps.
 - a. The Municipal Departments will operate with a total FY24 budget of \$34,731,577.

General Government	\$6,027,145
Public Safety	\$17,817,682
Public Works	\$6,730,128
Human Services	\$1,088,922
Culture and Recreation	\$2,765,203
Article 4	\$302,497
Total FY24 Municipal Budget	\$34,731,577

- b. Annual operating budget growth for the Municipal departments will be capped at 3.5% after FY24. The Municipal Budget growth rate will be calculated as follows: the prior year's approved Municipal Budget (as defined above) multiplied by 1.035. For example, if the approved FY24 Municipal Budget is \$34,731,577, the maximum FY25 Municipal budget would be \$35,947,182. The maximum Municipal budgets for FY25-27 are listed in Appendix B.
- c. The School Department will operate with a total FY24 budget of \$65,703,985. Annual operating budget growth for the School Department will be capped at 3.5% after FY24, with the exception of the accounts listed in Appendix A which will be accounted for based on section (d) below. The School Budget growth rate will be calculated as follows: the prior year's approved School Budget (as defined above) multiplied by 1.035. For example, if the approved FY24 School Budget is \$65,703,985, the maximum FY25 School budget would be \$68,003,624. The maximum School budgets for FY25-27 are listed in Appendix B.
- d. Within the School budget, OOD special education tuitions and special education contracts (transportation, specialized services) as outlined in Appendix A will be considered as a distinct category for growth calculations due to the unknown/uncontrollable nature of these expenditures. The MA Operational Services Division's 10-year average rate of increase in out-of-district tuitions from 2013 to 2023 of 2% is being used as a basis for the projected increase in tuitions. The projected increase of 14% in OOD tuitions for 2024 is considered an outlier and has already been factored into the School Department's FY24 budget. If the projected annual increase for OOD tuition and special education contracts for any fiscal year during FY25-27 is at or below the amount calculated using a 2.0% fixed annual growth rate ("2%FAGR), 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 the amount calculated using 2%FAGR, those line items will be budgeted within the School budget using the 2%FAGR amount and any variance in costs above that amount will be paid through the

Article 6 Reserve Fund process if the School operating budget or any applicable grants are insufficient to cover these expenses. The School Department will apply applicable circuit breaker reimbursements, grant funding and, to the extent possible, Special Education Reserve funds to the OOD tuition and special education contracts costs before seeking to use the Article 6 Reserve Fund. The application of excess OOD special education tuition and special education contract costs to the Article 6 Reserve Fund will only take place for the duration of this Financial Management Plan.

- e. Changes in School enrollment during this period will not impact the School Department's budget growth as stated above.
 - f. Some service reductions and/or increased fees may be necessary in FY25-27 to ensure the municipal and school departments manage to the budgeted growth rates outlined above.
2. Creation of a Tax Mitigation Stabilization Fund with \$1,000,000 of EUFB in FY24 (potential to add more in future years). This stabilization fund will be utilized, as needed, to fund budget deficits in FY25-FY27 and potentially beyond. If Town Meeting does not create the Tax Mitigation Stabilization Fund or fund it in a sufficient manner, the Town will use EUFB to fund budget deficits in FY25-FY27 and potentially beyond.
 3. Excess Overlay funds will be applied as operating revenue, as needed, to fund budget deficits in FY25-FY27 and potentially beyond.
- In the event of a general budgeted surplus in operational revenue, excess revenue should be earmarked for the Tax Mitigation Stabilization Fund.

Other Commitments

- The Town will focus on economic development efforts to facilitate new growth.
- Municipal and School officials will seek strategies that provide for efficiencies in service delivery.
- The Town will continue to fund capital outlay at a level that maintains compliance with the Town's Financial Policy.
- This Financial Management Plan will not be construed as precluding the Town from evaluating and pursuing capital projects that may require debt exclusions.
- During the five-year period the Town will continue making annual contributions to its Other Post-Employment Benefits Trust Fund consistent with its past levels of contributions.
- The Town will continue to advance appropriate tax relief programs and publicize existing exemptions and relief programs.
- The Town will continue to investigate new and pre-identified non-tax revenue sources in accordance with the recommendations outlined in the January 31, 2022 Sustainable Budget Task Force final report.
- The Town will maintain Unassigned Fund Balance in compliance with the Town's Financial Policy.
- The Town will use its best efforts to maintain its AAA bond rating and strong financial position consistent with the Town's Financial Policy.

- In the event of extraordinary and unforeseen external circumstances, such as a major natural disaster, public health emergency, or significant economic crisis, this Plan may be subject to review at the request of all three signatory boards.

If the FY24 Override Fails:

- The School and Municipal Departments will implement service reductions as of July 1, 2023. Specific actions will be at the discretion of the Town Administrator and the School Superintendent at the direction of the School Committee in accordance with departmental budgets approved by Annual Town Meeting 2023.
- The School Department will operate with a total FY24 budget of \$61,092,221, which represents a decrease of \$3,909,890 from the proposed FY24 level services School Budget of \$65,002,111.
- The Municipal Departments will operate with a total FY24 budget of \$31,952,874, which represents a decrease of \$2,105,326 from the proposed FY24 level services Municipal Budget of \$34,058,200.
- One-time unemployment costs for staff who are laid off as part of the FY24 service reductions will be funded from the Article 6 Reserve Fund, per the vote of the Advisory Committee on February 21, 2023.
- The remainder of this Financial Management Plan for FY25-28 will not apply and the Town will need to reevaluate its approach to service provision.

IMPLEMENTATION

The Select Board, School Committee, and Advisory Committee shall each vote to approve and adhere to this Financial Management Plan as presented and authorize the respective chairperson to sign on behalf of the Board/Committee.

PROPOSED VOTES

1. That the Select Board of the Town of Hingham hereby votes to 1) approve and adhere to the FY24-28 Financial Management Plan dated March 13, 2023 attached hereto, 2) authorize the Chair of the Select Board to execute said Plan, and 3) authorize the Town Administrator to manage the implementation of said Plan on behalf of the Select Board in accordance with its terms.
2. That the School Committee of the Town of Hingham hereby votes to 1) approve and adhere to the FY24-28 Financial Management Plan dated March 13, 2023 attached hereto, 2) authorize the Chair of the School Committee to execute said Plan, and 3) authorize the School Superintendent to manage the implementation of said Plan on behalf of the School Committee in accordance with its terms.
3. That the Advisory Committee of the Town of Hingham hereby votes to 1) approve and adhere to the FY24-28 Financial Management Plan dated March 13, 2023 attached hereto and 2) authorize the Chair of the Advisory Committee to execute said Plan on behalf of the Advisory Committee.

Select Board

William C. Ramsey

William Ramsey, Chair

Thomas Mayo

Thomas Mayo, Town Administrator

March 15, 2023

Date

School Committee

Michelle Ayer

Michelle Ayer, Chair

Dr. Margaret Adams

Dr. Margaret Adams, Superintendent

March 13, 2023

Date

Advisory Committee

George Danis

George Danis, Chair

MARCH 16, 2023

Date

APPENDIX A

The out-of-district (OOD) special education tuitions and special education contracts refers to the following line items in the School Operating Budget. The amount below is net of applicable grants and State reimbursements.

Account	Numbers	Account Description	FY24 Balances
S91006	565149	SUMMER TUITIONS MA PUBLIC SCH	\$ 4,200
S91006	5651	TUITIONS MASS PUBLIC SCHOOLS	95,615
S93006	565149	SUMMER TUITIONS PRIVATE SCHOOL	482,372
S93006	5296	TUITIONS NON-PUBLIC SCHOOLS	625,000
S94006	565149	SUMMER TUITIONS COLLABORATIVES	114,080
S94006	5651	TUITIONS MASS PUBLIC SCHOOLS	850,000
		Total Tuitions	\$ 2,171,267
S33004	5279	TRANSPORTATION	\$ 329,420
S23004	5299	ABA SPECIALISTS	\$ 168,515
S23004	5298	HOME & HOSPITAL TUTORS	145,000
S23004	5292	LANGUAGE SERVICES	20,000
S23004	5291	PHYSICAL THERAPY SERVICES	80,000
S23004	5293	SPECIALIZED EQUIP CONTRACTS	500
S23004	5290	SPECIALIZED SERVICES	280,000
		Totals Specialized Services	\$ 694,015
		Total Special Ed OOD and Contracted Services	\$ 3,194,702

APPENDIX B

The maximum operating budgets for the Municipal and School Departments based on the growth rates outlined in this Financial Management Plan assuming the full amount is budgeted each year would be as follows (see Section 1d above for an explanation of the OOD tuition and special education contracts line):

Maximum Operating Budgets	2024	2025	2026	2027
Municipal Budget (3.5%)	\$ 34,731,577	\$ 35,947,182	\$ 37,205,334	\$ 38,507,520
OOD tuition and special education contracts (2% fixed annual growth rate - see Section 1d above)	\$ 3,194,702	\$ 3,258,596	\$ 3,323,768	\$ 3,390,243
Other School expenses	\$ 62,509,283	\$ 64,745,028	\$ 67,059,983	\$ 69,456,939
School Budget (3.5%)	\$ 65,703,985	\$ 68,003,624	\$ 70,383,751	\$ 72,847,183



HINGHAM PUBLIC SCHOOLS

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Margaret Adams, Ed.D.
Superintendent of Schools

To: School Committee Members

From: Margaret Adams, Superintendent

Subject: Anticipated Class Size 2024-2025

Date: May 3, 2024

The following numbers are the anticipated numbers for next year for elementary for the 2024-2025 school year.

Total Enrollment by School and Grade for the 2024-2025 School Year

Grade	East	Foster	PRS	South	Total
Kindergarten	60	54	48	76	238
Grade One	72	64	44	76	256
Grade Two	85	63	72	86	306
Grade Three	80	55	57	99	291
Grade Four	68	66	61	80	275
Grade Five	76	79	67	83	305
Total	440	381	360	500	1681

Total Sections by School and Grade for 2024-2025 School Year

Grade	East	Foster	PRS	South	Total
Kindergarten	3	3	3	4	13
Grade One	4	3	3	4	14
Grade Two	4	3	3	4	14
Grade Three	4	3	3	4	14

Grade Four	3	3	3	4	13
Grade Five	4	4	3	4	15
Total	22	19	18	24	83

Average Class Size by School and Grade for 2024-2025 School Year

Grade	East	Foster	PRS	South	Total
Kindergarten	20	18.00	16.00	19.00	18.25
Grade One	18	21.33	14.67	19.00	18.25
Grade Two	21.25	21.00	24.00	21.50	21.94
Grade Three	20	18.33	19.00	24.75	20.52
Grade Four	22.67	22.00	20.33	20.00	21.25
Grade Five	19	19.75	22.33	20.75	20.46
Total	20.15	20.07	19.39	20.83	20.11

For comparison, these are the numbers for the 2023-2024 school year based on October 1st enrollment.

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



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Kathryn M. Roberts
Assistant Superintendent
of Curriculum & Instruction

TO: Dr. Margaret Adams, Superintendent

FROM: Kathryn Roberts, Assistant Superintendent

DATE: May 2, 2024

RE: 2024-2025 Secondary Course Enrollment; Projected Staffing & Class Sizes

Attached please find a summary of 2024-2025 secondary course requests made by HMS and HHS students as of May 1st, anticipated number of secondary course sections, and projected average class sizes in each content area.

As has been our practice in past years, the K-12 content directors, department coordinators, special education administrators, and principals meet throughout the spring to collaboratively develop the secondary schedule and determine the number of course sections for each discipline for the upcoming school year. This process takes into account variables such as available staffing, class size constraints, and the needs of special education students as determined by Individualized Education Plans (IEPs). The proposed number of course sections and resulting class averages presented in the attached analysis have factored in the staffing cuts approved by the school committee during the budget process. Our collaborative scheduling process attempts, to the degree possible, to honor student choice and preserve the range of course offerings.

Please note that the following analysis is based on data available as of May 1st. Secondary course enrollment numbers and average class sizes will continue to evolve as schedules are finalized. In some cases, scheduling conflicts may necessitate the assignment of a "second choice" course selection. Additionally, enrollment numbers and average class sizes will evolve as families share plans to enroll in or return from private schools.

Projected Average Class Sizes 2024-2025		
SUBJECT	HMS	HHS
ELA		
<i>ELA</i>	18.4	19.5
Math		
<i>Math</i>	18.4	18.6
<i>Computer Sci.</i>	N/A	16.3
Science		
<i>Science</i>	18.8	20.3
Social Studies		
<i>History/Social Studies</i>	19.3	19.3
<i>Business</i>	N/A	19.0
World Language		
<i>French</i>	19.7	14.8
<i>Spanish</i>	15.4	19.2
<i>Chinese</i>	19.0	16
<i>Latin</i>	N/A	14.9
Fine Arts		
<i>Visual Arts</i>	16.3	12.9
<i>Band</i>	36.0	35.5
<i>Chorus</i>	14.5	20.0
<i>Orchestra</i>	21.3	24.0
<i>Music Elective (Other)</i>	N/A	10.4
<i>Drama</i>	11.8	11.5
Tech Engineering		
<i>Tech Engineering</i>	17.8	8.5
Physical Education		
<i>PE</i>	14.3	20.1
Health		
<i>Health</i>	14.3	18.7
Family & Consumer Science		
<i>FACS</i>	18.9	15.1
Library/Media		
<i>AP Sem</i>	N/A	20.7
<i>AP Research</i>	N/A	17.0
<i>TVP</i>	N/A	12.3

PROJECTED ELA CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

HMS-ELA	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size	HHS-ELA	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Grade 6 ELA	283	15	18.9	Gr. 9 ELA (L2)	126	6	21.0
Gr. 7 ELA (L2)	125	6	20.8	Gr. 9 ELA (L3/L4)	151	9	16.8
Gr. 7 ELA. (L3/L4)	155	9	17.2	Gr. 10 ELA (L2)	114	6	19.0
Gr. 8 ELA. (L2)	135	7	19.3	Gr. 10 ELA (L3/L4)	143	8	17.9
Gr. 8 ELA (L3/L4)	131	8	16.4	AP Lang	53	3	17.7
				Gr. 11 ELA (L2)	73	4	18.3
TOTAL/AVERAGES:	829	45	18.4	Gr. 11 ELA (L3/L4)	151	8	18.9
				AP Lit	25	1	25.0
				Film	132	6	22.0
				Disability Life & Lit	31	2	15.5
				Global Issues in Lit	58	2	29.0
				Satire	52	2	26.0
				Detective/Mystery	117	6	19.5
				Reading To Write	82	4	20.5
				Creative Writing	8	N/A	
				TOTAL/AVERAGES:	1308	67	19.5
				HHS-Tier II Literacy Strategies			
				Secondary Lit Strategies I	7	1	7.0
				Secondary Lit Strategies II	6	1	6.0

PROJECTED MATH CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

				HHS-Math	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
HMS	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size				
Gr. 6 Math	283	15	18.9	Algebra 1 Linear**	51	4	12.8
Gr. 7 Pre-Algebra (L2)	102	5	20.4	Algebra I Quadratic	85	5	17.0
Gr. 7 Pre-Algebra (L3)	69	4	17.3	L3 Geometry -Linear**	64	4	16.0
Math 7 (L3)	102	6	17.0	L3 Geometry -Quadratic	145	7	20.7
Algebra I	92	5	18.4	L2 Geometry	75	4	18.8
Algebra Quadratic (L3)	67	4	16.8	L3 Algebra II **	49	3	16.3
Math 8	111	6	18.5	L3 Algebra II w/Trig	144	8	18.0
	826	45	18.4	L2 Algebra II	56	3	18.7
				L3 Pre-Calculus	137	6	22.8
				L3 Intro to Stats	41	3	13.7
				L3 Analysis II	38	2	19.0
				L2 Pre-Calculus	74	3	24.7
				L2 Calculus	43	2	21.5
				AP Calculus AB	37	2	18.5
				AP Calculus BC	17	1	17.0
				AP Statistics	57	3	19.0
				TOTAL/AVERAGE	1113	60	18.6
				HHS-Computer Science			
				Intro to Computing	25	1	25.0
				AP Computer Science	24	2	12.0
				TOTAL/AVERAGES	49	3	16.3
				Tech Squad	5		

PROJECTED SCIENCE CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

HMS				HHS			
	Requests 24-25	Sections 24-5	Average Size		Requests 24-5	Sections 24-5	Average Size
Grade 6 Science	280	15	18.7	Bio (L2)	158	7	22.6
Grade 7 Science (L2)	144	7	20.6	Bio (L3/L4)	122	6	20.3
Grade 7 Science (L3-L4)	147	8	18.4	Chem (L2)	107	5	21.4
Grade 8 Science (L2)	144	8	18.0	Chem (L3)	204	10	20.4
Grade 8 Science (L3-L4)	132	7	18.9	Physics (L2)	73	4	18.3
				Physics (L3)	143	7	20.4
TOTAL/AVERAGES:	847	45	18.8	Env. Sci (L2/L3)	45	2	22.5
				Oceans (L3/L4)	86	4	21.5
				Greenhouse Botany	12	1	12.0
				*Biotech (L2/L3)	16	1	16.0
				*Anatomy (L2)	50	3	16.7
				**AP Bio	55	3	18.3
				**AP Env. Sci.	64	3	21.3
				**AP Chem	24	1	24.0
				**AP Physics	16	1	16.0
				TOTAL/AVERAGES:	1175	58	20.3
				*Dual Enrollment			
				*Note: Additional AP Labs meet 2 days per 6 day cycle			

PROJECTED SOCIAL STUDIES & BUSINESS CLASS SIZES (2024-2025)--Based on 5/1/24 Course Request Data

HMS Social Studies				HHS Social Studies			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Grade 6 Social Studies	283	15	18.9	2World Hist I	149	7	21.3
Gr. 7 Soc. St. (L2)	131	6	21.8	3-4World Hist I	130	7	18.6
Gr. 7 Soc. St. (L3/L4)	160	9	17.8	1AP World Hist	10	1	10.0
Gr. 8 Soc. St. (L2)	130	6	21.7	2World Hist II	128	7	18.3
Gr. 8 Soc. St. (L3/L4)	146	9	16.2	3-4World Hist II	125	7	17.9
TOTAL: (Gr. 7-8)	850	45	19.3	1AP US History	49	2	24.5
				2US History	105	6	17.5
				3-4US History	121	7	17.3
HHS Business							
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size				
Digital Lit	3	N/A		1AP Euro Hist	49	2	24.5
Intro Bus.	67	4	16.75	2-3-4 Economics	40	2	20.0
Accounting	4	N/A		2-3-4 AmPolSys	17	1	17.0
Pers. Finance	66	4	16.5	*2-3-4 Sociology	21	1	21.0
Wall Street	24	1	24	*2-3-4 Psych	101	4	25.3
Marketing	29	1	29	2-3-4 Intl. Aff.	15	1	15.0
Bus. Mgmt	17	1	17	2-3 Sem WWII	65	3	21.7
Sports Mkt.	18	1	18	2-3 Sem Am. Culture	37	2	18.5
				2-3 Holocaust	94	4	23.5
				Hing. Historical. Internship	18	2	9.0
TOTAL/AVERAGES:	228	12	19.0	TOTAL/AVERAGES:	1274	66	19.3

PROJECTED WORLD LANGUAGE CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

HMS				HHS			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Spanish 6 (every other day)	135	4	16.9	3 Latin 1	17	1	17
Spanish 1A	162	8	20.3	2 Latin 1	14	1	14
Spanish 1B	157	7	22.4	2 Latin 2	25	1	25
TOTAL/AVERAGES:	454	19	19.7	3 Latin 2	27	2	13.5
				2 Latin 3	17	1	17
				3 Latin 3	9	1	9
HMS				HHS			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
French 6 (every other day)	104	4	13.0	*2 Latin 4	18	1	18
French 1A	121	7	17.3	AP Latin	9	1	9
French 1B	83	5	16.6	3 Latin 4	13	1	13
TOTAL/AVERAGES:	308	16	15.4	*Dual Enrollment			
				TOTAL/AVERAGES:	149	10	14.9
HMS				HHS			
	Requests 24-25	Sections 24-5	Average Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Chinese 1	19	1	19.0	French 1A	11	1	11
TOTAL/AVERAGES:	19	1	19.0	French 1B			
				2 French 2	30	2	15
HHS				HHS			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
3/4 Spanish 1A	31	2	15.5	3 French 2	35	2	17.5
3 Spanish 1B	33	2	16.5	2 French 3	30	2	15
2 Spanish 2	85	4	21.3	3 French 3	21	2	10.5
3 Spanish 2	75	4	18.8	2 French 4	18	1	18
2 Spanish 3	62	3	20.7	3 French 4	16	1	16
3 Spanish 3	67	3	22.3	*L2/3 French 5	13	1	13
2 Spanish 4	58	3	19.3	AP French	19	1	19
3 Spanish 4	33	2	16.5	*Dual Enrollment			
3 Spanish 5	26	1	26.0	TOTAL/AVERAGES:	193	13	14.8
2 Spanish 5	44	2	22.0				
AP Spanish Lang	48	3	16.0	World Language & Culture	7	1	7
AP Spanish Lit	15	1	15.0				
TOTAL/AVERAGES:	577	30	19.2				
HHS				HHS			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Chinese 1A	17	1	17				
Chinese 1	7	0	6				
Chinese 2	29	2	14.5				
Chinese 3	31	2	16				
Chinese 4	0	N/A					
AP Chinese	12	1	12				
TOTAL/AVERAGES:	96	6	16				

PROJECTED FINE ARTS CLASS SIZES (2024-2025)--Based on 5/1/24 Course Request Data

PROJECTED FINE ARTS CLASS SIZES (2024-2025)--Based on 5/1/24 Course Request Data							
				HHS--Music	Requests 24-5	Sections 24-5	Average Size
HMS	Requests 24-25	Sections 24-5	Average Size				
Art 7	98	6	16.3	Wind Ensemble	42	1	42.0
Art 8	98	6	16.3	Concert Band	29	1	29.0
				TOTAL/AVERAGES:	71	2	35.5
TOTAL/AVERAGES:	196	12	16.3				
				Orchestra	30	1	30.0
				Freshman Orchestra	18	1	18.0
HMS	Requests 24-25	Sections 24-5	Average Size	TOTAL/AVERAGES:	48	2	24.0
Band 7	66	2	33.0				
Band 8	42	1	42.0	Concert/Mixed Chorus	20	1	20.0
				TOTAL/AVERAGES:	20	1	20.0
TOTAL/AVERAGES:	108	3	36.0				
HMS	Requests 24-25	Sections 24-5	Average Size	AP Music Theory	9	1	9.0
Chorus 7-8	58	4	14.5	Intro to Piano	17	2	8.5
				Songwriting	10	1	10.0
				*Guitar (16 max)	16	1	16.0
TOTAL/AVERAGES:	58	4	14.5				
				*26 registered, 16 max			
HMS	Requests 24-25	Sections 24-5	Average Size	TOTAL/AVERAGES:	52	5	10.4
Orchestra 7	38	2	19.0				
Orchestra 8	26	1	26.0				
				Music Appreciation	0	N/A	
TOTAL/AVERAGES:	64	3	21.3	Fundamentals of Music	0	N/A	
HMS	Requests 24-25	Sections 24-5	Average Size	HHS--Drama	Requests 24-5	Sections 24-5	Average Size
Drama 7	58	4	14.5	Acting I & II	23	2	11.5
Drama 8	36	4	9.0				
				TOTAL/AVERAGES:	23	2	11.5
TOTAL/AVERAGES:	94	8	11.8				
				HHS--Visual Arts	Requests 24-5	Sections 24-5	Average Size
				Drawing and Painting 1	46	3	15.3
				Drawing and Painting 2	21	2	10.5
				Drawing and Painting 3	8	1	8.0
				Ceramics 1 & 2	48	3	16.0
				Wheel Throwing/Avd.Wheel/AP3D	95	7	13.6
				Graphic Design I, II & III	17	2	8.5
				Photography I & II	22	2	11.0
				TOTAL/AVERAGES:	257	20	12.9
				Draw/Paint 4 (Portfolio)	0	N/A	
				AP Studio Art: 2D	0	N/A	
				Mixed Media	6	N/A	

PROJECTED LMC CLASS SIZES (2024-2025)-----Based on 5/1/24 Course Request Data

HMS	Requests 24-25	Sections 24-5	Average Size		
TVP	0	N/A			
HHS	Requests 24-25	Sections 24-5	Average Size		
AP Sem	62	3	20.7		
AP Research	34	2	17.0		
TVP	37	3	12.3		
TOTAL/AVERAGE:	133	8	16.6		

PROJECTED PHYSICAL EDUCATION/HEALTH CLASS SIZES (2024-2025)----Based on 5/1/24 Cours								
HMS-PE	Requests 24-25	Sections 24-5	Average Size		HMS-Health	Requests 24-25	Sections 24-5	Average Size
Gr. 7-8 PE	571	40	14.3		Gr.7-8 Health	571	40	14.3
TOTAL/AVERAGE:	571	40	14.3		TOTAL/AVERAGE:	571	40	14.3
HHS-PE	Requests 24-25	Sections 24-5	Average Size		HHS-Health	Requests 24-25	Sections 24-5	Average Size
Grade 9 PE	282	12	23.5		Gr. 10 Health	262	14	18.7
Intro to Yoga	31	2	15.5					
Team Sports	48	4	12.0		TOTAL/AVERAGE:	262	14	18.7
TOTAL/AVERAGE:	361	18	20.1					

PROJECTED TECH ENGINEERING CLASS SIZES (2024-2025)--Based on 5/1/24 Course Request Data

	Requests 24-25	Sections 24-5	Average Size	
*Grade 7 Wood Tech	161	10	16.1	
*Grade 8 Tech Eng.	159	8	19.9	
*Year long courses; meet every other day				
TOTAL/AVERAGES:	320	18	17.8	
	Requests 24-25	Sections 24-5	Average Size	
Automotive Engineering	17	2	8.5	
Wood Tech	43	4	10.8	
Power Tech/Adv. Power	11	1	11.0	
Adv. Woodworking	29	4	7.3	
Technical Drawing	7	1	7.0	
Engineering & Robotics	11	2	5.5	(Note: 7 Electronics Students may join, bringing total requests to 18)
**Construction Tech (TRACES)	10	1	10.0	
**3 students=5 credits; 7 Students=10 credits				
TOTAL/AVERAGES:	128	15	8.5	

FREQUENTLY ASKED QUESTIONS AND ANSWERS

District Participation in School Choice

1. May a school committee vote to specify into which schools, grades, and programs it will admit students through school choice?

Yes. When determining capacity for admission of school choice students by June 1st for the upcoming school year, school committees may specify the schools and grades in which seats are available for non-resident students. See G.L. c. 76, § 12B(c). Therefore, it is permissible for a school committee to limit the admission of non-resident students through school choice to specific grades, programs, and schools.

It is important to note, however, that once a non-resident student is admitted through school choice, the school district must treat students admitted through school choice in the same manner as it treats students residing in the district. The basic premise of the school choice law is that a school choice student once admitted to the district must be treated in the same way a resident student is treated. Therefore, if students who reside in the district are permitted to transfer to other schools or programs within the district, then students admitted through school choice must also be permitted to transfer to other schools or programs in the district.

2. May a school committee rescind an earlier vote to participate in school choice?

It depends. If the new vote of the school committee occurs before June 1, it overrides the previous vote. Students who are already participating in the school choice program, or who were admitted prior to the new vote, have a right to continue attending school in the receiving district. If the new vote of the school committee occurs on or after June 1, it is ineffective and the district remains a school choice district for the upcoming school year.

3. May a school committee rescind an earlier vote to withdraw from school choice?

Yes. Consistent with statutory presumption that all school districts will participate in school choice, a school committee may rescind an earlier vote to withdraw from school choice. The new vote to participate in school choice need not occur prior to June 1st.

Provision of Information on School Choice

4. May a district advertise its status as a school choice district?

Yes. Advertising its status and seats available for admission is consistent with notifying potential applicants of the availability of seats and the process for admission through school choice. The Department annually updates and publishes the [list](#) of districts that participate in school choice on its website.

5. How should districts that participate in school choice inform potential applicants of the application process?

Districts participating in school choice are encouraged to publish the availability of school choice seats and the district's admission process and deadlines, including making such information readily available on the district's website. School districts must also provide the information upon request.

6. Where can a family obtain information about how to apply through school choice?

Applicants should contact the district they want to attend for information on how to apply for school choice.

Admission and Continued Attendance of Students

7. Does a student need to be a Massachusetts resident to seek admission pursuant to G.L. c. 76, § 12B?

Yes. Admission through school choice is only open to residents of Massachusetts. See G.L. c. 76, § 12B(a) (definition of sending district). Additionally, a student must be a resident of Massachusetts to attend and to continue attending a receiving district through school choice.

8. Must a school district use a random selection process?

The statute requires a random selection process if there are more applications for admission than there are seats available. The statute also prohibits school districts from discriminating in the admission of any student on the basis of race, color, religion, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance, or proficiency in the English language. G.L. c. 76, § 12B(j).

9. May a school choice district accept students at any time during the school year?

Yes, provided that there are fewer applicants than seats available for school choice students. If there are more applicants than seats available, the receiving

district must conduct a random selection process prior to July 1st and again, assuming there are seats available, prior to November 1st. Once names are selected during a random process, the district can maintain a waitlist of those names and admit students from that list during the year should seats become available. The same requirements regarding notice to the sending district apply to students admitted during the year as apply to students admitted before a school year begins. See the discussion under “student Selection Process” on page 2 of this advisory.

10. Must school districts establish a sibling preference policy when admitting students pursuant to G.L. c. 76, § 12B?

Yes. Under G.L. c. 76 § 12B(j), any sibling of a student currently attending school in the receiving district receives a preference for admission. Siblings are students who have a common parent, either biologically or legally through adoption. Children who live in the same household, such as step-siblings and foster children, and do not share a common parent are not siblings for purposes of receiving a sibling preference for admission. Students entitled to a sibling preference are those who have a sibling currently attending school in the receiving district when an offer of admission is made.

This preference is available to students who have a common parent regardless of whether the students live in the same household, whether the student currently attending was admitted as a resident student or through school choice, or whether the student currently attending will still be enrolled when the newly admitted student begins attending. The sibling preference is not available for students who do not share a common parent biologically or legally and live in the same household.

Receive Sibling Preference	Do Not Receive Sibling Preference
<ul style="list-style-type: none"> • Students who live in different households but share a common biological or legal parent • Siblings of students who will graduate at the end of the school year in which the admissions process occurs 	<ul style="list-style-type: none"> • Children who live in the same household but do not share a common biological or legal parent • Foster children without a common biological or legal parent • Step-siblings without a common biological or legal parent • Siblings of applicants accepted for admission who are not yet attending, including twins

The sibling preference applies only when one sibling is already attending in the school choice district. If siblings of the same family apply simultaneously and only one sibling is admitted, no preference is available for the sibling who has not yet been admitted.

11. How does sibling preference apply when a student is seeking to attend a regional vocational technical high school through school choice under G.L. c. 76, § 12B?

Siblings of students currently attending the regional vocational technical school seeking admission under G.L. c. 76, § 12B, must receive a sibling preference during the admission process for school choice. The sibling preference applies to regional vocational schools admitting students under G.L. c. 76, § 12B, in the same manner that it applies to all other schools.

12. May districts designate students as school choice who have not been admitted through the school choice process?

No. Only students admitted through the school choice process may be counted and reported as school choice students.

13. May a school district establish a preference for the children of school district or other municipal employees when admitting students through school choice?

No. A preference for admission on any basis other than for siblings is inconsistent with the random selection requirement in the statute. Outside of school choice, however, a school district may admit children of school district and municipal employees under G.L. c. 76, § 12. Also see FAQ No. 29. The receiving district is not eligible to receive school choice tuition for such students.

14. Without signed parental consent, may a receiving district contact a student's district of residence to obtain records?

During the application phase, the school choice district should not obtain or consider student records from the student's previous or current district. Once a student is admitted and accepts that offer of admission, however, the receiving district can request student records from the sending district as a matter of right under the student record regulations at [603 CMR 23.07\(4\)\(g\)](#). This regulation provides as follows.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

15. May a receiving district consider a student's disciplinary record prior to accepting a student?

No. A receiving district may not consider a student's disciplinary record during the admission process under G.L. c. 76, § 12B. In consultation with its lawyer, a district may consider beginning its own disciplinary process once a student is attending.

16. May a school district refuse to admit students through school choice who have been expelled from another school?

No. Prior to 2014, school officials had discretion to admit or not to admit a student who had been expelled. The disciplinary statutes were revised in 2014 and the language permitting public schools to refuse to admit expelled students was deleted. Therefore, public schools may no longer refuse to admit students because they were expelled from another school. While not addressing school choice explicitly, the [advisory](#) and [question and answers](#) on student discipline posted on the Department's website provide more detailed information about student discipline laws.

17. May a receiving district rescind an offer of admission based upon a student's disciplinary record?

No. A receiving district may not rescind an offer of admission based upon a student's disciplinary record. In consultation with its lawyer, a district may consider beginning its own disciplinary process once a student is attending.

18. How can a selective secondary school participate in school choice and still be "selective?"

Selective secondary schools in Massachusetts, which are primarily regional vocational technical schools, admit students pursuant to an admissions plan that has been approved by the Department. Participating in school choice under G.L. c. 76, § 12B, is an additional option for regional vocational technical schools that have seats not filled by resident students.¹⁰ School choice students are accepted after resident students who meet the minimum requirements for admission.

The admission of students through school choice under G.L. c. 76, § 12B, is a separate and distinct process from the admission of students to a regional vocational school pursuant to its selective admissions plan approved by the Department. If a regional vocational technical school admits students under G.L. c. 76, § 12B, it may not consider, among other characteristics, athletic

¹⁰ Inter-district school choice under G.L. c. 76, § 12B, is separate and distinct from the nonresident student tuition process under G.L. c. 74 and 603 CMR 4.00. There are significant differences between the two programs. Additional information regarding the nonresident tuition process may be found at <http://www.doe.mass.edu/cte/admissions/>.

performance, physical handicap, special need, or academic performance. An admissions process under G.L. c. 76, § 12B, is not a selective admissions process.

19. May a child who is too young to be eligible for kindergarten entry in his or her district be admitted through school choice as a kindergarten student in another district that has a different age standard?

Yes. If the child qualifies for admission to the receiving district, the district of residence must pay the school choice tuition for this student. Additionally, if the student returns to the district of residence after completing kindergarten, the district of residence must enroll this student like any other student enrolling in the district for the first time, including grade placement.

Example

Children in District A must be five years old by September 1st to enter kindergarten. Children in District B must be five years old by December 31st to enter kindergarten. Student 1 from District A, who does not meet District A's age requirement, enrolls in kindergarten in District B through school choice. District A is responsible for this student's tuition even though the student would not be eligible to enroll in District A. The fact that the sending district has a different kindergarten entry age is irrelevant under school choice, except to the extent that it may motivate families to seek enrollment of the child in another district. Additionally, should Student 1 return to District A for a subsequent grade, District A should enroll that student as it would any other student who moves into the district for the first time and seeks to attend school.

20. May a district admit students into pre-kindergarten through school choice?

Yes, districts may admit students into pre-kindergarten programs through school choice provided they follow the admission practices required for school choice and do so after admitting all resident students. Note, however, that receiving districts will receive school choice tuition only for those pre-kindergarten students who qualify for special education and have an IEP.

21. If a resident student moves from the district but wishes to continue to attend school there, may the district enroll this student through school choice? May the district provide this student an admission preference? May the district count this student as a school choice student?

Provided it participates in school choice, the district may enroll such a student if it follows the same process that it uses for all other non-resident students, including the provisions relating to public notice. The district, however, may not provide an admission preference to this student or admit this student ahead of other students who may wish to be admitted or who are on a waitlist. Alternatively, the school committee could allow the former student to continue to attend at no cost to the student's family or could enter into an agreement with the school committee of the

new district of residence to allow that student to attend at the expense of the new school district. See G.L. c. 76, § 12 (addressing agreements between school committees for the education of students), and FAQ No. 30. If the student is not admitted through school choice following the same process that it uses for all other non-resident students, the district cannot count the student as a school choice student, receive school choice tuition for the student, or otherwise “convert” the student to school choice.

22. What happens to a school choice student’s status if the student studies abroad independent of the school district’s programs or otherwise stops attending school in the receiving district?

The receiving district would unenroll the student if he or she stops attending school in the receiving district. The student no longer has a right to attend school in the receiving district. Instead, if seats were available and the student wished to attend again in the receiving district, the student would need to reapply and participate in the same application process as all other non-resident students. The receiving district cannot provide an enrollment preference to this student or admit this student ahead of other students.

23. May a receiving district approve a home schooling plan for a student who does not reside in the district?

No. Under G.L. c. 76, § 1, the student’s district of residence has authority to evaluate and approve home education plans. Such approval must occur in advance of withdrawing a student from school. See G.L. c. 76, § 1 (student of compulsory school age must “attend a public day [or some other approved school . . . but such attendance shall not be required of a child . . . who is being otherwise instructed in a manner approved in advance by the superintendent or the school committee.”). Students who are home schooled in Massachusetts are considered to be privately enrolled.

Rights of Students

24. Must a student admitted under school choice reapply for admission in subsequent years?

No. Once a receiving district admits a non-resident student through school choice, that student has the right to remain in the receiving district, provided his or her enrollment is continuous, until he or she graduates from high school or completes the highest grade offered by the district. The right to continued attendance exists even if the school district decides that it will no longer participate in the school choice program.

25. Once a student is accepted through school choice, can the receiving district rescind the acceptance because of the student’s academic record?

No. A district may not rescind an offer of admission based upon a student's academic record because that would be discriminating based upon academic performance, a practice explicitly prohibited by the school choice statute at G.L. c. 76, § 12B(j).

26. Must a school choice district admit students with disabilities who may require out-of-district placements?

Yes. The school choice law explicitly states that applicants cannot be discriminated against on the basis of disability. School districts may not consider whether students have a disability or the nature of their disabilities in determining whether to admit them under G.L. c. 76, § 12B, and similarly may not rescind any offers of admission on the basis of a student's disability or needs.¹¹ Neither a sending district nor a receiving district may require a student who needs an out-of-district placement to unenroll from the receiving district or to re-enroll in the sending district. A student who is accepted through school choice is entitled to the same rights and privileges as if the student were a resident of the district. It is important to note that the school choice tuition for a student with disabilities is determined using a cost calculator similar to the one used for the circuit breaker program; this does not include the costs of evaluations for special education. The costs of evaluations are paid by receiving districts.

27. May a school choice student be disciplined, including suspension or expulsion, by the receiving district?

Yes. The same rules and process regarding discipline that apply to resident students also apply to non-resident students attending through school choice. See the Department's [discipline advisory](#) for additional information regarding student discipline. If a receiving district imposes discipline on a school choice student, it must provide alternative educational services. While a student always has the right to re-enroll in the district of residence, a receiving district may not "send a student back" to the district of residence following discipline or otherwise pressure a student to re-enroll in the district of residence.

¹¹ Under the special education regulations at [603 CMR 28.10\(6\)\(b\)](#), the school choice district must invite the district of residence to Team meetings "provided such participation [does] not limit the student's right to a timely evaluation and placement."

28. If a student who is participating in school choice becomes homeless, may the student continue to participate in school choice?

Yes. Students who are attending through school choice under G.L. c. 76, § 12B, have a right to continue attending as school choice students through the full course of curriculum. This is true irrespective of whether they become homeless, provided they continue to reside outside the district in which they attend school through school choice. In general, however, school choice students do not have a right to transportation.

Alternatively, the student may continue to attend in the school choice district as a homeless student under the federal McKinney-Vento Act. Under McKinney-Vento, students who become homeless have a right either to remain in their “school of origin” or to attend school where they are temporarily residing. The school choice district in which the student was attending school when the student became homeless is the “school of origin.” Homeless students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing, and have additional rights to transportation. Detailed information regarding the education rights of homeless students can be found at <http://www.doe.mass.edu/mv/>.

School choice students who become homeless and who wish to remain in school in the receiving district may choose whether to continue attending as school choice students or whether to exercise their rights to continue attending in the school choice district under McKinney-Vento. While school districts should inform parents, guardians, and students of their rights, school districts may not pressure or otherwise encourage such students to make a particular choice or to give up their rights. The consequences of such a choice are significant. If the student chooses to continue to be a school choice student, they will not have access to transportation services. If the students chooses to continue attending under McKinney-Vento, they will have access to transportation but may not be able to continue attending school in the district beyond the end of the school year in which they get permanent housing.

29. May a homeless student seek admission through school choice?

Yes, a homeless student has the same right to seek admission through school choice as any other student who resides in Massachusetts.

30. May a district report to the Department a student as “school choice” solely because the student became homeless and resides temporarily outside the school district in which the student attends school?

No. School districts may only report students to the Department as “school choice” if the students have been admitted to the district through the admission process for school choice. Students may not be “converted” to school choice

solely because they live outside the district in which they attend school.

31. Are students placed in foster care by the Department of Children and Families school choice students?

No. Students who reside in a foster home are not school choice students on that basis alone. Students in foster care, however, may seek admission through school choice to districts other than those in which they live. Detailed information regarding the education of students in foster care can be found at <http://www.doe.mass.edu/sfs/foster/>.

32. If a student lives in two school districts and attends school in one of those districts, is that student a school choice student?

No. If a student lives in two separate residences because his or her parents share physical custody, irrespective of how that time is divided, the student may choose either location as the district of residence for purposes of attending school. That student is considered a resident of whichever district in which he or she chooses to attend school. Such students are not counted or reported as school choice students.

33. If a student lives in two school districts and applies to a third districts through school choice, which district of residence is the sending district?

Both districts of residence are sending districts and the school choice tuition is split between the two districts.

Transition between Schools

34. Does a student who attends an elementary or K-8 school district through school choice have an automatic right to progress with resident students to a regional high school?

No. Effective beginning with fiscal year 2020, school year 2019-20, a school choice student admitted to an elementary or K-8 district does not have a right to attend high school in a regional school district, including a regional vocational technical district. Because regional school districts are districts separate from municipal school districts, those districts separately determine whether to participate in school choice and, if so, into which schools, grades, and programs it will admit students through school choice.¹² If the regional school district operating the high school participates in school choice, a non-resident student may seek to attend the regional high school through school choice under G.L. c. 76, § 12B.

¹² Municipalities, as opposed to school districts, are the members of regional school districts. G.L. c. 71, §15.

Note: This is a change from the Department’s prior interpretation of the school choice statute, which advised that a non-resident student admitted through school choice had an automatic right to progress to a separate regional school district for later grades. In changing its interpretation, the Department carefully examined the plain language of the statute. Recognizing this shift, students currently admitted to or attending an elementary or K-8 district through school choice will continue to have an automatic right to attend through graduation from the regional school district, consistent with our past guidance. For future students who may seek admission through school choice, the Department now requires municipal school districts to provide clear, written notice that they will not have an automatic right to progress to the regional school district for later grades. This change takes effect starting with students admitted for fiscal year 2020, school year 2019-20.

Example

Student 1 lives in District A and, beginning in fiscal year 2020, attends school in District B through school choice. District B is a municipal school district and offers grades K-8. Municipality B, the municipality in which District B is located, is a member of a regional school district, District C, for grades 9-12. Student 1 does not have an automatic right to attend high school in District C. Student 1, however, may be able to attend high school in District C if District C participates in school choice and has seats available.

35. How does the right to attend a school choice district through high school graduation apply to a district that tuitions out students in higher grades to a school district that is not a school choice district?

Under G.L. c. 71, § 6, school committees of towns not maintaining a high school enter into tuition agreements for students to attend high school. The general premise of school choice is that a receiving district must treat a school choice student in the same way it treats a resident student. Therefore, the receiving district must tuition school choice students to high school in the same manner as it tuitions resident students. The high school into which students are tuitioned will charge the tuition for all students it receives to the K-8 district, including students who were attending the K-8 district through school choice. The K-8 district includes school choice students on its school choice reports and receives the school choice tuition from the students’ communities of residence.

Example

Student 1 lives in District A and attends school in District B through school choice. District B is a municipal school district and offers grades K-8. Municipality B is not a member of a regional school district. District B, therefore, tuitions its students into District C for high school. Student 1 has a right to attend high school in District C in the same manner as students who reside in District B. District C will receive the agreed-upon

tuition from District B, and District B will receive school choice tuition from District A.

Transportation and Other Tuition Arrangements

36. Must a school choice district provide transportation to non-resident students with disabilities?

Students who participate in the school choice program do not receive transportation services unless those services are included in a student's IEP. Specialized transportation is considered a "related service" under state and federal laws regarding special education and, if needed, should be included on the student's IEP. The receiving district would provide this transportation and the sending district would reimburse the receiving district for the cost of providing this service under G.L. c. 76, §12B(f).

37. May a school committee accept students from another school district on a tuition basis apart from school choice?

Yes. The school choice law does not affect G.L. c. 76 § 12, which states that

[a]ny child, with the consent of the school committee of the town where he resides, may attend, at the expense of said town, the public schools of another town, upon such terms as may be fixed by the two committees.

In addition, other statutes, including [G.L. c. 71B, § 4](#) (special education), and [G.L. c. 74, § 7](#) (non-resident vocational technical education),¹³ explicitly provide additional means for certain students to attend the schools in communities in which they do not live. School choice under G.L. c. 76, § 12B, is a separate program and does not affect these statutes.

38. May a school committee charge tuition for out-of-state residents?

Yes. School choice law under G.L. c. 76, § 12B, does not affect [G.L. c. 71, § 6A](#), which allows city, town, and regional school districts to admit non-Massachusetts residents on a tuition basis. That statute also allows school committees to vote to waive the tuition for such students.

¹³ Inter-district school choice under G.L. c. 76, § 12B, is separate and distinct from the nonresident student tuition process under G.L. c. 74 and 603 CMR 4.00. There are significant differences between the two programs. Additional information regarding the nonresident tuition process may be found at <http://www.doe.mass.edu/cte/admissions/>.

ATTACHMENT: [G.L. c. 76, § 12B](#)

Section 12B. (a) As used in this section, the following terms shall have the following meanings:

"Above foundation reimbursement amount", (i) for fiscal year nineteen hundred and ninety-four, fifty percent of the net losses due to the provisions of this section; provided, however, that if the amount lost by said district pursuant to subsection (f) is greater than two percent of the total school budget of said district, the amount of said reimbursement shall be equal to seventy-five percent of the net losses due to the provisions of this section; (ii) beginning in fiscal year nineteen hundred and ninety-five, twenty-five percent of the net losses due to the provisions of this section.

"Receiving district", any city, town or regional school district within the commonwealth in which a child does not reside, but in which that child attends public school under the provisions of this section.

"Sending district", any city, town or regional school district within the commonwealth in which a child resides, but in which that child does not attend public school under the provisions of this section.

"State school choice limit", in fiscal year nineteen hundred and ninety-four, one percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-five, one and one-half percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-six, one and three-quarters percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-seven and thereafter, two percent of the total number of students attending public schools in the commonwealth; provided, however, that students enrolled under the program for the elimination of racial imbalance as provided in section twelve A shall not be counted toward these limits.

(b) Notwithstanding the provisions of section twelve, or any other special or general law to the contrary, any child may attend a public school, in a city or town where he does not reside; provided, however, that the receiving district shall be paid by the commonwealth a tuition rate as established in subsection (f).

(c) Not later than May first of every year, the school committee of each city, town or regional school district shall submit a report to the department stating:

(1) The capacity of each school in said city, town or regional school district for the following academic year.

(2) The number of students expected to attend each school in said city, town or regional school district in the following academic year.

(3) The number of students attending said school district under the terms of this section in the prior school year and the number of those students who are expected no longer to be attending said school district in the next school year.

(4) The number of additional seats therefore available to non-resident students reduced by the number of students enrolled under the program for the elimination of racial imbalance as provided in section twelve A, in said charter school or each school in said city, town or regional school district. The board may require every district to update this report in whatever manner is required to effectuate the objectives of this section.

(d) Each city, town or regional school district shall enroll non-resident students at the school of such non-resident student's choice; provided, however, that such receiving district has seats available as stated in said report; provided, however, that this obligation to enroll non-resident students shall not apply to a district for a school year in which its school committee, prior to June first, after a public hearing, adopts a resolution withdrawing from said obligation, for the school year beginning the following September. Any such resolution of a school committee shall state the reasons therefor, and such resolution with said reasons shall be filed with the department of education; provided, however, that said department shall have no power to review any such decision by a school committee. If the city, town or regional school district operates an intra-district choice plan, non-resident students may apply for schools on the same basis as resident students, but the intra-district choice plan may give preference to resident students in assigning students to schools.

(e) Not later than the first day of July, each city, town or regional school district shall each year submit a non-resident attendance report to the board and to the state treasurer, certifying the number of non-resident applicants for each available seat in each school, the disposition of their applications, how many of said applicants will be attending the district in the next school year, the identity of the sending districts for those students, the annual amount of tuition for each such child and the total tuition owed to the district based on full or partial attendance, itemized by the amount attributable to each city or town of residence. The board may review said certification to determine that the amount of the individual tuition charged for each child is in accordance with the provisions of this section and shall inform the state treasurer of any errors. The department may also, on a post-audit basis, verify the admission and attendance of the number of children certified by each school district. In addition to the foregoing, all said districts shall, on October first and April first, report to the board and certify to the state treasurer accurate and up to date reports of all the information required in the non-resident attendance report. If the total number of students admitted to receiving districts pursuant to this section is greater than the state school choice limit, the board shall notify all districts that no more students may be accepted pursuant to this section.

(f) For each student enrolling in a receiving district, there shall be a school choice tuition amount. Said tuition amount shall be equal to seventy-five percent of the actual per pupil spending amount in the receiving district for such education as is required by such non-

resident student, but not more than five thousand dollars; provided, however, that for special education students whose tuition amount shall remain the expense per student for such type of education as is required by such non-resident student. The state treasurer is hereby authorized and directed to deduct said school choice tuition amount from the total education aid, as defined in chapter seventy, of said student's sending district, prior to the distribution of said aid and to deposit said aid in the School Choice Tuition Trust Fund established by section twelve C. In the case of a child residing in a municipality which belongs to a regional school district, the school choice tuition amount shall be deducted from said chapter seventy education aid of the school district appropriate to the grade level of the child. If, in a single district, the total of all such deductions exceeds the total of said education aid, this excess amount shall be deducted from other aid appropriated to the city or town. If, in a single district, the total of all such deductions exceeds the total state aid appropriated, the commonwealth shall appropriate this excess amount; provided, however, that if said district has exempted itself from the provisions of chapter seventy by accepting section fourteen of said chapter, the commonwealth shall assess said district for said excess amount.

(g) The state treasurer is further directed to disburse to the receiving district, from the School Choice Tuition Trust Fund established by section twelve C, an amount equal to each student's school choice tuition as defined in subsection (f); provided, however, that each public school district which admits children under the provisions of this section shall certify to the state treasurer the number of such children attending its public schools, the city or town of residence of each such child, the annual amount of tuition for each such child and the total tuition owed to the district based on full or partial attendance, itemized by the amount attributable to each city or town of residence; and, provided further, that such certification shall be made on October first of each year and April first of each year. Each school district submitting a certification to the state treasurer shall also submit a copy of said certification to the department of education. Said department may review said certification to determine that the amount of the individual tuition charged for each child is in accordance with the provisions of this section and shall inform the state treasurer of any errors. The department may also, on a post-audit basis, verify the admission and attendance of the number of children certified by each school district.

(h) There shall be a parent information system established, maintained and developed by the board of education to disseminate to parents detailed and comparable information about each school system participating in the school choice program, so-called, which shall include, but not be limited to, information on special programs offered by the school, philosophy of the school, number of spaces available, transportation plans, class sizes, teacher/student ratios, and data and information on school performance that indicate its quality. Said information shall include the school profiles, so-called, developed pursuant to section one B of chapter sixty-nine. The board may include information regarding regional choice initiatives as deemed appropriate. The system shall have as its primary goal to ensure that all parents have an equal opportunity to participate in the program of interdistrict choice. The board of education, when disseminating this information shall encourage the parent and student to make at least one visit to the school of choice as part of the application procedure.

(i) Subject to appropriation, the board of education shall develop and administer a school

choice transportation reimbursement program for the purpose of providing reimbursement for the transportation of pupils enrolled under the provisions of this section. Pupils eligible for said reimbursement must be eligible to receive free or reduced cost lunches under eligibility guidelines promulgated by the federal government under 42 USC section 1758. The board may limit said reimbursement to a yearly amount. The types of transportation to be reimbursed pursuant to said program shall include, but need not be limited to, the following: (1) transportation by school buses provided by the sending or receiving district; (2) transportation provided by the parent or guardian of the child; (3) transportation provided by public transportation. All eligible pupils who attend a school district contiguous to the school district of residence of such pupil shall be eligible for said reimbursement. If cost-effective transportation alternatives exist for pupils who attend districts not contiguous to the school districts of residence of such pupil, the board may provide a transportation reimbursement. Said reimbursements may be paid to the district in which the pupil is enrolled, the district of residence of the student, or the parent, guardian or person acting as guardian of the student; provided, however, that said district or parent provide documentation of the transportation expenditure. The board of education shall promulgate regulations for the program to be placed on file with the joint committee on education, arts and humanities of the general court. The board of education shall disseminate information to parents and school systems detailing the availability of said transportation reimbursements. A full description of said school choice transportation reimbursement program shall be submitted to the house and senate committees on ways and means and shall not become effective until ninety days after said submission. Notwithstanding the second paragraph of section one, nothing in this section shall confer upon any student attending a private school any right to transportation or reimbursement therefor.

(j) School committees may establish terms for accepting non-resident students; provided, however, that if the number of non-resident students applying for acceptance to said district exceeds the number of available seats, said school committee shall select students for admission on a random basis; provided, further, that said school committee shall conduct said random selection twice: one time prior to July first and one time prior to November first; provided, further, that no school committee shall discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need or academic performance or proficiency in the English language. The Massachusetts commission against discrimination, established by section fifty-six of chapter six, shall have jurisdiction to enforce the provisions of this section; provided, however, that all students described in subsection (m) shall be entitled to remain in the receiving districts they are attending or have been accepted to attend. Any school committee that accepts non-resident students under the provisions of this section shall notify each district from which it has accepted a non-resident student of its acceptance of that student; provided, however, that a school committee may not publicly release the names of students leaving or entering a district under the provisions of this section. Notwithstanding the preceding provisions of this paragraph, any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.

(k) Any child accepted to attend a public school in a community other than the one in which he resides pursuant to this section shall be permitted to remain in that school system until his high school graduation, unless there is a lack of funding of the program as authorized by said sections.

(l) Notwithstanding the provisions of this section or any general or special law to the contrary, any school district which admitted children on a private tuition basis prior to June thirtieth, nineteen hundred and ninety-one may continue, on that basis, to admit any child who attended its school system prior to that date, as well as any sibling or step-sibling of such child and any foster child residing in the home of such child.

(m) Any student who, pursuant to the provisions of this section, has been attending or has been admitted to attend a public school of a city or town in which he does not reside and for whom the commonwealth has been paying tuition or, in the case of a student recently admitted, would be required to pay tuition in the coming year, shall be deemed to be a student admitted pursuant to paragraph (j), and shall be subject to all of the provisions of this section; provided, however, that said students shall be allowed to remain in said school notwithstanding any determination of capacity or decision by the receiving district to withdraw made pursuant to this section.

(n) Subject to appropriation, any sending district for which the provisions of subsection (f) result in a reduction in state aid shall be eligible to apply for a school choice reimbursement from the commonwealth. If net school spending in a sending district is greater than said foundation budget as defined in chapter seventy, the amount of said reimbursement shall be the above foundation reimbursement amount for that fiscal year. If net school spending in a sending district is less than said foundation budget, the amount of said reimbursement shall be equal to one hundred percent of the positive difference, if any, between (i) the amount transferred pursuant to subsection (f), and (ii) the product of the number of students leaving the sending district and the average per pupil expenditure in the sending district for such education as is required by such nonresident student, for the period the child shall attend; provided, however, that if any district has exempted itself from the provisions of said chapter seventy by accepting section fourteen of said chapter seventy, the district shall be ineligible for a reimbursement under this subsection; provided, further, that if any district in which net school spending is greater than the foundation budget becomes a sending district for the first time in fiscal year nineteen hundred and ninety-five or any year thereafter, the reimbursement amount for that district in the first year that it is a sending district shall be the fiscal year nineteen hundred and ninety-four reimbursement amount; the reimbursement amount for the district in its second year as a sending district shall be the fiscal year nineteen hundred and ninety-five reimbursement amount. Said reimbursement application shall be submitted to the department of education on or before October first of each year together with an educational corrective action plan containing information, recommendations and suggestions relative to: (1) areas needing improvement within the school system of the applicant; (2) methods of improvement to be employed; (3) goals and objectives of said improvement; (4) evaluation and control methods to be used; (5) personnel to be engaged in such improvement; (6) results intended to be accomplished within one year from the

date of application; and (7) methods of increasing parental involvement to be employed; provided, however, that any community or regional school district that has a previously approved plan need not refile said plan; and, provided further, that approval of said plan by said board shall act as a condition precedent to the distribution of said reimbursement to the applicant community or regional school district. Under no circumstances shall the total amount expended pursuant to subsections (h) and (i) and to reimburse sending districts pursuant to this paragraph, be greater than twenty million dollars. If, in any year, the total amount that would be required to reimburse said cities at said rates would be greater than twenty million dollars, then the reimbursement rates shall be reduced proportionately to those rates at which the total cost does not exceed twenty million dollars.

(o) The commonwealth and the school committee of any town may accept funds from the federal government for the purposes of this section. Any amounts received by the school committee of any town from the federal government, from the commonwealth or from a charitable foundation or private institution shall be deposited with the treasurer of such town and held as a separate account, and may be expended by said school committee without further appropriation, notwithstanding the provisions of section fifty-three of chapter forty-four. Whenever such funds are received after the submission of the annual school budget, all or any portion thereof may be expended by the school committee without further appropriation, but shall be accounted for in the next annual school budget.

If the student attends the public schools of another town and it is anticipated that the student shall need the services of a private day or residential school, an individual education plan team meeting shall be convened by the school district in which the child is attending school. The school district in which the student attends school shall notify the school district where the student resides of the team meeting at least five school days prior to the meeting. Personnel from the district in which the child resides shall be allowed to participate in the team meeting concerning future placement of the child.

**Massachusetts Department of Elementary and Secondary Education
Office of District and School Finance
School Choice Receiving District Status**

Each year, school committees decide whether their district will participate in the school choice program in the upcoming school year. **If they choose not to participate, they must take a vote prior to June 1.** Districts report their decisions to the Department each year, the results are listed below. Some districts choose to accept new students, but only in certain grades (see the grades listed below). If districts do not formally restrict enrollment to certain grades, assume that all grades are open for applications. Districts with an asterisk enroll school choice students who were accepted in prior years, but are not planning to admit new students in the current year.

[For information about contacting a district, see the Department's profiles directory.](#)

LEA	District		2021-2022		2022-2023	
			Status	Specified grades	Status	Specified grades
0001	Abington	*	No		No	
0003	Acushnet		No		No	
0005	Agawam		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0007	Amesbury		Yes	Not specified – Contact the district	Yes	K, 2, 4-12
0008	Amherst		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0009	Andover		No		No	
0010	Arlington		No		No	
0014	Ashland		Yes	K, 2, 9-11	Yes	K, 3, 9-12
0016	Attleboro	*	No		No	
0017	Auburn		Yes	6-12	Yes	6-8
0018	Avon		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0020	Barnstable		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0023	Bedford		No		No	
0024	Belchertown		Yes	K, 2-10	Yes	K, 2-4, 6-10
0025	Bellingham		Yes	K, 3-11	Yes	K, 4-12
0026	Belmont		No		No	
0027	Berkley		Yes	K-1, 3-4, 6-7	Yes	Not specified- Contact the district
0030	Beverly		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0031	Billerica		No		No	
0035	Boston		No		No	
0036	Bourne		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0038	Boxford		No		No	
0040	Braintree		No		No	
0041	Brewster		No		No	
0043	Brimfield		No		No	
0044	Brockton		Yes	8, 12	Yes	8-12
0045	Brookfield		Yes	K-5	Yes	Not specified- Contact the district
0046	Brookline		No		No	
0048	Burlington		Yes	9-12	Yes	9-12
0049	Cambridge		No		No	
0050	Canton		No		No	
0051	Carlisle		No		No	
0052	Carver		Yes	K, 1, 9-12	Yes	K, 9-12
0056	Chelmsford		Yes	9	Yes	9
0057	Chelsea		No		No	
0061	Chicopee		Yes	1-12	Yes	K-5
0063	Clarksburg		Yes	4, 5, 8	Yes	Not specified- Contact the district
0064	Clinton		Yes	K-2, 4-12	Yes	K-3, 5-12
0065	Cohasset		No		No	
0067	Concord		No		No	
0068	Conway		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0071	Danvers		No		No	
0072	Dartmouth		Yes	9-12	Yes	9-12
0073	Dedham		No		No	
0074	Deerfield		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0077	Douglas		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0078	Dover		No		No	
0079	Dracut		Yes	K-12	Yes	K-12
0082	Duxbury		No		No	
0083	East Bridgewater		Yes	7-12	Yes	7-12
0085	Eastham		No		No	
0086	Easthampton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0087	East Longmeadow		Yes	6, 9	Yes	4, 6
0088	Easton		No		No	

0089	Edgartown		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0091	Erving		No		No	
0093	Everett		No		No	
0094	Fairhaven		No		No	
0095	Fall River		Yes	K-12	Yes	Not specified- Contact the district
0096	Falmouth		Yes	K-11	Yes	K-11
0097	Fitchburg		Yes	Not specified – Contact the district	Yes	K-3, 8-12
0098	Florida		Yes	2	Yes	Not specified- Contact the district
0099	Foxborough		No		No	
0100	Framingham		No		No	
0101	Franklin		No		No	
0103	Gardner		Yes	9-12	Yes	Not specified- Contact the district
0105	Georgetown		Yes	9	Yes	Not specified- Contact the district
0107	Gloucester		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0109	Gosnold		No		No	
0110	Grafton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0111	Granby		Yes	K-2, 4, 6-10	Yes	1-3, 5, 7-12
0114	Greenfield		Yes	K-2, 6-12	Yes	2, 3, 5, 7-12
0117	Hadley		Yes	Not specified – Contact the district	Yes	K-2, 4-12
0118	Halifax		No		No	
0121	Hancock		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0122	Hanover		No		No	
0125	Harvard	*	Yes	5, 6, 9	No	
0127	Hatfield		Yes	Not specified – Contact the district	Yes	K-12
0128	Haverhill	*	Yes	9-11	No	
0131	Hingham		No		No	
0133	Holbrook		Yes	8-11	Yes	8-11
0135	Holland		Yes	1-6	Yes	Not specified- Contact the district
0136	Holliston		Yes	K-3, 8-12	Yes	K, 2-4, 6-12
0137	Holyoke		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0138	Hopedale		Yes	K, 3-12	Yes	1, 3, 5-7, 9, 10
0139	Hopkinton		No		No	
0141	Hudson		Yes	K-11	Yes	K, 1, 3, 4, 6-11
0142	Hull		No		No	
0144	Ipswich		Yes	1-3, 6-12	Yes	2-4, 6-12
0145	Kingston		No		No	
0149	Lawrence		No		No	
0150	Lee		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0151	Leicester		Yes	5-11	Yes	5-11
0152	Lenox		Yes	K, 4- 6, 9	Yes	K, 4- 6, 9
0153	Leominster		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0154	Leverett		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0155	Lexington		No		No	
0157	Lincoln		No		No	
0158	Littleton		Yes	K-3, 5-12	Yes	K, 2-4, 6, 7, 9-12
0159	Longmeadow		Yes	9	Yes	1, 2, 4
0160	Lowell	*	No		No	
0161	Ludlow		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0162	Lunenburg		Yes	9, 10	Yes	9, 10
0163	Lynn		No		No	
0164	Lynnfield		No		No	
0165	Malden		No		No	
0167	Mansfield		No		Yes	9, 10
0168	Marblehead		No		No	
0169	Marion		No		No	
0170	Marlborough		No		No	
0171	Marshfield		No		No	
0172	Mashpee		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0173	Mattapoisett		Yes	K-1	Yes	K, 1
0174	Maynard		Yes	1-3, 5-10	Yes	Not specified- Contact the district
0175	Medfield		No		No	
0176	Medford		No		No	
0177	Medway		Yes	Not specified – Contact the district	Yes	K-2, 4-6, 8, 10-12
0178	Melrose	*	No		No	
0181	Methuen		No		No	
0182	Middleborough	*	Yes	K-7, 9-12	No	
0184	Middleton		No		No	
0185	Milford		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0186	Millbury		Yes	9-12	Yes	9-12
0187	Millis		Yes	Not specified – Contact the district	Yes	K-4, 6, 7, 9-12

0189	Milton		No		No	
0191	Monson		Yes	K-3, 5-11	Yes	K, 1, 5, 7-11
0196	Nahant		No		No	
0197	Nantucket		No		No	
0198	Natick	*	No		No	
0199	Needham		No		No	
0201	New Bedford		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0204	Newburyport		Yes	Not specified – Contact the district	Yes	1, 2, 6-11
0207	Newton		No		No	
0208	Norfolk		No		No	
0209	North Adams		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0210	Northampton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0211	North Andover		No		No	
0212	North Attleborough		Yes	9-12	Yes	9-12
0213	Northborough		No		No	
0214	Northbridge		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0215	North Brookfield		Yes	3-12	Yes	1-12
0217	North Reading		No		No	
0218	Norton		Yes	K-10	Yes	K-10
0219	Norwell		No		No	
0220	Norwood		No		No	
0221	Oak Bluffs		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0223	Orange	*	Yes	4, 6	No	
0224	Orleans		No		No	
0226	Oxford	*	No		No	
0227	Palmer		Yes	1, 2, 6-7	Yes	3, 4, 7, 8
0229	Peabody		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0230	Pelham		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0231	Pembroke		No		No	
0234	Petersham		Yes	K-1, 4, 6	Yes	Not specified- Contact the district
0236	Pittsfield		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0238	Plainville		No		No	
0239	Plymouth		No		No	
0240	Plympton	*	No		No	
0242	Provincetown		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0243	Quincy		No		No	
0244	Randolph		Yes	Not specified – Contact the district	Yes	6-10
0246	Reading		No		Yes	Not specified- Contact the district
0248	Revere		No		No	
0249	Richmond		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0250	Rochester		No		No	
0251	Rockland		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0252	Rockport		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0253	Rowe		Yes	K, 3, 6	Yes	Not specified- Contact the district
0258	Salem		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0261	Sandwich		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0262	Saugus		No		No	
0263	Savoy		Yes	K, 2, 6	Yes	Not specified- Contact the district
0264	Scituate		No		No	
0265	Seekonk		No		No	
0266	Sharon		No		No	
0269	Sherborn		No		No	
0271	Shrewsbury	*	No		No	
0272	Shutesbury		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0273	Somerset		No		No	
0274	Somerville		No		No	
0275	Southampton		Yes	K	Yes	Not specified- Contact the district
0276	Southborough		No		No	
0277	Southbridge		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0278	South Hadley		Yes	2, 4, 8, 11	Yes	Not specified- Contact the district
0281	Springfield		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0284	Stoneham		No		No	
0285	Stoughton		No		No	
0287	Sturbridge		No		No	
0288	Sudbury		No		No	
0289	Sunderland		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0290	Sutton		No		Yes	9, 10
0291	Swampscott		No		No	
0292	Swansea	*	No		No	
0293	Taunton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district

0295	Tewksbury		No		No	
0296	Tisbury		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0298	Topsfield		No		No	
0300	Truro		Yes	1, 2, 6	Yes	K-6
0301	Tyngsborough		Yes	6, 7, 9-12	Yes	7-12
0304	Uxbridge		Yes	K-12	Yes	K-12
0305	Wakefield		No		No	
0306	Wales		Yes	K, 1, 3-5	Yes	Not specified- Contact the district
0307	Walpole		No		No	
0308	Waltham		No		No	
0309	Ware		Yes	Not specified – Contact the district	Yes	1, 2, 5-12
0310	Wareham		Yes	K-12	Yes	Not specified- Contact the district
0314	Watertown		No		No	
0315	Wayland		No		No	
0316	Webster		Yes	8-12	Yes	K-2, 4, 5, 9-12
0317	Wellesley		No		No	
0318	Wellfleet		No		Yes	Not specified- Contact the district
0321	Westborough		No		No	
0322	West Boylston		Yes	5-7, 8, 9	Yes	5-7, 8, 9
0323	West Bridgewater		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0325	Westfield		Yes	K-12	Yes	K-12
0326	Westford		Yes	1-7	Yes	K, 1, 4-7
0327	Westhampton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0330	Weston		No		No	
0331	Westport		No		Yes	9
0332	West Springfield	*	Yes	2, 4	No	
0335	Westwood		No		No	
0336	Weymouth		No		No	
0337	Whately		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0340	Williamsburg		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0342	Wilmington		No		No	
0343	Winchendon		Yes	K-12	Yes	K-11
0344	Winchester		No		No	
0346	Winthrop		No		No	
0347	Woburn		No		No	
0348	Worcester		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0349	Worthington		Yes	K	Yes	K, 1, 3
0350	Wrentham		No		No	
0406	Northampton Smith		No		No	
0600	Acton Boxborough	*	No		No	
0603	Hoosac Valley		Yes	4-12	Yes	2, 4-7, 9-12
0605	Amherst Pelham		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0610	Ashburnham Westminster		Yes	9-12	Yes	Not specified- Contact the district
0615	Athol Royalston		Yes	Not specified – Contact the district	Yes	11, 12
0616	Ayer Shirley		Yes	Not specified – Contact the district	Yes	K-9
0618	Berkshire Hills		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0620	Berlin Boylston		Yes	7, 10	Yes	K, 3-6, 9
0622	Blackstone Millville		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0625	Bridgewater Raynham		Yes	9-12	Yes	9-12
0632	Chesterfield Goshen		Yes	Not specified – Contact the district	Yes	12
0635	Central Berkshire		Yes	Not specified – Contact the district	Yes	K-5, 7-9
0640	Concord Carlisle		No		No	
0645	Dennis Yarmouth		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0650	Dighton Rehoboth		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0655	Dover Sherborn		No		No	
0658	Dudley Charlton		Yes	5-12	Yes	5-12
0660	Nauset		Yes	6, 9	Yes	Not specified- Contact the district
0662	Farmington River		Yes	Not specified – Contact the district	Yes	K, 3-6
0665	Freetown Lakeville		Yes	K-12	Yes	4-12
0670	Frontier		Yes	Not specified – Contact the district	Yes	7-12
0672	Gateway		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0673	Groton Dunstable		No		Yes	9, 10
0674	Gill Montague		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0675	Hamilton Wenham		Yes	6-12	Yes	Not specified- Contact the district
0680	Hampden Wilbraham		Yes	9-12	Yes	1, 2, 4, 9
0683	Hampshire		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0685	Hawlemont		Yes	K, 2-4	Yes	Not specified- Contact the district
0690	King Philip		No		No	
0695	Lincoln Sudbury		No		No	
0698	Manchester Essex		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district

0700	Marthas Vineyard		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0705	Masconomet		Yes	9-12	Yes	9
0710	Mendon Upton		Yes	K-12	Yes	K, 6-9
0712	Monomoy		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0715	Mount Greylock		Yes	Not specified – Contact the district	Yes	K, 3-6, 9, 10, 12
0717	Mohawk Trail		Yes	Not specified – Contact the district	Yes	K-12
0720	Narragansett		Yes	5-7, 9, 10	Yes	5-7, 9, 10
0725	Nashoba	*	No		No	
0728	New Salem Wendell		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0730	Northboro Southboro		No		No	
0735	North Middlesex		No		Yes	1-3, 6-8, 10, 11
0740	Old Rochester		Yes	7-12	Yes	Not specified- Contact the district
0745	Pentucket	*	No		No	
0750	Pioneer Valley		Yes	K-1, 3-12	Yes	K-5, 7-11
0753	Quabbin		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0755	Ralph C Mahar		Yes	7, 9-12	Yes	Not specified- Contact the district
0760	Silver Lake	*	No		No	
0763	Somerset Berkley		Yes	9	Yes	9
0765	Southern Berkshire		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0766	Southwick Tolland Granville		Yes	4-5, 7-11	Yes	K-2, 4, 6-12
0767	Spencer East Brookfield		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0770	Tantasqua		Yes	7	Yes	Not specified- Contact the district
0773	Triton		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0774	Upisland		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0775	Wachusett	*	No		No	
0778	Quaboag		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0780	Whitman Hanson	*	Yes	9-10	No	
0801	Assabet Valley		No		No	
0805	Blackstone Valley		No		No	
0806	Blue Hills		No		No	
0810	Bristol Plymouth		No		No	
0815	Cape Cod		No		No	
0817	Essex North Shore		No		No	
0818	Franklin County		No		No	
0821	Greater Fall River		No		No	
0823	Greater Lawrence		No		No	
0825	Greater New Bedford		No		No	
0828	Greater Lowell		Yes	Not specified – Contact the district	Yes	9, 10
0829	South Middlesex		No		No	
0830	Minuteman		No		No	
0832	Montachusett		Yes	Not specified – Contact the district	Yes	10-12
0851	Northern Berkshire		No		No	
0852	Nashoba Valley		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0853	Northeast Metropolitan		No		No	
0855	Old Colony		No		No	
0860	Pathfinder		Yes	Not specified – Contact the district	Yes	Not specified- Contact the district
0871	Shawsheen Valley		No		No	
0872	Southeastern		No		No	
0873	South Shore		No		No	
0876	Southern Worcester		No		No	
0878	Tri County		No		No	
0879	Upper Cape Cod		No		No	
0885	Whittier	*	No		No	
0910	Bristol County		No		No	
0915	Norfolk County		No		No	



2023-2025 Professional Development Plan Update

May 9, 2024

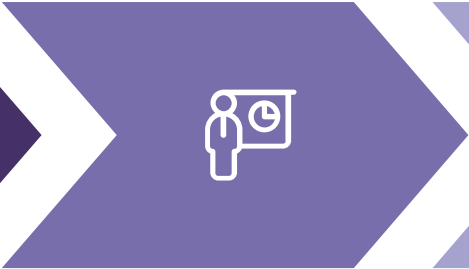
Dr. Margaret Adams, Superintendent
Kathryn Roberts, Assistant Superintendent

Schedule of Plan Updates



**Professional
Development
Plan Update**

May 9, 2024



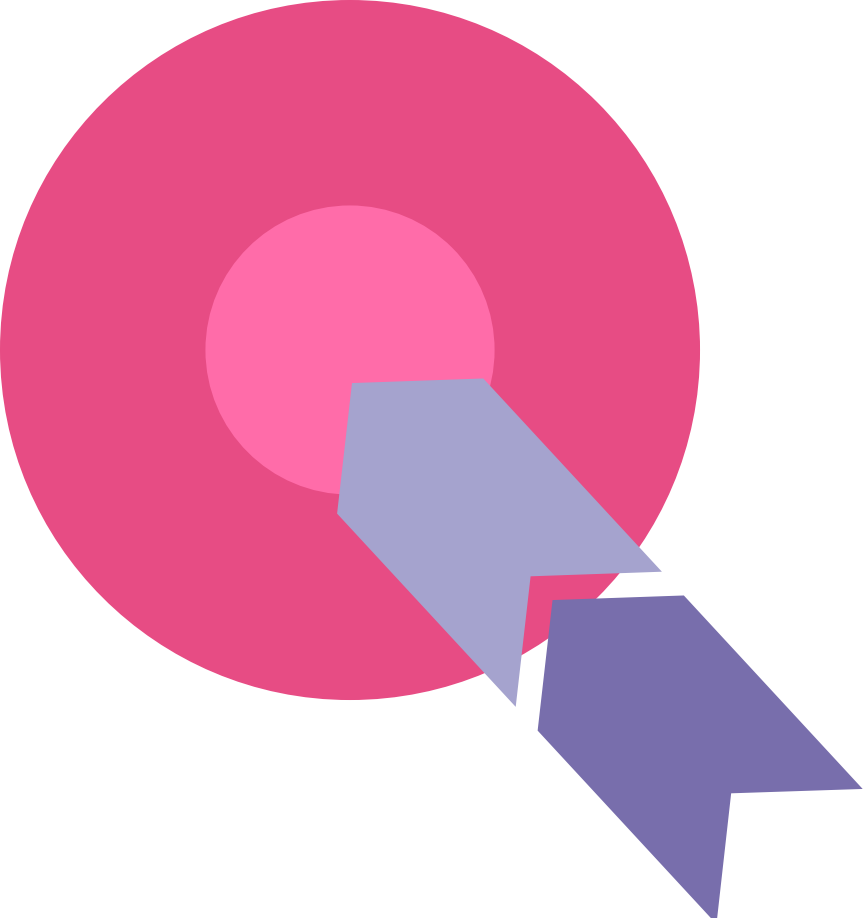
**Technology
Plan
Update**

May 20, 2024



**Equity
Plan
Update**

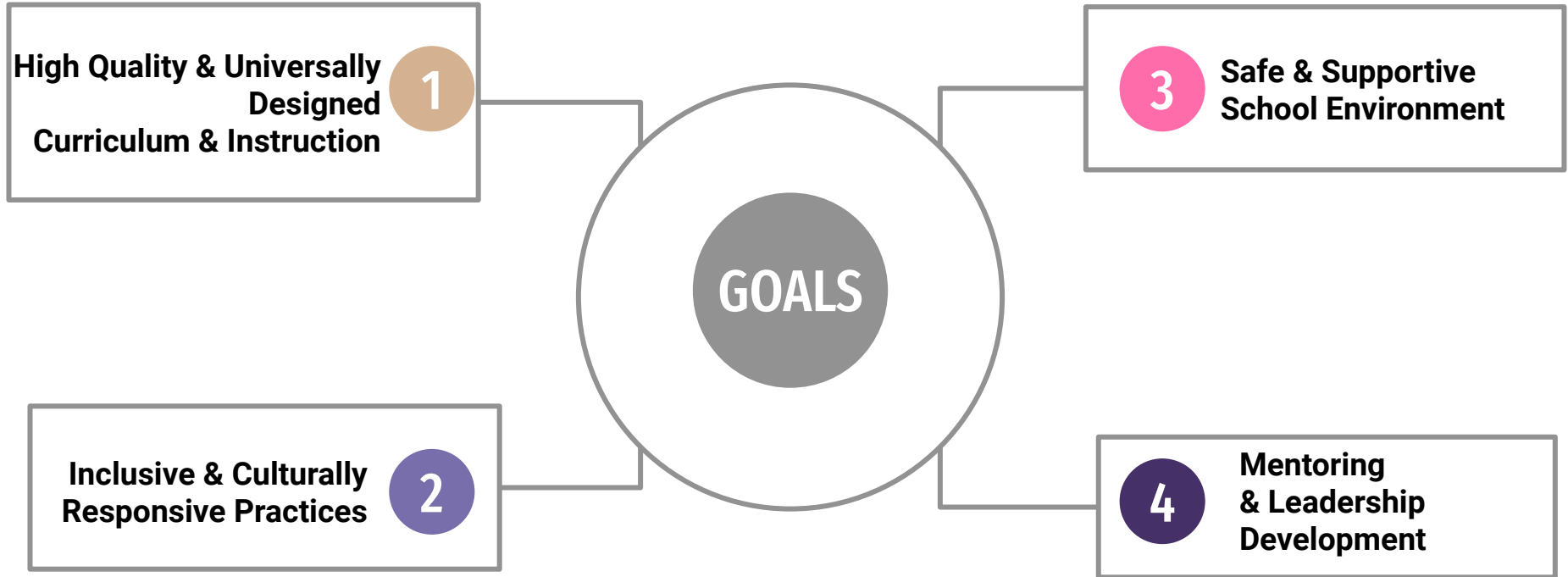
June 17, 2024



Professional Development *Vision Statement*

HPS professional development offerings will be purposeful, collaborative, and responsive to the needs of educators and will be designed to center the inclusion and success of all students. Professional development offerings will develop and leverage internal capacity and leadership, and will also partner with external organizations to further areas for strategic growth.

2023-2025 Professional Development Plan



2023-2024 HPS Professional Development Catalog & Newsletter



Hingham Together

Professional Development Catalog 2023 - 2024

Navigating Our Future

CONTACT INFORMATION

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Assistant Superintendent
Hingham Public Schools
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Hingham, MA 02043
kroberts@hinghamschools.org

HPS Professional Development Corner

Fall 2023

Welcome back HPS educators! The following professional development newsletter highlights some of this year's PD offerings, which are designed to align to [strategic initiatives](#) and respond to the needs of educators expressed in last year's professional development survey. We are grateful to the educators and administrators who collaborated to produce the attached 2023-2024 [Professional Development Catalog](#) and multi-year 2023-2025 [Professional Development Plan](#).



2023-2024 Professional Development Catalog

The attached [2023-2024 Professional Development Catalog](#) is a living document that will continue to evolve over the course of the year. To register for any of the professional development offerings listed in the 2023-2024 PD Catalog, please use the [link](#) to the HPS SMART PD Portal. If you need assistance with your SMART PD username or password, please contact Kaitlin Scott at Central Office for assistance: kscott@hinghamschools.org.

Early Release Calendar

The 2023-2024 [Early Release Calendar](#) was designed using feedback from last year's professional development survey. At the elementary level, our primary focus will be best practices in elementary literacy instruction in support of the *Into Reading* adoption, with some additional offerings related to inclusive practices. These same themes will be highlighted during our monthly [elementary curriculum meetings](#). At the secondary level, we will continue to focus on universally designed curriculum, with additional offerings related to inclusive and innovative practices, such as the *UDL and Ed Tech Symposium*. This year's early release day workshops will also include a full calendar of offerings designed specifically for [paraeducators](#), with offerings in topics such as executive function, supporting student writing, and inclusive practices.



Inclusive Practice Fellows

Many thanks to Hingham Education Foundation for their generous funding of the *Inclusive Practice Fellows* summer workshop, focused on UDL. The session was led by Inclusive Practice Coach, Emily Patt of the SEEM Collaborative, and focused on making connections between implementing UDL and creating more equitable classrooms. Her [slides](#) can be found at the attached link. Stay tuned for additional offerings in UDL and Inclusive Practices across the district this year.

Grade 6-12 Technology Integration Fellows

Additional thanks to Hingham Education Foundation for their generosity in funding the *Gr. 6-12 Tech Integration Fellows* summer workshop, which focused on integration of Viewsonic Boards (hosted by HHS teacher Sarah Jacobson) and the use of AI in the classroom (hosted by technology specialist Greg Kulowiec). A link to Sarah's Viewsonic Google Classroom resources can be found using join code [ih4k3so](#) and the AI [slides](#) can be found at the attached link. Stay tuned for additional offerings in Ed Tech, including the *UDL and Ed Tech Symposium* and additional Viewsonic offerings.



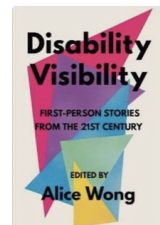
Mentoring Program

Many thanks to our all-star HPS Mentoring Coordinators, Jen Driscoll and Hilary Cicerone, and their [team](#) of building-based mentoring liaisons for their work in coordinating an incredibly rich professional development series for new staff. In addition to planning New Teacher Orientation, the team members will also coordinate full day in services and after school meetings to support new educators throughout the year. We are grateful as well to our experienced mentors who will check in weekly with new teachers to provide timely support.

Book Studies/PLCs

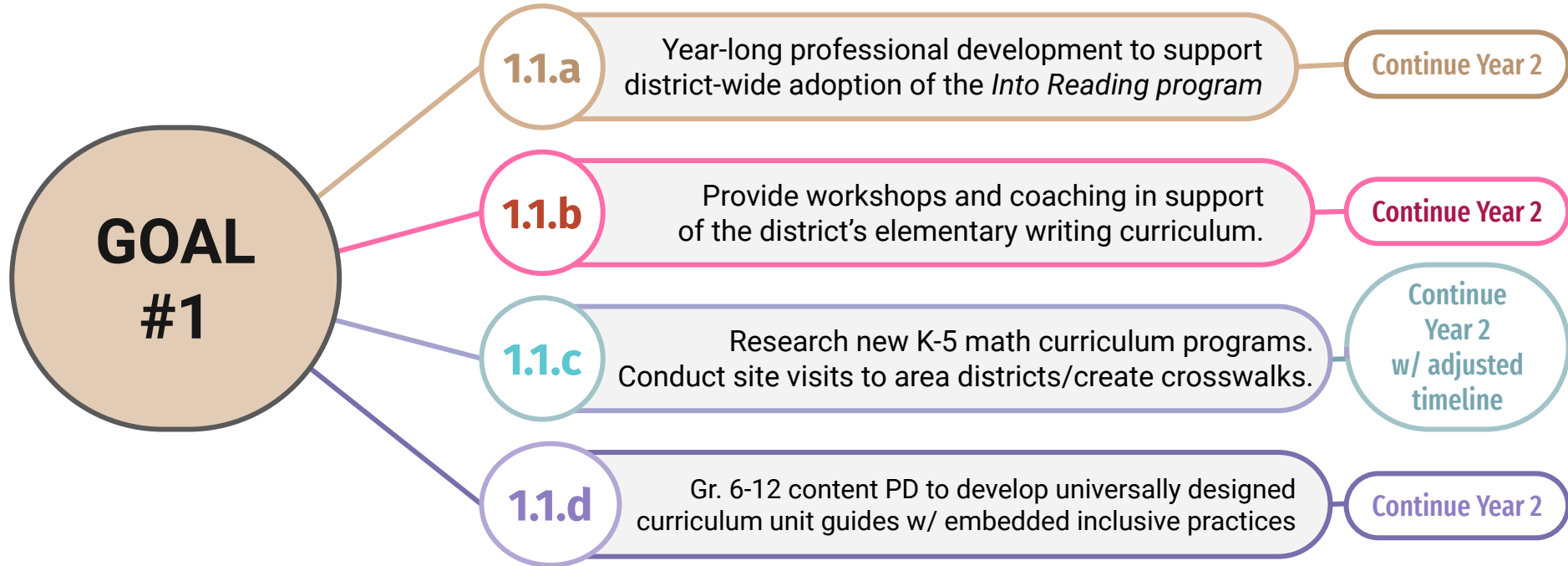
Interested in chatting about new ideas and best practices with colleagues? Check out the proposed PLCs and book studies featured in the 2023-2024 PD Catalog on titles including *Disability Visibility*, *Grading for Equity*, *Achievement Culture* and *UDL Now!*

Interested in leading a book study or PLC? Please use the [attached](#) form to submit your proposal to [Katie Roberts](mailto:Katie.Roberts).



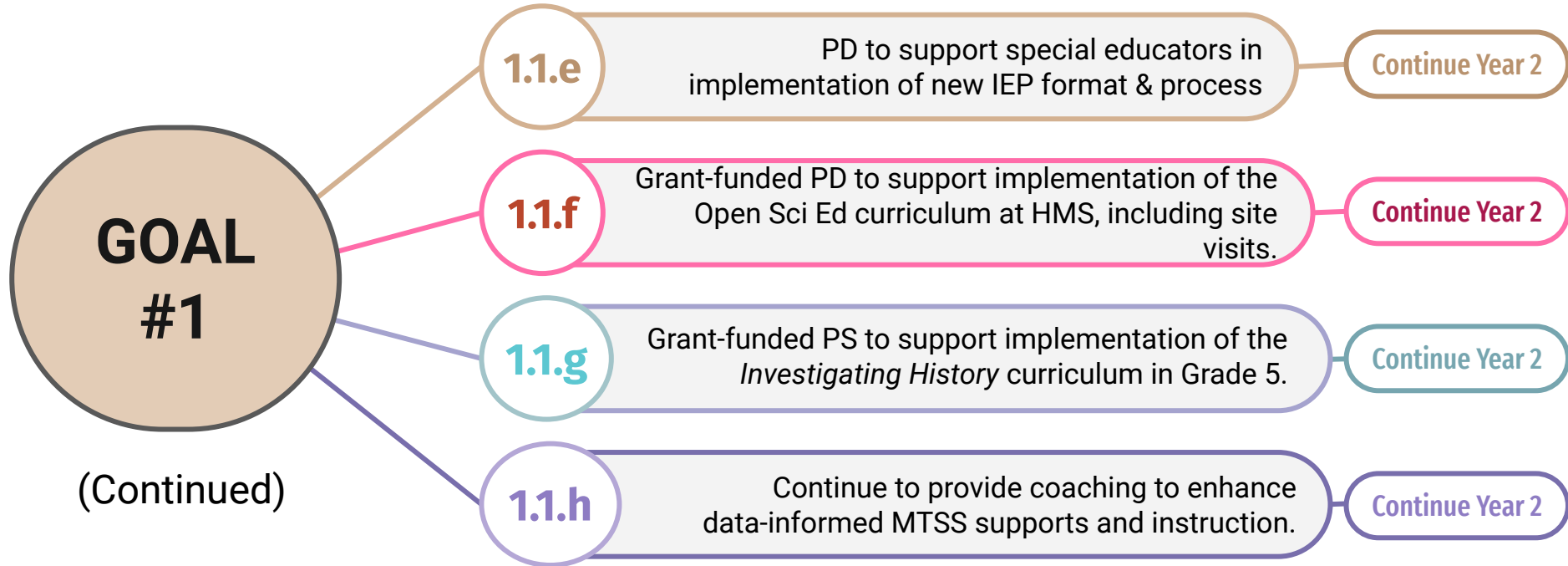
High Quality & Universally Designed Curriculum & Instruction

2023-2024 Progress



High Quality & Universally Designed Curriculum & Instruction

2023-2024 Progress



High Quality & Universally Designed Curriculum & Instruction Plans for 2024-2025

Continued PD emphasis on evidence-based early literacy instruction, including on-campus offering of IMSE OG Comprehensive Plus. (Summer 2024)

Continued PD support for implementation of *Open Sci Ed* and *Investigating History* units.

Continued PD emphasis on reading & writing across the content areas.

Continued PD support of implementation of the new IEP format and process.

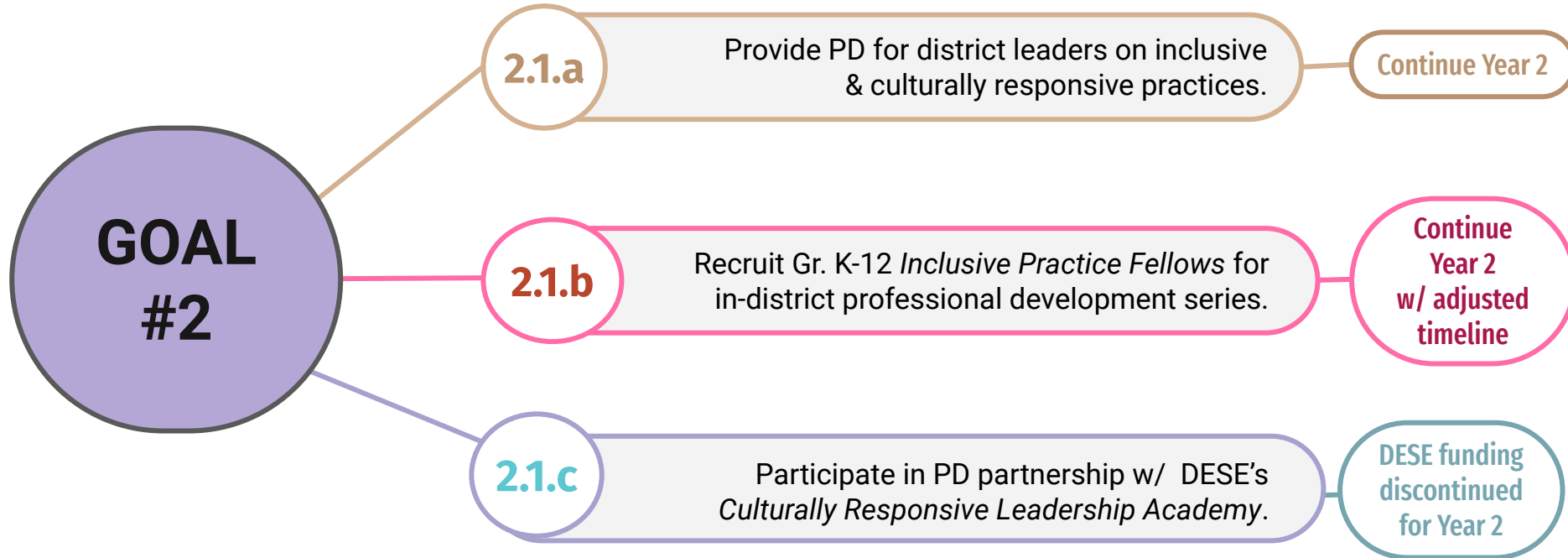
Continued research of new elementary math program for future pilot in 2025-2026 and coaching emphasis on math instructional practices

Continued PD support of the MTSS system, structures and data practices.

2024-2025 Highlights & Next Steps

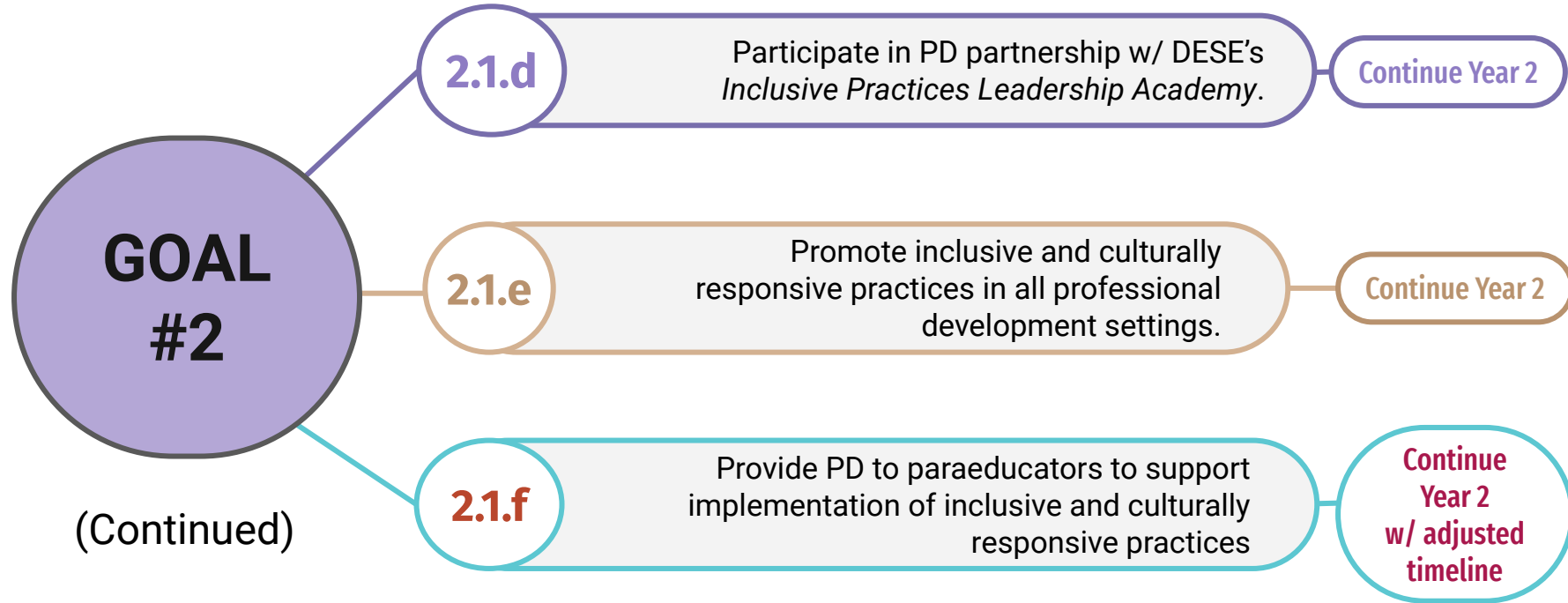
Inclusive & Culturally Responsive Practices

2023-2024 Progress



Inclusive & Culturally Responsive Practices

2023-2024 Progress



Inclusive & Culturally Responsive Practices Plans for 2024-2025

On-going professional development to support the integration of the revised District Curriculum Accommodation Plan (DCAP) across content areas.

Continued partnership and coaching cycles with DESE *Inclusive Practices Leadership Academy* consultants.

Continued departmental work to embed inclusive practices and universally designed lessons in curriculum unit guides

Development of new partnerships to promote “windows, mirrors and sliding doors” across the curriculum.

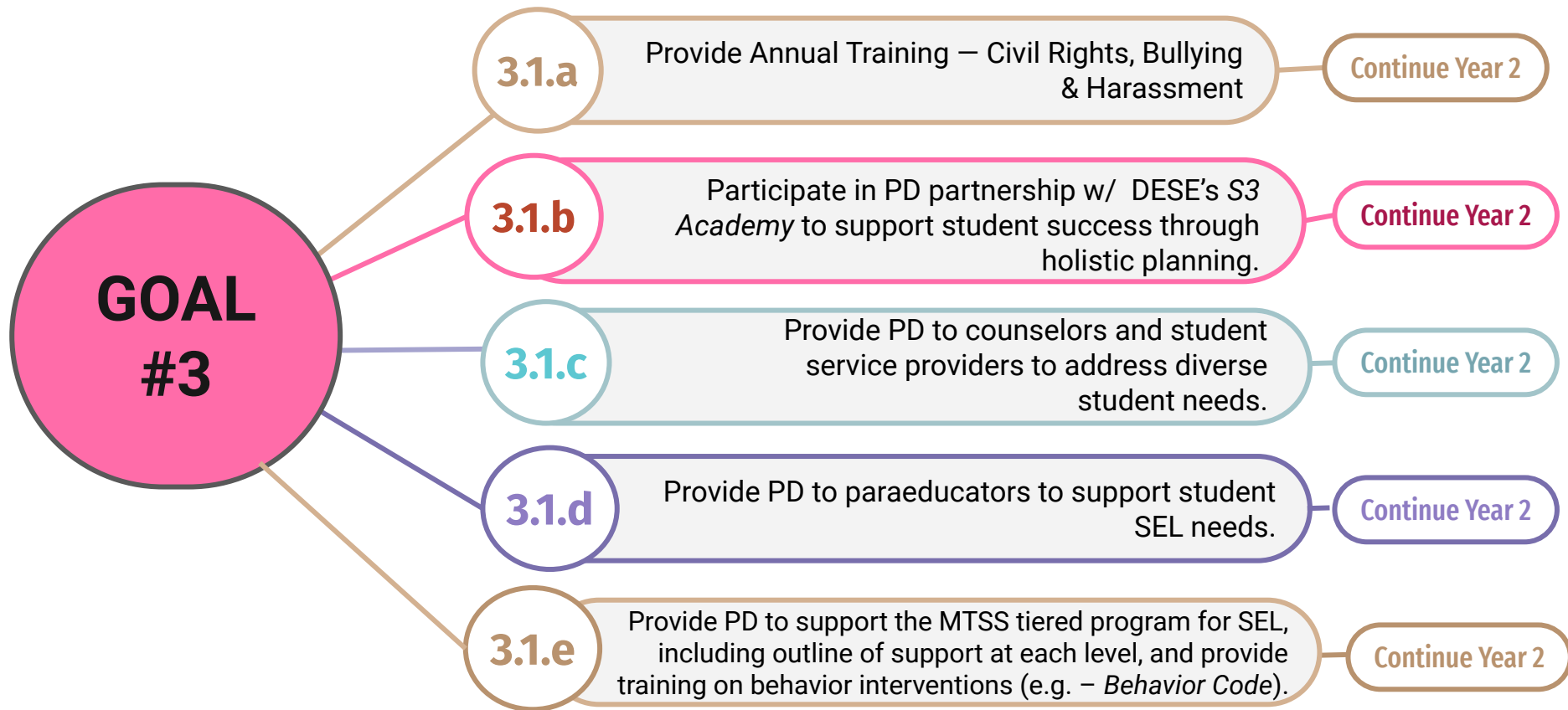
Continued professional development to promote educator capacity and leadership in equitable practices.

Continued professional development partnership with Dr. Darnissa Amante-Jackson and METCO 2.0.

2024-2025
Highlights &
Next Steps

Safe & Supportive School Environment

2023-2024 Progress



Safe & Supportive School Environment Plans for 2024-2025

Continued PD partnership with Jessica Minahan, author of *The Behavior Code*, including early release workshops for general educators.

Continued partnership with DESE S3 Student Supports Academy.

2024-2025 Highlights & Next Steps

Continued professional development for paraeducators to enhance SEL & PBIS.

Continued professional development partnership with Dr. Darnissa Amante-Jackson and METCO 2.0.

Mentoring and Leadership Development

GOAL #4

4.1.a

Continue to enhance the mentoring program, with a focus on inclusive practices.

Continue Year 2

4.1.b

Expand induction and mentoring resources for new district leaders related to district policies, strategic priorities, and inclusive practices.

Continue Year 2

4.1.c

Provide educators opportunities to explore leadership roles and earn hours toward administrative licensure.

Continue Year 2

Mentoring and Leadership Development Plans for 2024-2025

2024-2025 Highlights & Next Steps

Continue to enhance the mentoring program, with a focus on inclusive practices.

Development of leadership mentoring materials to facilitate transitions of new leaders.

Provide on-going opportunities for educators to explore leadership and work towards administrative licensure.

FY24 HPS Professional Development Plan Update #1

Technology			
<p><i>HPS professional development offerings will be purposeful, collaborative, and responsive to the needs of educators and will be designed to center the inclusion and success of all students. Professional development offerings will develop and leverage internal capacity and leadership, and will also partner with external organizations to further areas for strategic growth.</i></p>			
Goals			
<p><u>Goal 1-Implementation of High Quality and Universally Designed Curriculum & Instruction</u> HPS will leverage professional development to support implementation of high quality curriculum and universally designed instruction in a technology-rich environment.</p>	<p><u>Goal 2-Implementation of Inclusive & Culturally Responsive Practices</u> HPS will provide professional development for leaders and educators to foster inclusive and culturally responsive practices.</p>	<p><u>Goal 3-Fostering a Safe & Supportive School Environment</u> HPS will promote safe and supportive school environments that leverage social-emotional learning, restorative practices, and MTSS through professional development opportunities for all educators.</p>	<p><u>Goal Four-Mentoring & Leadership Development</u> HPS will continue to strengthen and expand access to high-quality, ongoing, job-embedded professional learning opportunities for all new teachers and administrators.</p>
Strategic Initiatives			
<p>Provide year-long professional development (ie–summer workshops, early release workshops, elementary curriculum committee sessions) to support district-wide adoption of the <i>K-5 Into Reading</i> curriculum.</p> <ul style="list-style-type: none"> ● Summer workshop hours for pilot team members to create pacing guides, scope, and sequence documents, common slides curating essential curriculum materials for each module to ensure common approach to district-wide roll-out of new reading program ● September, October, December early-release day 	<p>Provide professional development for district leadership on inclusive & culturally responsive practices.</p> <ul style="list-style-type: none"> ● District leaders participated in equity PLCs, facilitated by consultants from the Equity Project, focused on case studies/problems of practice. ● District leaders participated in training with ADL to support anti-bias work across the district. ● District leaders participated in METCO 2.0 trainings with Darnissa Amante-Jackson. Follow up sessions are planned for the full leadership team with Darnissa Amante-Jackson in 	<p>Annual Training–Civil Rights, Bullying & Harassment</p> <ul style="list-style-type: none"> ● Annual training slides related to Civil Rights, Bullying & Harassment policies were updated and presentations completed at the beginning of the academic year for all educators and support staff. ● All new substitutes are also now required to complete the annual training. 	<p>Continue to strengthen the mentoring program, with emphasis on inclusive practices.</p> <ul style="list-style-type: none"> ● Mentoring program leadership includes district mentoring coordinators, building liaisons, mentors for Year 1 teachers, and peer coaches for Year 2-3 teachers. ● Mentoring activities include district-level trainings, building-based monthly meetings and weekly check-ins with mentor. ● Mentoring PD modules included review of best practices in instruction, classroom management, technology, communication. Developed

<p>PD sessions with <i>Into Reading</i> presenters</p> <ul style="list-style-type: none"> October and November elementary curriculum committee sessions with <i>Into Reading</i> presenters and collaboration in district-wide, grade-level teams 	<p>2024-2025 funded by pending METCO grant.</p>		<p>additional modules on inclusive practices for implementation during the mentoring program</p>
<p>Provide workshops and coaching in support of the district's elementary writing initiatives and curriculum.</p> <ul style="list-style-type: none"> Writing specialists push into classrooms regularly to model lessons and serve as a resource to classroom teachers. K-5 and Gr. 6-8 writing specialists offered early release workshops for paraeducators on the district writing program. K-5 writing specialist partnered with content area directors to co-lead educator workshops and integrate writing across the curriculum. K-5 writing specialist led a workshop for K and 1 teachers about early writing, handwriting and Empowering Writers lessons. Instituted master-building schedules at the elementary level that include ongoing, grade-level PLCs that are facilitated by specialists (math/reading) with sessions dedicated for work with writing 	<p>Assemble a team of K-12 <i>Inclusive Practices Fellows</i> to engage in a year-long "train-the-trainer" professional development series.</p> <ul style="list-style-type: none"> Recruited K-12 <i>Inclusive Practice Fellows</i> to workshop on district inclusive practice initiatives. Completed asynchronous and in-person training over the summer 2023 Additional work will continue in spring/summer months, resulting in creation of a final product. 	<p>Continue PD partnership with DESE <i>S3 Academy</i> (Year 2) to plan for student success based upon a holistic review of their strengths and needs.</p> <ul style="list-style-type: none"> HHS team continues to work with <i>S3 Academy</i> DESE facilitators to further develop systems and supports for students. 	<p>Further develop induction and mentoring resources for new leaders, including an introduction to district policies and procedures, strategic priorities, and inclusive practices.</p> <ul style="list-style-type: none"> New leaders are assigned a mentor with administrator experience in HPS and meet regularly for support. New leaders attend administrator trainings related to the evaluation process, legal considerations, and district policies Work in progress to centralize leadership documents (e.g–strategic plan, HR handbook, etc.) to better facilitate leadership transitions.

<p>specialist.</p> <ul style="list-style-type: none"> • Planning in process for summer graduate course offered by HPS writing specialists. 			
<p>Research new K-5 math curriculum programs. Conduct site visits to area districts and create curriculum crosswalks.</p> <p><u>Site visits:</u></p> <ul style="list-style-type: none"> • Site visit to Broadmeadow & Sunita Williams School (Needham, MA; 2/9/24): <i>Illustrative Mathematics</i> in action with Q & A sessions. • Site visit to Dene. S. Luce Elementary School (Canton, MA; 3/13/24): <i>Reveal Mathematics</i> in action with Q & A sessions. 	<p>Continue PD partnership with DESE <i>Culturally Responsive Practices Leadership Academy</i>.</p> <ul style="list-style-type: none"> • CRPLA professional development activities included drafting of a anti-bias curriculum tool to ensure a culturally responsive curriculum 	<p>Provide professional development opportunities for counselors and student service providers to support the diverse needs of students.</p> <ul style="list-style-type: none"> • Hosted two full day workshops for district leaders, special educators and counseling staff with Jessica Minihan, author of <i>The Behavior Code</i>. The workshop series, titled <i>Practical Strategies to Reduce Anxiety and Challenging Behavior in Students</i>, will be paired with on-site case consult and will also be followed-up with additional trainings for general education staff in 2024-2025. • PD for School Nurses has included: <ul style="list-style-type: none"> ○ Trauma-Informed Practices ○ Emergency Bag Standardized Training ○ Managing Mental Health Disorders ○ Tick-Borne Illness Education ○ Enhancing Health Office Technology ○ Developing School Health Infrastructures • PD for Speech Language Pathologists has included 	<p>Provide opportunities for educators to explore leadership roles and access hours needed to pursue administrative licensure.</p> <ul style="list-style-type: none"> • Discussion w/ Salem State RE: educational leadership cohorts. • Teacher leader roles such as elementary building-based teacher leader roles and K-12 special education team chair roles provide educators with job-embedded opportunity to earn administrator hours towards licensure. • Plans in process for HMS general education team leader roles for 2024-2025, providing additional opportunities for earning administrator hours. • Teachers pursuing administrative licensure (supt., principal, director) partner w/ HPS leaders for support and mentoring. • District-sponsored fellowship opportunities, such as <i>Technology Integration Fellows</i> and <i>Inclusive Practice Fellows</i>, and participation in DESE leadership academies provide additional avenues for leadership experience.

		<p>participation in the ASHA “Learning Pass” and ASHA national conference.</p> <ul style="list-style-type: none"> • PD for OT includes workshops via Summit Learning Pass. • Director of School Counseling is exploring potential summer workshop for counseling staff 	
<p>Provide Gr. 6-12 content-area professional development to support the creation of universally designed curriculum unit guides with embedded inclusive practices.</p> <ul style="list-style-type: none"> • Early release workshops and department meeting time to complete universally designed unit guides. • Continued development of the DCAP within departments to embed inclusive practices. • Continued departmental discussions of UDL principles. 	<p>Continue PD partnership (Year 2) with DESE <i>Inclusive Practices Academy</i>.</p> <ul style="list-style-type: none"> • PRS and East teams continue to work with <i>Inclusive Practices Academy</i> facilitators to further develop capacity to implement universally designed learning. • Year 2 of the partnership includes additional on-site coaching hours with the Inclusive Practice coach. 	<p>Provide professional development for paraprofessionals to support student social-emotional learning needs.</p> <ul style="list-style-type: none"> • Paraprofessionals participated in anti-bias training with ADL. • Paraprofessionals participated in training with Mass Partnership for Youth around <i>Anxiety and School Performance</i>. • Paraprofessionals will participate in de-escalation training with HPS ABA Megan Correy. • Paraprofessionals participated in district-led trainings on the <i>Behavior Code</i>. 	
<p>Provide professional development to support Pre-K-12 Special Educators in implementing a new format reflecting DESE’s updated IEP process.</p> <ul style="list-style-type: none"> • Administrators attended DESE Train the Trainer for new IEP on October 17, 2023 to increase knowledge of upcoming changes in IEP. • Administrators and Team Chairs participated in new IEP 	<p>Facilitate professional development to support inclusive and culturally responsive practices during faculty meetings, department meetings, curriculum committees, district/building equity task force meetings, and early release workshops.</p> <ul style="list-style-type: none"> • Continued development of the DCAP within departments to embed inclusive practices. 	<p>Offer professional development to support the MTSS tiered program for social-emotional learning, including an outline of support at each level. Provide professional development around behavior interventions (e.g.--<i>Behavior Code</i>).</p> <ul style="list-style-type: none"> • District leaders, counselors, selected special educators and service providers participated in a two-part training with 	

<p>training at League School on March 22, 2024 to continue to develop resources for district and school implementation.</p> <ul style="list-style-type: none"> • Provided an overview at the special education faculty meetings on new IEP (March 6, April 3, May 17, 2024) • Special education administrators attend monthly Aspen workshops regarding IEP development in X2. • Training for the preschool staff new IEP training is planned for June 10, 2024. • Continue planning for the September launch of the new IEP format for special education and all staff. 	<ul style="list-style-type: none"> • Continued departmental discussions of UDL principles. • Equity case studies reviewed in faculty and department meetings. • Elementary curriculum committee reviewed curriculum responsive tool. • Implementation of a new K-5 reading program with diverse literature. • Elementary reading PD from HMH (Into Reading publisher) targeting the resources used for differentiation and intervention groups. • Implementing new <i>Investigating History</i> units, incorporating culturally responsive practices and student-driven inquiry. • Implement an Open Sci Ed curriculum that incorporates culturally responsive practices and inquiry and student-driven inquiry. OpenSciEd/Equity Training at WPI integrated culturally responsive practices. 	<p>Jessica Minahan, author of the <i>Behavior Code, Practical Strategies to Reduce Anxiety and Challenging Behavior in Students</i>.</p> <ul style="list-style-type: none"> • SEL Task Force analyzed SEL data and explored area resources for future implementation. 	
<p>Provide professional development to support the implementation of the OpenSciEd curriculum at HMS.</p> <ul style="list-style-type: none"> • Department-Based early 	<p>Provide professional development for paraprofessionals to support the implementation of inclusive and culturally responsive practices.</p> <ul style="list-style-type: none"> • Paraprofessionals 		

<p>Release PD Sessions in 2022-2023 focused on implementation of instructional practices of OpenSciEd.</p> <ul style="list-style-type: none"> • Group of HMS science teachers attended OpenSciEd Open House at Plymouth South Middle School in November 2022. • HMS science teachers attended 4-day WPI Storyline Training in January & February 2023. • District received FC 601 Grant from DESE for OpenSciEd Implementation & Professional Development. • Ongoing department based early release PD sessions in 2023-2024 academic year. • All HMS Science Teachers attended OpenSciEd observations at Plymouth in November 2023. 	<p>participated in ADL anti-bias training.</p> <ul style="list-style-type: none"> • Mass Partnership for Youth presented a paraprofessional training on <i>Anxiety and School Performance</i> training • Paraprofessionals participated in de-escalation training with HPS ABA Megan Correy. 		
<p>Provide professional development to support the implementation of the <i>Investigating History</i> curriculum at Grade 5.</p> <ul style="list-style-type: none"> • One Grade 5 teacher per school received in-depth training during three full-day Primary Source workshops • All Grade 5 teachers received full-day training on March 6, 2024 • All Grade 5 teachers will have access to follow-up sessions after school • All of the above trainings 			

<p>funded by DESE Investigating History grant</p>			
<p>Continue to provide coaching to enhance data-informed MTSS support and instruction.</p> <ul style="list-style-type: none"> • Year-long coaching cycles completed with DESE inclusive practices coach completed as part of the Inclusive Academy at East and PRS. • Coaching cycles w/ inclusive practices coach commenced at Foster in Spring 2024. 			



2023-2025 Professional Development Plan Update

May 9, 2024

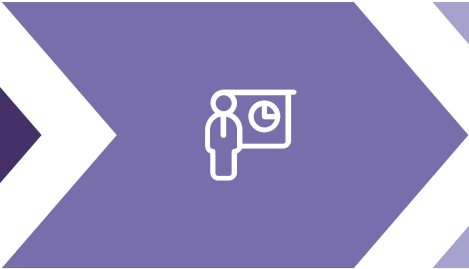
Dr. Margaret Adams, Superintendent
Kathryn Roberts, Assistant Superintendent

Schedule of Plan Updates



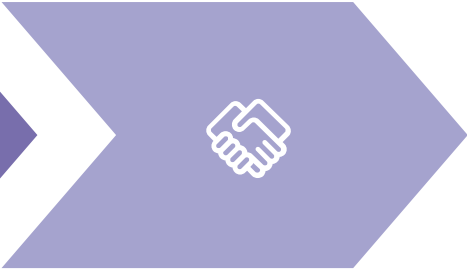
**Professional
Development
Plan Update**

May 9, 2024



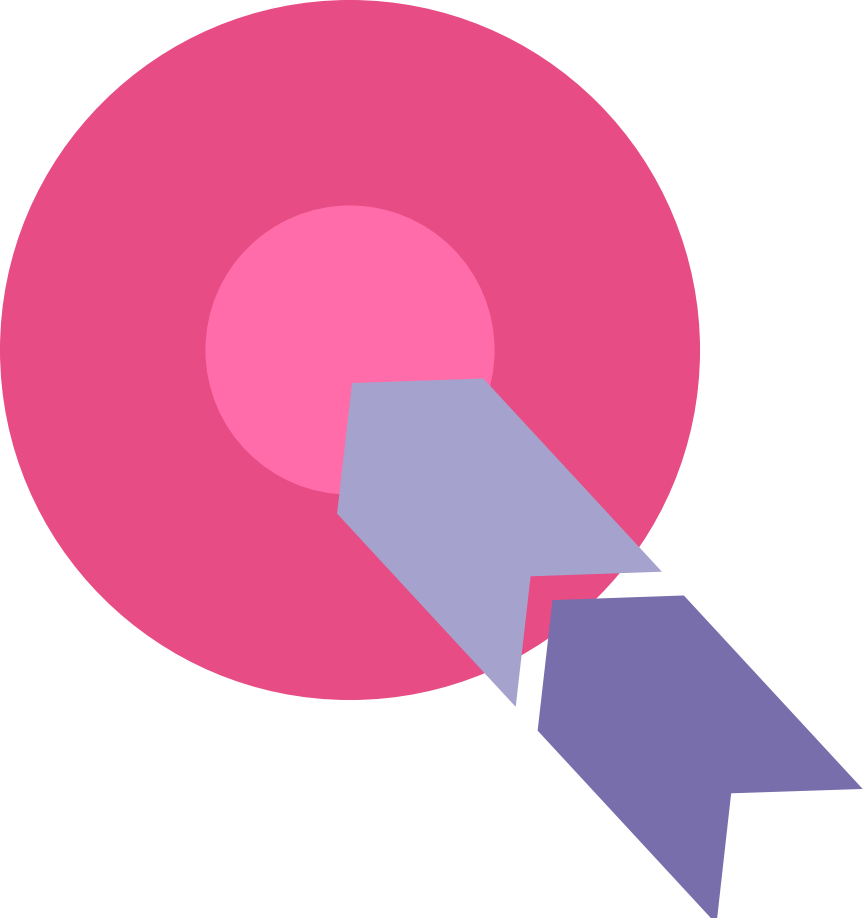
**Technology
Plan
Update**

May 20, 2024



**Equity
Plan
Update**

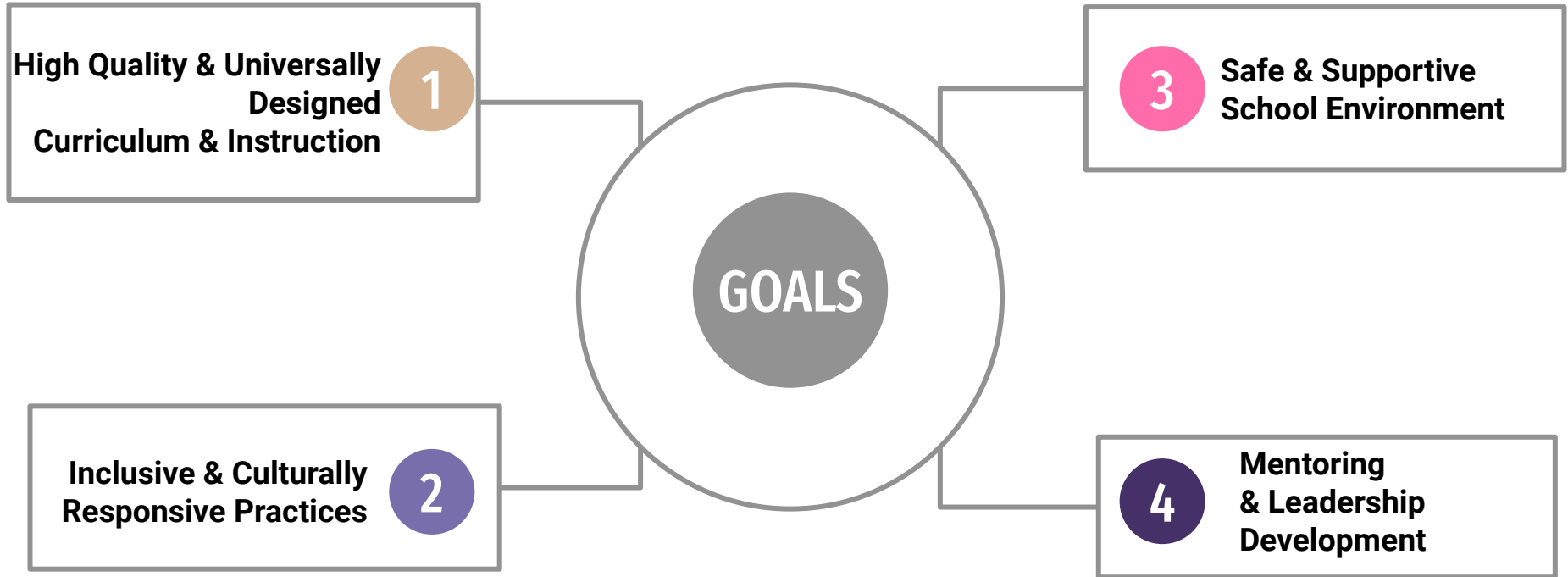
Summer 2024



Professional Development *Vision Statement*

HPS professional development offerings will be purposeful, collaborative, and responsive to the needs of educators and will be designed to center the inclusion and success of all students. Professional development offerings will develop and leverage internal capacity and leadership, and will also partner with external organizations to further areas for strategic growth.

2023-2025 Professional Development Plan



2023-2024 HPS Professional Development Catalog & Newsletter



Hingham Together

Professional Development Catalog 2023 - 2024

Navigating Our Future

CONTACT INFORMATION

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HPS Professional Development Corner

Fall 2023

Welcome back HPS educators! The following professional development newsletter highlights some of this year's PD offerings, which are designed to align to [strategic initiatives](#) and respond to the needs of educators expressed in last year's professional development survey. We are grateful to the educators and administrators who collaborated to produce the attached 2023-2024 [Professional Development Catalog](#) and multi-year 2023-2025 [Professional Development Plan](#).



2023-2024 Professional Development Catalog

The attached [2023-2024 Professional Development Catalog](#) is a living document that will continue to evolve over the course of the year. To register for any of the professional development offerings listed in the 2023-2024 PD Catalog, please use the [link](#) to the HPS SMART PD Portal. If you need assistance with your SMART PD username or password, please contact Kaitlin Scott at Central Office for assistance: kscott@hinghamschools.org.

Early Release Calendar

The 2023-2024 [Early Release Calendar](#) was designed using feedback from last year's professional development survey. At the elementary level, our primary focus will be best practices in elementary literacy instruction in support of the *Into Reading* adoption, with some additional offerings related to inclusive practices. These same themes will be highlighted during our monthly [elementary curriculum meetings](#). At the secondary level, we will continue to focus on universally designed curriculum, with additional offerings related to inclusive and innovative practices, such as the *UDL and Ed Tech Symposium*. This year's early release day workshops will also include a full calendar of offerings designed specifically for [paraeducators](#), with offerings in topics such as executive function, supporting student writing, and inclusive practices.



Inclusive Practice Fellows

Many thanks to Hingham Education Foundation for their generous funding of the *Inclusive Practice Fellows* summer workshop, focused on UDL. The session was led by Inclusive Practice Coach, Emily Patt of the SEEM Collaborative, and focused on making connections between implementing UDL and creating more equitable classrooms. Her [slides](#) can be found at the attached link. Stay tuned for additional offerings in UDL and Inclusive Practices across the district this year.

Grade 6-12 Technology Integration Fellows

Additional thanks to Hingham Education Foundation for their generosity in funding the *Gr. 6-12 Tech Integration Fellows* summer workshop, which focused on integration of Viewsonic Boards (hosted by HHS teacher Sarah Jacobson) and the use of AI in the classroom (hosted by technology specialist Greg Kulowiec). A link to Sarah's Viewsonic Google Classroom resources can be found using join code [ih4k3so](#) and the AI [slides](#) can be found at the attached link. Stay tuned for additional offerings in Ed Tech, including the *UDL and Ed Tech Symposium* and additional Viewsonic offerings.



Mentoring Program

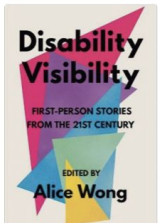


Many thanks to our all-star HPS Mentoring Coordinators, Jen Driscoll and Hilary Cicerone, and their [team](#) of building-based mentoring liaisons for their work in coordinating an incredibly rich professional development series for new staff. In addition to planning New Teacher Orientation, the team members will also coordinate full day in services and after school meetings to support new educators throughout the year. We are grateful as well to our experienced mentors who will check in weekly with new teachers to provide timely support.

Book Studies/PLCs

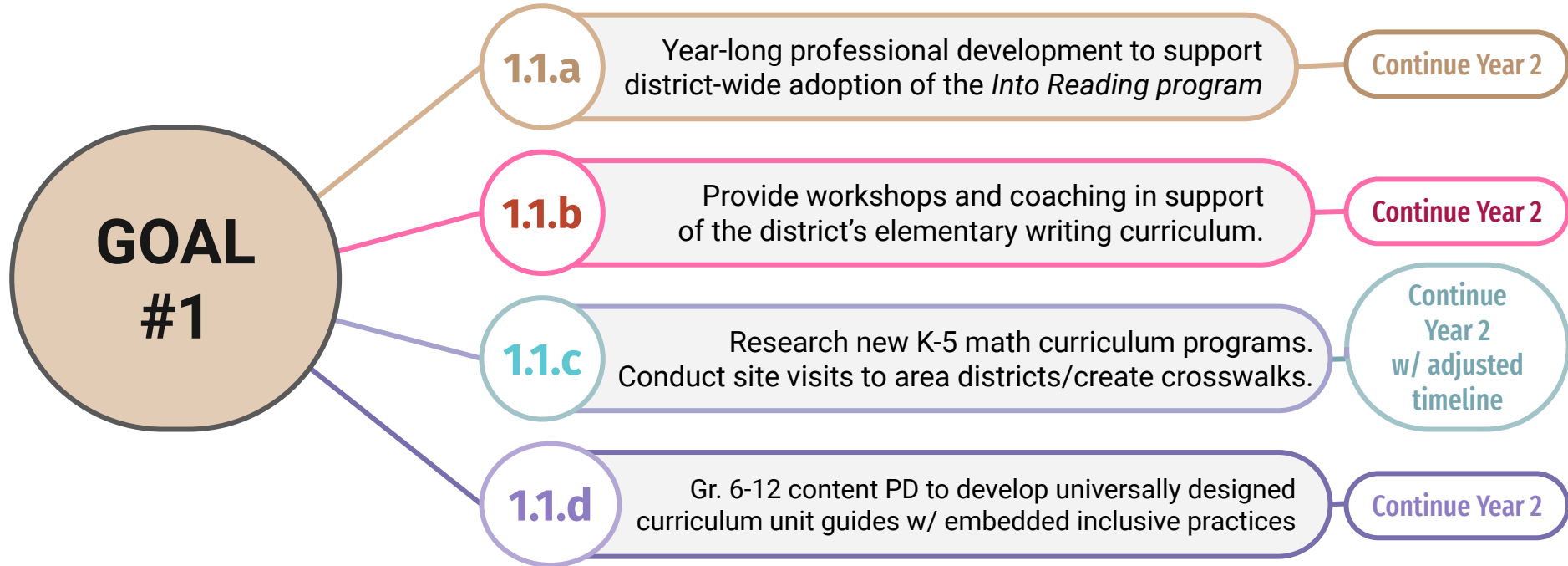
Interested in chatting about new ideas and best practices with colleagues? Check out the proposed PLCs and book studies featured in the 2023-2024 PD Catalog on titles including *Disability Visibility*, *Grading for Equity*, *Achievement Culture* and *UDL Now!*

Interested in leading a book study or PLC? Please use the [attached](#) form to submit your proposal to [Katie Roberts](mailto:Katie.Roberts).



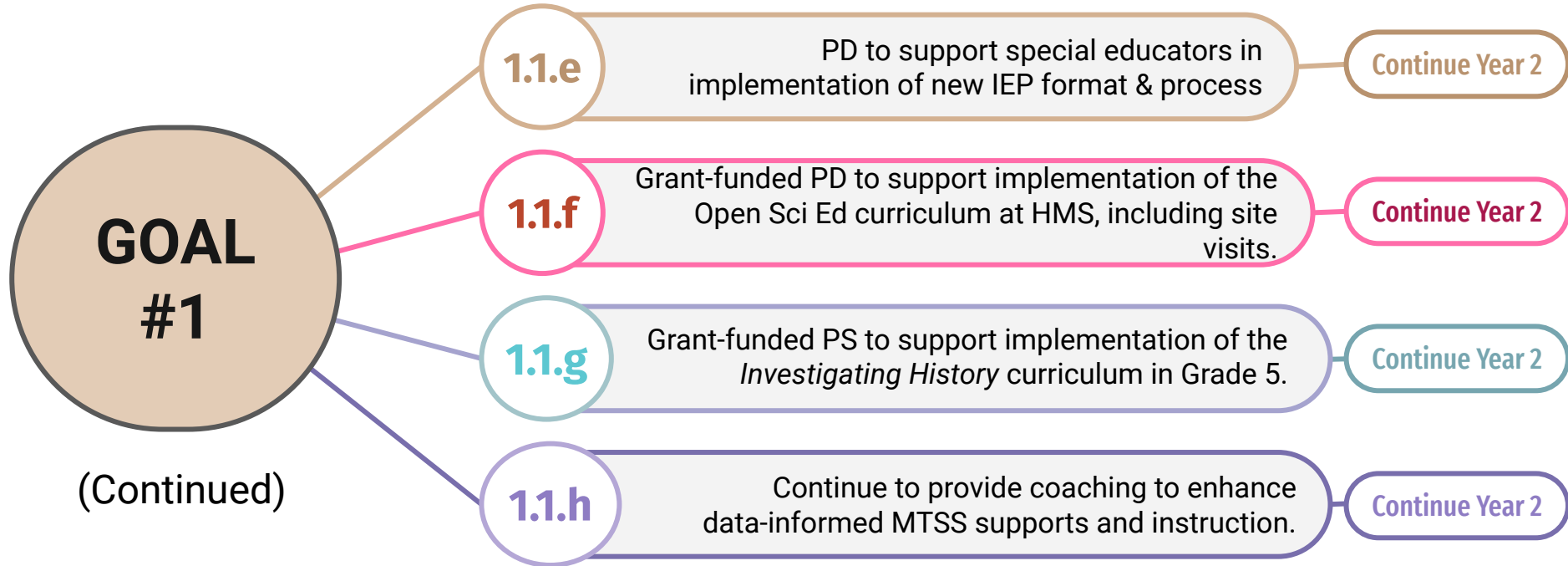
High Quality & Universally Designed Curriculum & Instruction

2023-2024 Progress



High Quality & Universally Designed Curriculum & Instruction

2023-2024 Progress



High Quality & Universally Designed Curriculum & Instruction Plans for 2024-2025

2024-2025 Highlights & Next Steps

Continued PD emphasis on evidence-based early literacy instruction, including on-campus offering of IMSE OG Comprehensive Plus (Summer 2024). K-5 emphasis on reading & writing across the content areas.

Continued research of new elementary math program for future pilot in 2025-2026 and coaching emphasis on math instructional practices.

New/in development: *Building Thinking Classrooms in Mathematics* professional development; Gr. 6-12 math series with consultant Bill Atwood.

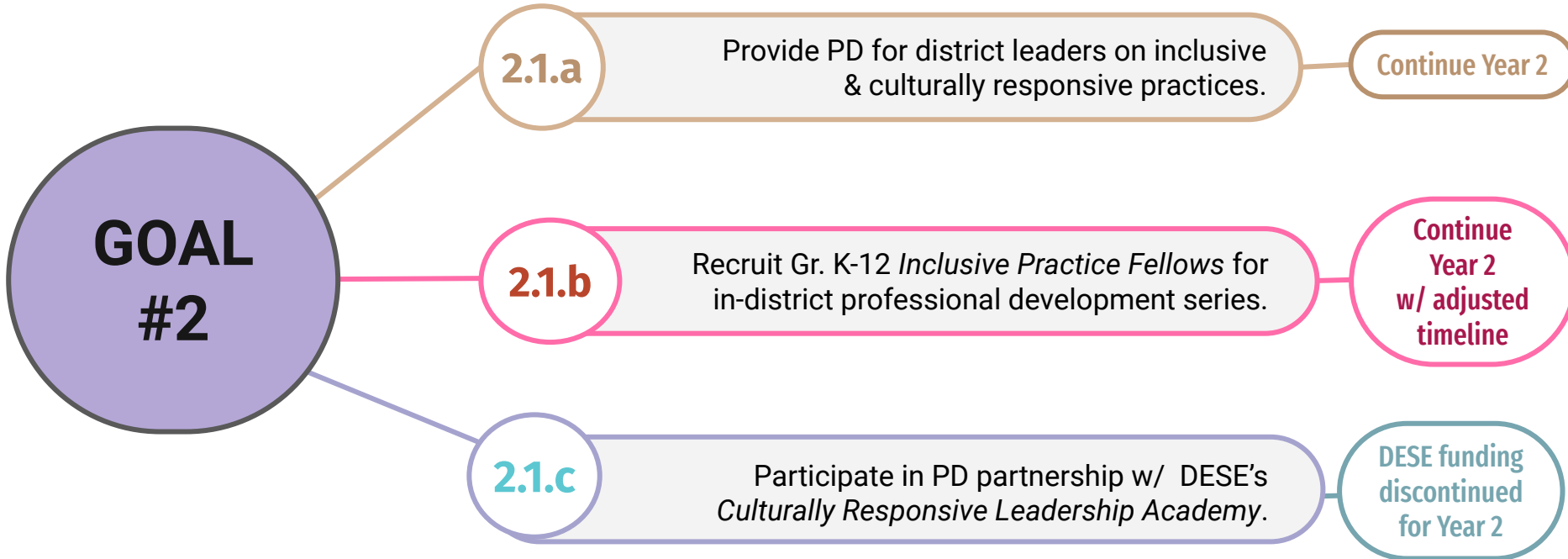
Continued PD support for implementation of *Open Sci Ed* and *Investigating History* units.

Continued PD support of implementation of the new IEP format and process.

Continued PD support of the MTSS system, structures and data practices.

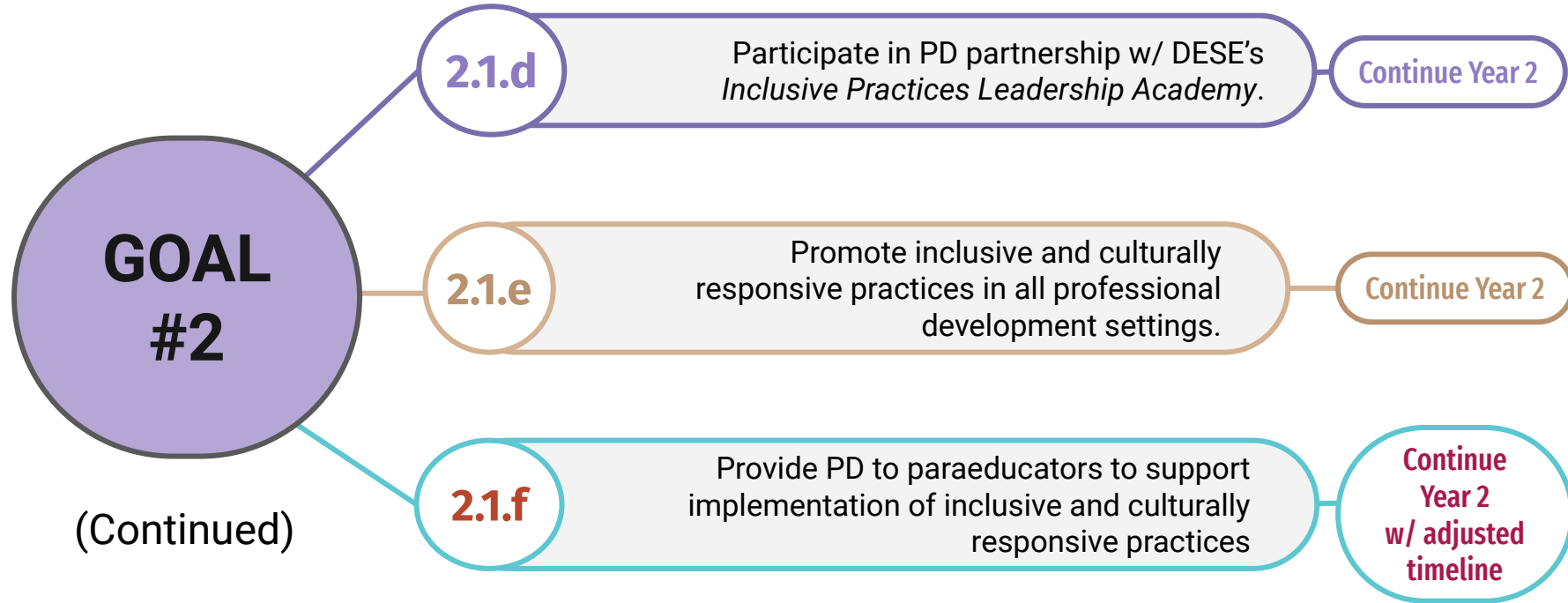
Inclusive & Culturally Responsive Practices

2023-2024 Progress



Inclusive & Culturally Responsive Practices

2023-2024 Progress



Inclusive & Culturally Responsive Practices Plans for 2024-2025

On-going professional development to support the integration of the revised District Curriculum Accommodation Plan (DCAP) across content areas.

Continued partnership and coaching cycles with DESE *Inclusive Practices Leadership Academy* consultants.

Continued departmental work to embed inclusive practices and universally designed lessons in curriculum unit guides

Development of new academic partnerships to promote “*windows, mirrors and sliding doors*” across the curriculum.

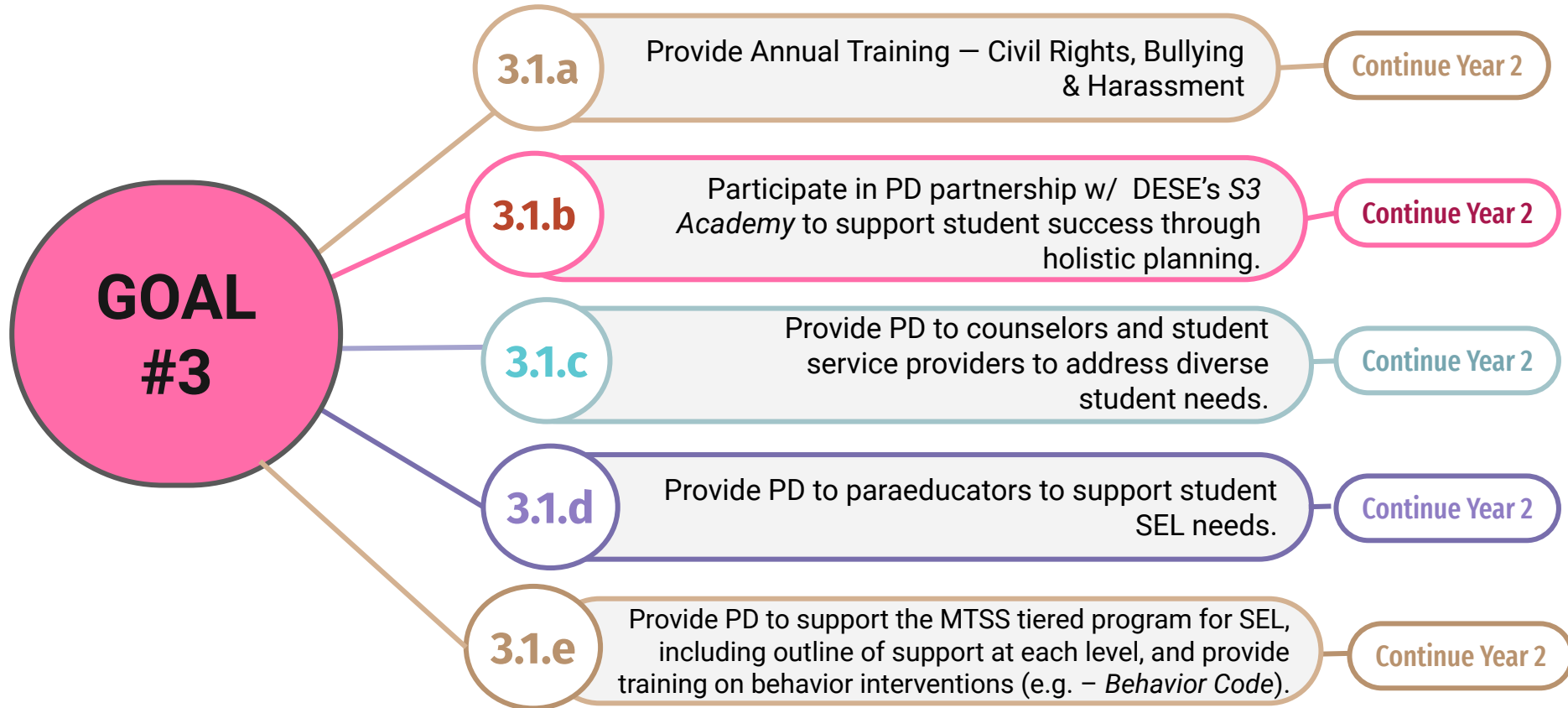
Continued professional development to promote educator capacity and leadership in equitable practices.

Expanded professional development partnership with Dr. Darnissa Amante-Jackson and METCO 2.0.

2024-2025
Highlights &
Next Steps

Safe & Supportive School Environment

2023-2024 Progress



Safe & Supportive School Environment Plans for 2024-2025

Continued PD partnership with Jessica Minahan, author of *The Behavior Code*, including early release workshops for general educators and case consultation.

Continued partnership with DESE S3 Student Supports Academy.

2024-2025 Highlights & Next Steps

Continued professional development for paraeducators to enhance SEL & PBIS.

See Goal 2 (METCO 2.0)

Mentoring and Leadership Development

GOAL #4

4.1.a

Continue to enhance the mentoring program, with a focus on inclusive practices.

Continue Year 2

4.1.b

Expand induction and mentoring resources for new district leaders related to district policies, strategic priorities, and inclusive practices.

Continue Year 2

4.1.c

Provide educators opportunities to explore leadership roles and earn hours toward administrative licensure.

Continue Year 2

Mentoring and Leadership Development Plans for 2024-2025

2024-2025 Highlights & Next Steps

Continue to enhance the mentoring program, with a focus on inclusive practices.

Development of leadership mentoring materials to facilitate transitions of new leaders.

Provide on-going opportunities for educators to explore leadership and work towards administrative licensure.



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Goals Update
May 6, 2024

Support Program Review

The Independent Special Education Evaluation was released to the School Committee at the March 28th meeting. A deep dive was delivered through a slide presentation to help the community learn about the strengths and gaps in our Student Services department. Since the presentation, the evaluation has been made public. As the Director, I have spoken to many stakeholders about the report. The Special Education Subcommittee will address it again at the May 8th meeting. The SEPAC members and I have not had a chance to address the evaluation together because I was not available for the April meeting, and we together decided to wait until the Subcommittee met. Unfortunately, it has taken a few weeks to get a meeting on the docket in, which we are all available to attend. Dr. Adams shared the evaluation with the Principals and Directors to ensure that everyone had a similar understanding of the outcomes.

In recent weeks, Dr. Adams and I have begun writing a strategic plan to assist the district with the implementation of the findings. When the document is complete, it will also be presented at a School Committee meeting. We expect the Strategic Plan for Student Services to be distributed at either the last June School Committee meeting or the first meeting that takes place in the summer. The Special Education Strategic Plan will stand on its own while complementing the Superintendent's District Plan. The plan will be designed to guide the special education work for the next three years. Once the plan is completed and presented to the school committee, a 2024-2025 school year schedule will be developed to guide the work.

Strengthen Communication

The department continues to work on our relationships with the community. We have built many positive relationships this year, but the work continues, even for myself. As we review this year and look forward to the coming year, we are building upon our work in the form of training. The Team Chairs continue to meet monthly. We continue to work on the new IEP, discuss meeting procedures, review laws around education, and consider best practices during our family meetings. We are considering next year's

needs and are building the calendar now. Additionally, our Team Chairs and our Principals are working alongside our legal counsel who is training us in numerous areas of FAPE.

The Director continues to meet with SEPAC monthly. Their assistance in helping rebuild the department has been invaluable. It has been a pleasure learning about the community, our students, and the needs of families through these dedicated and compassionate parents. Before the close of this year, we will work together to build a schedule of meetings for next year.

The events this year have been informative and timely. We have already begun planning for next year, including parent sessions on the new IEP.

The New IEP

This month, we will have our third session on the new IEP. Staff have been receptive to the information, and it will, hopefully, create an opportunity to begin working with it when we return in the fall. Additionally, we plan to have one more session in the fall as a review when we return. Training will be arranged for any new staff once they are in the District. Lastly, we are discussing the new IEP at our Special Education sub-committee meetings.

The training offered in-district and external trainings should create a foundation that will ease our staff into using the new IEP with fewer disruptions. We know there will be further information delivered by ASPEN, our student information program. Team Chairs will be apprised of these sessions.

Update on Paraprofessional Needs

We currently have four paraprofessional needs at the middle school and one at Foster. We are working to provide compensatory services for students who may not have had these services. At the middle school, beginning in January, we offered after-school support for students who may have missed support from a paraprofessional. We are working to address compensatory services for one student at Foster and three at the high school.

Respectfully submitted,

Barbara J. Cataldo, Ed.D.

Interim Executive Director of Student Services



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

From: Erica Pollard, K-12 World Language Director
Jackie Sansone, Kids in Action Director

Date:

Subject: Kids in Action (KIA) After School Spanish Immersion Program

Description of Program

This proposal is to pilot an after school Spanish Immersion program during the 2024-25 school year. The program would be held on Monday, Wednesday, and Friday afternoons for two hours per session. The program would be offered at any elementary school where there is interest from 15 or more students. The sessions would be open to students who have been previously enrolled in a Spanish immersion program (e.g. the KIA Spanish Immersion Pre-K or a private Pre-K program) and wish to maintain and further develop their skills in Spanish. The program would be open to students K-5. No instruction would occur during school vacation weeks or when school is not in session.

Additional important information to support the program include:

- The program would be offered at any elementary school where there are at least 15 interested students.
- The maximum number of students for the pilot will be 16 students and will be dependent on identifying an instructor.
- If we are not able to run a program at each school, families at schools where the program is not running will be able to enroll in the program if they are able to provide transportation.
- The curriculum will provide opportunities for students to strengthen their skills in Spanish through exploration of topics in science, social studies, music, and art.

- Students enrolled in KIA's afterschool program would be able to attend regular KIA sessions on Tuesdays and Thursdays, and could stay at KIA after the immersion session closes until the end of KIA at 6 pm. Families not enrolled in KIA's after school program would need to pick up their children at the end of the session.
- Students qualifying for free or reduced lunch will be eligible for discounted tuition.

Rationale

A survey of current Pre-K and elementary parents identified 41 families interested in an after school Spanish immersion program. Of those families, 31 have students who will attend Foster Elementary. Many of these families have children currently enrolled in our Spanish Immersion Pre-K at Foster and would like to see their students continue to develop their skills. If similar interest were to exist at other schools, and a suitable instructor could be found, we would consider expanding the program to other schools.

Registration Process

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

Budget

The suggested fee for the school committee's approval is \$4,488 for 34 weeks of lessons, or \$132/week. The fee would cover the cost of the instructor, supplies and facilities costs for the use of the space.

Kids In Action Spanish Immersion

Designed for children who were previously enrolled in a Spanish Speaking Program
34 Weeks - 6 Hours per Week
3 Day Program - Monday, Wednesday, Friday

	Date	Time			
1 Class Per Day	Sept. 9 - June 3 34 Weeks	2:30 - 4:30			
	Hourly Rate	Hours Per Week	Weekly Pay	Weeks per Session	Annual
Teacher	\$60.00	9	\$540.00	34	\$18,360.00
Materials for program	-	-	-	-	\$2,500.00
Facilities	-	-	-	-	\$10,000.00
Snacks	-	-	-	-	\$8,000.00
				Total Expenses	\$38,860.00
Per Child	\$22.00	6	\$132.00	34	\$4,488.00
15 children				Income	\$67,320.00



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

From: Erica Pollard, K-12 World Language Director
Jackie Sansone, Kids in Action Director

Date: May 6, 2024

Subject: Kids in Action (KIA) After School Language Enrichment Program

Description of Program

This proposal is to pilot an after school language enrichment program during the 2024-25 school year. The program would be offered at any elementary school where there is interest from 15 or more students. The program would meet for one hour each on Tuesday and Thursday afternoons. The program would offer fun, engaging activities to support students in acquiring a second language. The program would be open to students K-5. No instruction would occur during school vacation weeks or when school is not in session.

Additional important information to support the program include:

- The maximum number of students for the pilot will be 16 students per classroom and will be dependent on identifying an instructor.
- If we are not able to run a program at each school, families at schools where the program is not running will be able to enroll in the program if they are able to provide transportation.
- The curriculum will complement the existing Spanish curriculum in our elementary schools, and provide opportunities for additional practice, vocabulary expansion, and fluency development.
- Students enrolled in KIA's afterschool program would be able to attend regular KIA sessions on Mondays, Wednesdays, and Fridays, and could stay at KIA after the session closes until the end of KIA at 6 pm. Families not enrolled in KIA's after school program would need to pick up their children at the end of the hour-long session.

- Students qualifying for free or reduced lunch will be eligible for discounted tuition.

Rationale

A survey of current elementary families identified 49 families with interest in this program. Of those families, 25 were at Foster, 10 were at East, 11 were at Plymouth River, and 3 were at South. 32 families were interested in a Spanish class, 3 in French, 2 in Mandarin, and 1 in German. 11 families indicated that any language would be acceptable.

Registration Process

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

Budget

The suggested fee for the school committee's approval is \$1,496 for 34 weeks of lessons, or \$44/week. The fee would cover the cost of the instructor, supplies, and facilities costs for the use of the space.

Spanish Enrichment

34 Weeks - 2 Hours per Week
2 Day Program - Tuesday & Thursday

	Date	Time	Time		
2 Classes Per Day	Sept. 9 - June 3 34 Weeks	2:30 - 3:30	3:45-4:45		
	Hourly Rate	Hours Per Week	Weekly Pay	Weeks per Session	Annual
Teacher	\$60.00	3	\$450.00	34	\$15,300.00
Materials for program	-	-	-	-	\$2,500.00
Total Expenses					\$17,800.00
Per Child	\$22.00	2	\$44.00	34	\$1,496.00
1st Class - 15 Children				Tuition	\$22,440.00
2nd Class - 15 Children					\$22,440.00
				Income 2 Classes	\$44,880.00
				Revenue	\$27,080.00



HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

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Memo

To: Hingham's School Committee

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

CC: Dr. Margaret Adams

Date: May 6, 2024

Subject: Donation - Hingham Crew Team

Policy

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

Donation Items:

1. Three Vespoli rowing shells purchased for \$38,620. Serial #s in the far right column. All three are now paid in full.

Vespoli	8+	2022	New A "Names"	VHP55	V55K036B22
Vespoli	8+	2022	Malm	VHP55	V55K034B22

Vespoli	8+	2022	"New Money"	VHP53	V53J035B22
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2. A new trailer to move the shells and equipment. The vendor is AMERA TRAIL. VIN# 4DJAB4223RA028711. The trailer is titled to the Town of Hingham. Purchased price was \$37,059 and is paid in full.

Motion:

To accept \$152,919 in donations from the Hingham High School rowing Association. The boats will become the property of Hingham Public Schools and will be utilized as part of the rowing program.



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Kathryn M. Roberts

Assistant Superintendent of Schools

TO: Dr. Margaret Adams, Superintendent

FROM: Kathryn Roberts, Assistant Superintendent
Amy Jackson, K-12 METCO Director

DATE: May 3, 2024

RE: METCO REI Implementation grant

We have received notification that the Hingham Public Schools has been awarded a METCO REI Implementation grant, in the amount of \$15,000, to support continued professional development related to the METCO 2.0 initiative.

In FY'24, selected administrators from Hingham Public Schools participated in grant-funded leadership trainings with Dr. Darnissa Amante-Jackson from the Harvard RIDES program and Dr. Lee Teital from the Harvard Graduate School of Education. During the professional development sessions, district leaders from across METCO communities worked to envision next steps in supporting on-going equity work and to share best practices.

The recently awarded grant funds from the FY'25 METCO REI Implementation grant will be used to support continued professional development with Dr. Amante-Jackson, extending the work across the district to the rest of the leadership team and teaching faculty.

Declaration of Surplus Materials

Approval needed at School Committee Meeting dated May 6, 2024

Details of items to declare as surplus:

The following items are declared to be surplus:

Location	Description	Notes
Central Office	Mail Machine	No longer needed by Central
High School	Ipads/laptops	Beyond repair
High School	8'x20' metal shipping container	Town does not permit containers on properties.
High School	John Deere Edger	Beyond repair
High School	John Deere tractor wheel/tire	No equipment fits the wheel
High School	John Deere front bumper frame	No Equipment fits
High School	Plastic tote behind water tank	No useful for anyone in School
High School	3 American Athletic - wheeled triangle dollys	No Longer has any use
High School	Tow behind aerator	Does not operate
Foster	52 Key Everett Piano	No Longer used and not working correctly
Plymouth River	Hobart Mixer	No longer used
Plymouth River	RICOH Copier Model; MP7503SP; Mfg S/N G666L900013. EID: 13913050	Does not operate without issues
Hingham High School Rowing Association	Boat - VUAKG378K606 - Vespoli 8+ 2006 Mercury's Revenge	Boat to be traded in in order to finance a new boat.

Reasons for declaring the items as surplus:

- These items are no longer in use, are old or damaged and are out of service. The boat from HHSRA is being traded, in order to purchase a new one.

Motion:

To declare as surplus items listed above and to authorize the Executive Director of Business and Support Services to dispose of them at the least cost to Hingham.