

# **Best Educational Use of School Facilities Ad Hoc Committee Report**

June 21, 2022



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## **Section 1**

### **Introduction**

## ***1. Introduction***

### ***Purpose of Ad Hoc Committee***

The purpose of the Ad Hoc Committee was to accompany and support the Administration and School Committee members as they move toward a decision regarding reconfiguration. The Ad Hoc Committee has examined each option proposed by the MARS Consulting Group and examined community input from focus groups and a stakeholder survey. After the Ad Hoc Committee considers and investigates school reconfiguration, they ultimately made a recommendation to the School Committee of Option 1, 2, 3 or 4 from the MARS report.

### ***Ad Hoc Committee Members***

Judith Kuehn/Co-Chair/Superintendent of Schools  
Phil Lemnios/Co-Chair/Town Manager  
Jennifer Fleming/Committee Member/School Committee  
Jason Frady/Committee Member/Advisory Board  
Renee Kiley/ Committee Member/Parent Volunteer  
Ernest Minelli/Committee Member /School Committee  
John Reilly/Committee Member /Select Board  
David DeGennaro/Support Staff  
Debbe Bennett/Support Staff

### ***Methodology of Ad Hoc Committee***

- Conducted focus groups –

#### **Focus Group Dates**

<b>Group</b>	<b>Time</b>	<b>Date</b>
Parents #1	6:30pm-7:30pm	Wednesday, October 13
Parents #2	6:00pm-7:00pm	Wednesday, October 20
Teachers/Staff/Administrators	3:45pm-4:45pm	Wednesday, October 20
Elected Officials	6:00pm-7:00pm	Wednesday, November 3
Student (9-12)	11:00am-12:00pm	Wednesday, November 17
Community At Large	10:00am-11:00am	Saturday, November 20
Community At Large	5:30pm-6:30pm	Wednesday, October 27

- Conducted survey –  
A community stakeholder survey was open to all residents, staff and students of Hull beginning January 4, 2022 through January 26, 2022

- Ad Hoc Committee meetings – working group meetings whereby the Ad Hoc Committee reviewed and discussed community input data and examined each option during these meetings. In the course of their analysis, they used a variety of different sources. Data and trends were gathered from the focus groups, stakeholder survey, and Administration. Meetings were open to the public.
- - September 22, 2021- meeting
  - January 12, 2022 – virtual meeting
  - February 15, 2022 – virtual meeting
  - March 15, 2022 – virtual meeting
  - April 6, 2022 – meeting
  - April 26, 2022 – meeting
  - May 11, 2022 – meeting
  - May 31, 2022 – meeting
  - June 7, 2022 - meeting
  - June 21, 2022 joint meeting with Hull School Committee – will make final recommendation to Hull School Committee
- School building site visits were held on May 9, 2022  
The Ad Hoc Committee members walked through each school building to better understand current use of space and possible use of space with reconfiguration.

### ***Data Collection Information***

***Envisioning Question:*** What are the trends and patterns that develop in and across the data that will guide the Ad Hoc Committee in making a recommendation to the School Committee that is reflective of the best overall reconfiguration option for all members of the Hull Community?

***Process of the Data Analysis team: The following steps were employed to analyze and synthesize all feedback data from focus groups and survey:***

The data analysis team consisted of the Superintendent, Judith Kuehn, Director of Curriculum and Assessment, Mary Merrigan, Elementary School Principal, Christine Cappadona, and retired School Business Manager, David DeGennaro.

- Organized the data into a format that lends to effective analysis
- Analyzed the results of the **Forum** data set
  - Identified trends and patterns that emerged in the data set
  - Crafted a descriptive statement or bulleted list for each category that reflects the meaning of a majority of responses in that category.
- Analyzed the results of the **Survey** data set
  - Identified trends and patterns that emerged in the data set
  - Crafted a descriptive statement or bulleted list for each category that reflects the meaning of a majority of responses in that category.

## **Section 2**

# **Trends/Patterns from Survey and Focus Group Data**

### **a. Summary of Data – what does the data tell us?**

## Description of Option #1

- Status Quo
- Current grade configuration remains the same
- Operate and maintain the current three school facilities

## Pros Option #1

### Option #1: Survey

Noted Trend / Theme (Pro)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Status Quo</b>	Participants identified different areas of influence in maintaining the status quo: <ul style="list-style-type: none"> <li>• Current grade spans (elementary, middle, high school)</li> <li>• Potential future growth for enrollment and programs</li> <li>• Space needs (less kids more space)</li> <li>• Social distancing</li> <li>• Ability to maintain South Shore Educational Collaborative</li> <li>• Stability and continuity</li> </ul>
<b>2. Nothing Positive</b>	Participants indicated the following about continuing to maintain three school buildings: <ul style="list-style-type: none"> <li>• No positive aspects in maintaining three school buildings</li> <li>• Declining enrollment not addressed</li> <li>• Unnecessary financial burden continues</li> </ul>

## Cons Option #1

### Option #1: Survey

Noted Trend / Theme (Con)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Financial burden</b>	Participants Indicated the following: <ul style="list-style-type: none"> <li>• That continuing to maintain three schools is fiscally unsustainable</li> <li>• Limitation of funds from being reallocated to offer new and diverse educational opportunities for all students</li> </ul>
<b>2. Declining Enrollment</b>	Participants indicated that with declining enrollment, the space in the three schools is underutilized.
<b>3. Status quo</b>	Participants indicated the following: <ul style="list-style-type: none"> <li>• The loss of a school building as a risk that prohibits space for future growth</li> <li>• Having only two buildings has the potential for overcrowded schools in the future</li> </ul>
<b>4. Nothing negative</b>	Participants indicated there were no negative aspects or concerns to keeping the status quo
<b>5. Town Projects</b>	Participants indicated that this option limits opportunities for town projects.

### Option #1: Focus Group

Noted Trend / Theme (Pro)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Traditional grade spans culture/ experiences</b>	Participants indicated it was important to take into consideration: <ul style="list-style-type: none"> <li>• The maturity level of students</li> <li>• Established cultures and traditions</li> <li>• No disruption or change</li> <li>• Maintain South Shore Educational Collaborative in the district</li> </ul>
<b>2. Potential for improved culture and experience</b>	Participants indicated: <ul style="list-style-type: none"> <li>• Potential for enhancement of activities because of available space within schools</li> <li>• Potential for future growth.</li> </ul>

### Option #1: Focus Group

Noted Trend / Theme (Con)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Fiscal budget considerations related to space and cost</b>	Participants responses indicated concerns with: <ul style="list-style-type: none"> <li>• Underutilized space</li> <li>• The cost of running three buildings</li> <li>• The waste of energy and resources</li> <li>• Status quo option contrary to MARS report</li> <li>• The three buildings not at capacity</li> <li>• The cost to repurpose buildings</li> <li>• The cost to sustain quality programs across three schools</li> </ul>
<b>2. Traditional grade span/culture experience</b>	Participants noted the risk for: <ul style="list-style-type: none"> <li>• Programmatic splintering of educational programs</li> <li>• The loss of space</li> <li>• The potential adjustments of blending new age groups</li> </ul>
<b>3. Town projects limited</b>	Participants noted concerns for: <ul style="list-style-type: none"> <li>• Town wide sustainability with status quo</li> <li>• Status quo delays the inevitable</li> </ul>



### **Description of Option #2**

Create a PreK-8 and 9-12 model

- Memorial Middle School is no longer utilized as a school
  - School Committee gives up control of the middle school
- Jacobs PreK-8
- Hull High 9-12

Collaborative spaces reduced or eliminated

## **Pros Option #2**

### **Option #2: Survey**

Noted Trend / Theme (Pro)	Common Theme <i>Listed by frequency of responses</i>
<b>1.Support for reconfiguration</b>	Participants identified that reconfiguration could provide: <ul style="list-style-type: none"> <li>• Increased school experience for students</li> <li>• Efficient use of building space</li> <li>• Efficient use of school resources</li> <li>• Cost effective</li> <li>• Cost avoidance for town</li> <li>• Opens possibility for town projects/town control</li> </ul>

### **Option #2: Focus Groups**

Noted Trend / Theme (Pro)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Support for reconfiguration</b>	Participants indicated reconfiguration could provide: <ul style="list-style-type: none"> <li>• Fewer transitions and strengthened peer relationships with extended time PreK - 8 at the Jacobs Elementary School</li> <li>• Increased access to programming and extracurricular activities for students</li> <li>• Utilization of the Jacobs Elementary School as a school within a school model (upper and lower school)</li> </ul>

## **Cons Option #2**

### **Option #2: Survey**

Noted Trend / Theme (Con)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Nothing negative</b>	Participants indicated there were no negative aspects of this option
<b>2. Lack of support for reconfiguration</b>	Participants indicated they do not support reconfiguration because: <ul style="list-style-type: none"> <li>• Age differences were of concern</li> <li>• Challenge associated with appropriate space for students</li> <li>• Potential future overcrowding</li> <li>• Disruption to status quo</li> <li>• Loss of South Shore Educational Collaborative</li> <li>• Change/impact for students and staff</li> </ul>
<b>3. School Committee loss of control of Memorial Middle School</b>	Participants indicated the School Committee would lose control of Memorial Middle School and also lose the potential to use it as a school building if there is future enrollment growth.

### **Option #2: Focus Groups**

Noted Trend / Theme (Con)	Common Theme <i>Listed by frequency of responses</i>
<b>1.School Committee loss of control of Memorial Middle School</b>	Participants indicated loss of control by the School Committee of Memorial Middle School is not in the best interest of students.
<b>2. Disruption to South Shore Educational Collaborative</b>	Participants indicated concern for: <ul style="list-style-type: none"> <li>• Loss of revenue from South Shore Educational Collaborative</li> <li>• The need for South Shore Educational Collaborative to seek other rental space</li> </ul>
<b>3. Traditional grade spans</b>	Participants indicated the following: <ul style="list-style-type: none"> <li>• The need to maintain students in traditional age cohorts</li> <li>• The concern for potential early education changes</li> </ul>

### **Description of Option #3**

- Memorial Middle School is no longer used as a school
  - School Committee gives up control of the middle school
- Create a PreK-7 and 8-12 model
- Hull High School 8-12
- Collaborative spaces reduced or eliminated

## **Pros Option #3**

### **Option #3: Survey**

<b>Noted Trend / Theme (Pro)</b>	<b>Common Theme</b> <i>Listed by frequency of responses</i>
<b>1. Support for 8 - 12 grade span at Hull High School</b>	Participants indicated: <ul style="list-style-type: none"> <li>• Expanded educational and enrichment experiences for students as positive</li> <li>• An opportunity to balance enrollment between two buildings to achieve efficient use of space</li> <li>• A sense that an 8 - 12 grade span makes sense at Hull High School</li> </ul>
<b>2. Nothing positive</b>	Participants under this category indicated there are no positive aspects of option #3 and included no reason.
<b>3. Expansion of Town services</b>	Participants indicated: <ul style="list-style-type: none"> <li>• A positive opportunity for the community to improve town services by the School Committee turning over the Memorial Middle School building</li> <li>• A belief there will be cost savings to the town as a result of reconfiguration</li> </ul>

### **Option #3: Focus Groups**

<b>Noted Trend / Theme (Pro)</b>	<b>Common Theme</b> <i>Listed by frequency of responses</i>
<b>1. Support for Reconfiguration</b>	Participants indicated reconfiguration could allow for: <ul style="list-style-type: none"> <li>• Maximizing utilization of Hull High School and Jacobs Elementary School space</li> <li>• Enhanced eighth grade educational experience with option to participate in athletics and extracurricular clubs</li> </ul>

## **Cons Option #3**

### **Option #3: Survey**

<b>Noted Trend / Theme (Con)</b>	<b>Common Theme</b> <i>Listed by frequency of responses</i>
<b>1. Concerns about 8 - 12 grade span at Hull High School</b>	Participants noted concerns regarding: <ul style="list-style-type: none"> <li>• The safety and socialization of grade 8 students at Hull High School</li> <li>• The need to plan for separate space for grade 8 at Hull High School</li> <li>• The preparation/transition plans for grade 8 students at Hull High School</li> <li>• The impact of change for students and staff</li> </ul>
<b>2. School Committee loss of control of Memorial Middle School</b>	Participants indicated loss of School Committee control as a negative because it will constrain the district if there was future enrollment growth.
<b>3. Nothing negative</b>	Participants indicated there were no negative aspects to: <ul style="list-style-type: none"> <li>• PreK - 7 at the Jacobs School and grades 8 - 12 at Hull High School</li> <li>• The School Committee no longer having control of Memorial Middle School</li> </ul>

### **Option #3: Focus Groups**

<b>Noted Trend / Theme (Con)</b>	<b>Common Theme</b> <i>Listed by frequency of responses</i>
<b>1. Concerns around 8 - 12 grade span at Hull High School</b>	Participants indicated the following: <ul style="list-style-type: none"> <li>• Splitting grades 7 and 8 as a negative</li> <li>• Loss of middle school cohort experience</li> </ul>
<b>2. School Committee loss of control of Memorial Middle School</b>	Participants indicated loss of control of Memorial Middle School by the School Committee is a negative because it will constrain the district if there is future enrollment growth
<b>3. Disruption to South Shore Educational Collaborative</b>	Participants indicated concern for loss of revenue from South Shore Educational Collaborative and lack of space will cause South Shore Educational Collaborative to seek other rental space.

### **Description of Option #4**

#### **Mixed-Use Model**

- Select grade span
  - PreK-7 at Jacobs Elementary School and 8-12 at Hull High School
  - OR
  - PreK-8 at Jacobs Elementary School and 9-12 at Hull High School
- Memorial Middle School stays in use as a mixed-use facility
  - School Committee remains control of Memorial Middle School
- Collaborative spaces eliminated or reduced
- Develop a Memorandum of Understanding to guide future use of the Memorial Middle School building between the town and School Committee

### **Pros Option #4**

#### **Option #4: Survey**

Noted Trend / Theme (Pro)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Best option</b>	Participants indicated: <ul style="list-style-type: none"> <li>• Option #4 as the best choice without stating a specific reason</li> <li>• Expressed that both the efficiency of space, usage and opportunities for mixed use/town projects as favorable</li> <li>• The opportunity for expanded learning experiences</li> <li>• That option #4 addresses declining enrollment</li> <li>• It is desirable that the School Committee maintain control of Memorial Middle School through the creation of a Memorandum of Understanding with the town which secures the ability to address potential future growth and mixed use</li> <li>• Potential financial benefits</li> </ul>
<b>2. Nothing positive</b>	Participants responded with "none" when asked, What are the positive aspects of option 4?

#### **Option #4: Focus Groups**

Noted Trend / Theme (Pro)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Enhancement of community/town programs</b>	Participants indicated: <ul style="list-style-type: none"> <li>• Multi age opportunities</li> <li>• Centralization of town administration</li> <li>• Opening up community space</li> <li>• Pooling of resources</li> </ul>
<b>2. School Committee maintains control of building</b>	Participants indicated control of Memorial Middle School should remain with the School Committee to allow for future potential enrollment growth and maintain control over maintenance of Memorial Middle School.
<b>3. Opportunities for educational programs</b>	Participants indicated possible space for educational programs such as South Shore Educational Collaborative, vocational programs and Hull Family Network.
<b>4. Fiscal considerations</b>	Participants indicated possible revenue opportunities and possible cost avoidance

### **Cons Option #4**

#### **Option #4: Survey**

Noted Trend / Theme (Con)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Nothing Negative</b>	Participants indicated there were not any negative aspects or concerns about maintaining a mixed use model at Memorial Middle School (town/school use) and utilizing the Jacobs School and High School to educate PreK - 12 students.
<b>2. Traditional Grade Span/Culture/Experience</b>	Participants noted: <ul style="list-style-type: none"> <li>• A loss of traditional grade spans under this model</li> <li>• Some traditions of each grade span could be lost</li> <li>• Concern about the possibility of overcrowded buildings</li> </ul>
<b>3. Uncertainty</b>	Participants noted the following: <ul style="list-style-type: none"> <li>• Uncertainty about future use of the Memorial Middle School</li> <li>• Concern regarding the strength, process, and time required to establish a Memorandum of Agreement between the general government and the Hull School Committee</li> <li>• Uncertainty regarding future use of buildings by South Shore Educational Collaborative</li> </ul>
<b>4. Cost of Maintaining three buildings</b>	Participants noted the cost of the school department continuing to maintain three buildings as a negative outcome of this option.

#### **Option #4: Focus Groups**

Noted Trend / Theme (Con)	Common Theme <i>Listed by frequency of responses</i>
<b>1. Logistics</b>	Participants noted considerations of: <ul style="list-style-type: none"> <li>• Outdoor space</li> <li>• Parking</li> <li>• Traffic flow</li> </ul>
<b>2. None</b>	No negatives noted.

## **Section 3**

# **Frequently Asked Questions**

## **FREQUENTLY ASKED QUESTIONS**

1. Will taxes for residents of Hull decrease if the schools reconfigure?

It is possible for taxes to decrease but it is also possible for them to increase or stay on the same trajectory

2. If the School Committee no longer has control of Memorial Middle School, who will maintain the building?

The general government would be fully responsible for all costs associated with maintaining and operating the building.

3. Is the Memorandum of Understanding only available when the School Committee maintains control of the middle school?

Yes, a Memorandum of Understanding between the Hull School Committee and general government would be developed in collaboration with legal counsel and be written to codify conditions under which the building will operate only as part of option #4.

4. What is the capacity of each of the school buildings? Will the schools be overcrowded with reconfiguration?

School	MSBA Student Enrollment Capacity	Enrollment when renovation was completed (2008)	Current Enrollment (as of 10/1/21)	Proposed Enrollment with Reconfiguration	
				Grades PreK-7	Grades PreK-8
Jacobs Elementary School	785	538	378	496	557

School	MSBA Student Enrollment Capacity	Enrollment when renovation was completed (2005)	Current Enrollment (as of 10/1/21)	Proposed Enrollment with Reconfiguration	
				Grades 8-12	Graded 9-12
Hull High School	450	399	248	309	248

School	MSBA Student Enrollment Capacity	Enrollment when renovation was completed (2002)	Current Enrollment (as of 10/1/21)
Memorial Middle School	355	330	179

5. Is there a payback cost to the Massachusetts School Building Authority (MSBA) if the School Committee gives up control of the Memorial School?

The Memorial Middle School renovation project was completed in June of 2002 and the Memorial Middle School bond has been paid off. We are currently working with the MSBA to determine whether there will be any potential financial impact resulting from the Memorial Middle School's removal from service.

6. Will the Hull Public Schools lose federal funding if the School Committee gives up control of the Memorial Middle School?

Chapter 70 federal funding is based on student population. It is not based on the number of school facilities utilized in a district.

7. Will services for special education suffer if the schools are reconfigured?

No, in fact, special education services may improve because of increased collaboration, fewer student transitions and limited need for staff to travel between buildings. Additionally, the district remains obligated to implement services based on student's individualized educational programs.

8. What is the impact to the School Department budget with the loss of the revenue from renting to South Shore Educational Collaborative?

Currently, the School Department rents space to South Shore Educational Collaborative. The School Department uses this money for maintenance of facilities and for the bond payment of the turf field. Under option #4, the Memorandum of Understanding will state that the general government will absorb costs created by any loss of revenue as a result of South Shore Educational Collaborative losing space in the schools. If there is a possibility that there is room for some South Shore Educational Collaborative classrooms, the remaining revenue will be defined in the Memorandum of Understanding.

A meeting was held with the South Shore Educational Collaborative's Executive Director and Program Directors to gauge their interest in leasing educational classroom space at Memorial Middle School should it be repurposed. The South Shore Educational Collaborative has expressed a verbal commitment to a long-term lease agreement of the 2<sup>nd</sup> or 3<sup>rd</sup> floor of the Memorial Middle School.

#### **HULL PUBLIC SCHOOLS INCOME FROM RENTAL TO THE SSEC**

##### **FY23 Proposed rental income from the South Shore Educational Collaborative**

	<u># of rooms</u>	<u>Room rate</u>	<u>Annual rental charge</u>
FY23 School Year:	11	\$14,500	\$159,500
Summer:	10	\$1,450	<u>\$14,500</u>
Total charge to SSEC:			\$174,000

9. What type of retrofitting will need to occur to the Jacobs Elementary School and/or Hull High School (science labs, lockers, restrooms, furniture, etc.)?

A feasibility study, which is the next step identified in the MARS report, will need to be conducted to determine necessary retrofitting and cost of retrofitting.

10. Will there be a parking shortage at the Jacobs Elementary School and at Hull High School if Memorial Middle School is removed from service?

At this time, twenty-five parking spaces at the Jacobs Elementary School are occupied by South Shore Educational Collaborative staff and there is room in the current parking lot to add approximately fifteen additional parking spaces. At the Hull High School, there is room to add the necessary parking spaces.

11. Does the Memorial Middle School need a lot of repairs?

Currently, a repair project is ongoing at the Memorial Middle School which is funded through a town bond. In addition, all town buildings will need consistent maintenance whether they are used as a school facility or not.

12. If Hull High School houses grades eight through twelve, will the course offerings change for grades nine through twelve?

No, course offerings will not change for students in grades nine through twelve. In fact, course offerings most likely will expand for students in grade eight.

13. If Jacobs Elementary School houses PreK-7 , will the course offerings change for grades six and seven?

No, course offerings will not change for students in grades six and seven. In fact, course offerings most likely will expand for students.

14. Will there be space for the Hull Family Network if the schools reconfigure?

Yes, there will be space for Hull Family Network. However, the location has not been determined at this time.

15. Will small class sizes continue if the schools reconfigure?

As a district priority, we will do our best to maintain small class sizes based on funding and enrollment changes. The district's goal remains; doing what is in the best interest of students.

16. Will grade eight traditions continue if the district reconfigures?

Yes, we are mindful of the importance of traditions and we will work together to ensure students have a positive experience.

17. Will there be a traffic flow issue at the Jacobs Elementary School if additional grades are housed there?

The traffic flow was designed for a capacity of 785 students. Based on projected enrollment with grades PreK - 7 housed at the Jacobs Elementary School, there would be 496 students. Based on enrollment levels PreK - 8 housed at the Jacobs Elementary School, there would be 557 students. Previous enrollment of the Jacobs Elementary School in 2008 was 538 students.

18. Will there be a traffic flow issue at Hull High School if grade 8 is housed there?

The traffic flow at Hull High School was designed for a capacity of 450 students. Based on projected enrollment with grades 8-12 housed at Hull High School, there would be 309 students. Previous enrollment at Hull High School in 2005 was 399 students.

19. Will there be any impact on the property insurance of Memorial Middle School if changes occur?

As long as the building isn't left vacant or unoccupied and/or there won't be any high hazard occupancy, the insurance company should be able to continue providing property coverage. If we go forward with reconfiguring, they suggest we work with town counsel to draw up a lease agreement with the tenant that clearly defines responsibilities. If the building would include a joint occupancy with Hull students, The insurance company would also want to verify controls in place to protect students. If other town departments use Memorial Middle School, there would be no change in our insurance coverage or rates.



## **Section 4**

### **Massachusetts School Building Authority (MSBA) Information**

- a. MSBA Bulletin #07-01 School Building Removal from Service**
- b. Draft MSBA notification letter**

# Massachusetts School Building Authority

**Timothy P. Cahill**  
*Chairman, State Treasurer*

**Katherine P. Craven**  
*Executive Director*

## **Bulletin 07-01**

### **School Closings, Sales, Leases or Other Removal From Service.**

**Scope:** This bulletin is intended to provide guidance to cities and towns and school districts (collectively "Districts") with respect to closing or otherwise removing school facilities from service. In particular, this bulletin will discuss: (a) how the removal from service of a school facility might affect any pending or subsequent grant applications to the Massachusetts School Building Authority ("the Authority"); (b) the calculation and enforcements of amounts owed to the Authority pursuant to M.G.L. c. 70B and 910 CMR 2.00 as a result of removal from service; and (c) notice and other procedural requirements in connection with closing or otherwise removing a school from service.

**Executive Summary:** Although Districts may have valid reasons for school reconfigurations, the Authority's grant monies are finite and must be awarded in accordance with clear statutory priorities. Accordingly, as described below, Districts that have closed school buildings within ten years may be ineligible for Authority assistance, and in any event will likely be at a disadvantage vis-a-vis other Districts in the competition for Authority resources. (See §I (A) and (B))

The Authority expects that eligibility issues will be determined in connection with its review of a District's Statement of Interest ("SOI"). Although Districts should not hesitate to submit SOIs for all proposals, not all proposals will advance to the formal application stage. (See §I (C))

Further, when contemplating the removal of a facility from service, Districts should conform to the procedures described below so as to ensure eligibility for future applications. Although a proposal for a new project will be reviewed at the SOI stage, certain notice and compensation requirements are triggered earlier, beginning at the time a District proposes to remove a school from service. (See §II, III)

## ***I. Removal of A School Facility From Service and Eligibility for Authority Grant Applications.***

### ***(A) Statutory and Regulatory Provisions.***

M.G.L. c. 70B and 963 CMR 2.00 make ineligible any application for a grant whose purpose is to replace a schoolhouse sold, leased or otherwise removed from service in the past ten years. Such an application may only be considered if the Authority determines that the need for the facility covered by the proposed grant could not have reasonably been anticipated at the time that such schoolhouse was removed from service. Thus, the removal of a school facility, for whatever reason, means a subsequent application may not even be eligible for consideration.

This statutory prohibition raises two issues for potential applicants: (1) does the proposed project in fact replace the school facility removed from service, and (2) was the need for the new school facility reasonably anticipated at the time of the removal from service?

Whether a new facility is replacing a facility removed from service may be obvious in some cases but in others less so. Certainly, closing a facility cannot create a contemporaneous or foreseeable need for a new facility or even new construction. In the Commonwealth's very largest cities, however, a proposed new school may not be replacing a school removed from service if the school-aged population has migrated to the area in which the new project is proposed (and the older school is geographically distant from any student population). In most cases, however, if students could have been educated in a facility removed from service and are now proposed to be educated in a new facility, then the Authority will likely find the proposed facility replaces the facility removed from service.

With respect to the question of reasonable anticipation, note that 963 CMR 2.21(1) requires Districts to notify the Authority prior to removal from service and to provide a significant amount of information intended to show that at the time of closing there will not be any anticipated need for a new facility as a result of the closing. (The process for providing this information is described below at Section III.) While either enrollment patterns or existing facilities may change unexpectedly during ten years, the need for a new facility cannot be apparent from the outset.

As more fully described below (See I(C)), the Authority will review both questions subsequent to the submission of the SOI based on the submitted SOI and supporting documents as well as the Authority's fact finding. Also, separately, Districts should review the process associated with removal of a facility from service as described below (Section III). These steps may be necessary years in advance of the submission of an SOI and are mandatory for Districts in order to remain eligible for Authority grants.

*(B) Prioritization of Projects.*

Applicants should also be aware that even if the removal from service of a facility does not render an application ineligible, it might make the application less competitive given the nature of the Authority's grant program. The limit on total facilities grants for fiscal year 2008 is \$500,000,000. Although a large sum, it is finite, especially given the costs of individual projects. Thus, not every application, even if eligible, will be awarded a grant in a given year.

The Legislature has required the Authority to prioritize the award of grants pursuant to statutory standards. Specifically, section eight of c. 70B establishes an order of priorities for the grant program. Applicants should review those priorities, but their focus is to ameliorate safety issues, to ameliorate existing, expected or short term overcrowding and to prevent loss of accreditation. While school districts and eligible applicants may have many good reasons for reconfiguring schools, those reasons may not mesh with the statutorily created priorities and care should be taken not to create a situation which does not compete favorably. Specifically, reconfiguration, including some new construction, to realize operational savings does not, on its own, constitute a high priority rationale.<sup>1</sup>

Chapter 70B § 15(d) does provide that these ineligibility provisions might not apply, at the discretion of the Authority, if the sale or lease of a facility removed from service is for "non profit public purposes." In connection with submitted SOI's, the Authority will evaluate every sale or changed use of a facility, but given the nature of the program, the use of the removed facility for a public purpose will not automatically render eligible a proposal for a new facility.

*(C) Process for Evaluating Applications in Light of Earlier School Closings.*

The Authority's application process is best described in 963 CMR. In particular, §§2.09 and 2.10 describe the process for the submissions and review of SOI's and, if appropriate, the more formal application process. The SOI process, described at both 963 CMR 2.09 and the Authority's web site ([www.massschoolbuildings.org](http://www.massschoolbuildings.org)), calls for the submission of materials that would demonstrate the District's needs under the statutory priorities. A District submitting an SOI that has closed or removed a school from service will have an opportunity to discuss its decision during the SOI process, but c. 70B § 15, 963 CMR 2.09(3) and (5), and 963 CMR 2.10 (2)(b) all create the presumption that an application following a facility's removal from service, will be ineligible.

As the Authority describes in the SOI forms, the grant process will require a collaborative review of a District's needs. Thus, once an SOI is submitted, the Authority will work closely with the District to identify deficiencies remediable through the Authority's grant

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<sup>1</sup> We do note that pursuant to c. 70B § 8, priority number five in the Order of priorities is for "projects needed in the judgment of said authority for the replacement renovation, or modernization of the heating system in any school house to increase energy conservation and decrease energy related costs in said schoolhouse."

program. The Authority will review projected enrollments, the District's master plan, and the state of the school facilities. In particular, the Authority may undertake a Facilities Assessment to understand fully the deficiencies identified in the report. The Facilities Assessment will review the state of existing facilities and historical maintenance levels.

At the conclusion of the SOI process, the Authority will determine whether to invite a District to submit a formal application. At this point, the Authority will make eligibility determinations based on what it has learned, including whether the proposed facility replaces one removed from service in the preceding ten years.

(In addition to the SOI process, Districts must comply with notice and process requirements of 963 CMR 2.21 when contemplating removing a facility from service. Those requirements may well be triggered in advance of the SOI and are described below at Section III).

## ***II. Calculations of Amounts Owed the Authority as a Result of Removal From Service.***

### ***(A) Calculation***

In addition to the effect removal from service may have on the application process, 70B also provides that the Authority is entitled to certain sums in connection with any sale or lease of the facility removed from service. In particular, section 15(a) provides that "net proceeds from the sale or lease shall be divided between the commonwealth and the general funds of the applicable eligible applicant in proportion to the commonwealth's prior investment in the assisted structure or facility..." In addition, "[t]he authority may issue regulations to recapture commonwealth assistance for capital construction for any approved school facilities projects for school buildings that are removed from service". 963 CMR 2.21 further requires that the sale or lease of a facility may be for no less than fair market value.

In essence, the Authority will require the District to first use the proceeds to pay off the bondholders and the Authority will terminate any remaining grant assistance payments. The remaining proceeds will be divided between the Commonwealth and the District in proportion to the Commonwealth's prior investment. If the proceeds from any sale or lease are less than the amount needed to repay the debt, the District shall make future debt payments out of the proceeds, but the Authority's grant assistance payments shall terminate.

### ***(B) Enforcement***

For pre 2004 school buildings, c. 70B section 15(b) requires that outstanding grant payments, after reduction reflecting allocation of proceeds from a sold or leased building shall be deducted from the town or district's "cherry sheet." Moreover, c. 70B authorizes the authority to develop rules to recapture commonwealth investment in schools removed from service. The Authority has a local aid intercept authority and will use that

mechanism unless a satisfactory agreement is reached with respect to any proceeds. Going forward, the Authority anticipates that it will require applicants to pay all amounts owed to the Commonwealth under section 15, before additional grant applications will be processed.

### ***III. Procedures for Removing Schools from Service.***

Both 70B and 963 CMR 2.21 establish rules for notice and process when removing schools from service. Following these rules are crucial for Districts to ensure eligibility for future Authority grants. The notice and process provisions are intended to ensure that: (1) a Districts understand the full ramifications of removing a school from service (and allows a District an opportunity to establish that new school construction was not anticipated at the time of a school closing), and (2) proper calculations can be made and agreements entered into, to reimburse the Authority for its contributions to the facility. Failure to comply will jeopardize a District eligibility of future grants.

Districts must comply with the following timeline:

- Notification to Authority of intent to remove facility from service at least six months before intended removal date.
  - Because this notice, and any subsequent closure, triggers a formal process with respect to Commonwealth recoupment of funds, and because it will determine eligibility of pending or future applications, the notice must be submitted in the same manner as a SOI, i.e., signed by; (1) the local Chief Executive Officer, (2) the Chairperson of the School Committee and (3) the Superintendent.
  - Although the Authority will continue to try to provide informal guidance to districts at all times, for purposes of statutory and regulatory compliance, inquiries or other informal letters will not satisfy the Authority's notice requirements.
- In addition to a formal notice signed as above, Districts must include:
  - a plan for accommodating any displaced school programs and services;
  - a plan for accommodating district students within the remaining school buildings, as a result of the sale, lease or removal from service of said school facility;
  - a long-range plan for accommodating district students based on the Authority's Enrollment Projections;
  - any future plans for the sale or lease of property under control of the school district; and
  - any future plans for the construction, renovation, addition or lease of school facilities in the school district.

- Districts must thereafter cooperate in a final audit to determine the cost of the facility to be removed.
- The Authority will arrange for an appraisal to be performed to determine fair market value of facility.
- Authority and District enter into agreement for repayment of commonwealth funds.

As stated above, the Notice obligations accrue when a District intends to remove a school from service and are independent of the SOI and application projects. While school closings may be part of a proposed reconfiguration, often they are not, and Districts should have these notification requirements in mind.

Issued May \_\_\_\_, 2007



## *Hull Public Schools*

Judith E. Kuehn

Superintendent of Schools

18 Harborview Road, Hull, Massachusetts 02045

(781) 925-4400 ext. 1118 Fax (781) 925-8042

Date XX

Ms. Christine Nolan, Associate General Counsel  
Mr. Matthew Donovan, Director of Administration and Operations  
Massachusetts School Building Authority  
40 Broad Street, Suite 500  
Boston, MA 02109

Dear Ms. Nolan and Mr. Donovan:

On behalf of the Hull School Committee, I am writing to notify the Massachusetts School Building Authority that the Hull Public Schools is exploring the possibility of closing the Memorial Middle School. Currently our Memorial Middle school houses students in grade 6 through grade 8. However, our district-wide enrollment has been trending downward for many years, which has prompted the district to take serious steps to explore the idea of school consolidation and possibly repurpose Memorial Middle School.

In 2019 the district contracted with MARS (Massachusetts Association of Regional Schools) Consulting Group to address the "Best Educational Use of School Facilities – Planning Services." Specifically, the MARS Group was asked to evaluate the educational adequacy of space at each of our three schools. This study was designed to determine what is in the best educational interest of the Hull students and to create a foundation for a long-term educational plan.

The MARS Consulting Group deliberated over a number of options for the district to focus on. The final report from MARS, dated May 2020, which is enclosed, provided us with four options in which they outline the advantages and disadvantages of each option. They also recommended a series of steps designed as a transition plan. Three out of the four options presented in the MARS Consulting Group report take Memorial Middle School out of service and absorbs the student population of 179 students into the Jacobs Elementary School and Hull High School.

With the MARS recommendations in mind, to date the district has done the following:

- The district has established an Ad Hoc Committee to work through the four options recommended by MARS. The Ad Hoc Committee includes the Superintendent of Schools, the Town Manager, two School Committee members, one member from the Town Advisory Board, one member from the Board of Selectmen and one parent representative.



- Eight different focus groups have been held to discuss the four options recommended by the MARS Consulting Group. The focus groups included the general public, students, teachers, staff and families of Hull Public Schools and local town officials. All of the feedback from the focus groups will be considered when the Ad Hoc Committee deliberates a recommendation for the School Committee.
- A public survey was conducted to solicit feedback on the four options recommended by the MARS Consulting Group. The survey was open to the general public and all Town of Hull residents. There again, all of the feedback from this survey will be considered when the Ad Hoc Committee deliberates a recommendation for the School Committee.
- A meeting was held with the South Shore Educational collaborative on behalf of the Ad Hoc Committee. I met with the SSEC Executive Director and Program Directors to gauge their interest in leasing educational classroom space at Memorial Middle School should it be repurposed. The South Shore Educational Collaborative expressed a verbal commitment to a long-term lease agreement of the 2<sup>nd</sup> floor of the Memorial Middle School.

Additionally, a Town Meeting warrant article allowing for a town building feasibility study has been put forward for the residents of Hull to consider at the May 2022 town meeting. A feasibility study will inform the district about any physical changes that will need to be completed prior to possibly moving middle school age students to both the Jacobs Elementary School and Hull High School.

A major part of this process will be to consider how our educational programs can be enhanced, if we decide to take Memorial Middle School out of service. It is important to note that another aspect of option four is for the School Committee to keep control of the Memorial Middle School and create a memorandum of understanding between the School Committee and the Board of Selectmen. A provision of the memorandum of understanding will address any future enrollment growth thereby allowing the School Committee to take back the Memorial Middle School for students if needed.

Although the district has not yet made a final decision, please accept this letter as the MSBA's mandated six-month advance notice of intent to possibly close or repurpose the Memorial Middle School. On behalf of the Hull School Committee, I will keep the MSBA informed of our future progress and of a final decision when made.

Very truly yours,

Judith E. Kuehn  
Superintendent of Schools

Attachments: MARS report

## **Section 5**

### **New England School Development Council (NESDEC) 2021–2022 Enrollment Projection Report**

- a. NESDEC 2021–2022 Enrollment Projection Report**
- b. NESDEC Middle School Enrollment Projection Chart**
- c. NESDEC 2021-2022 Enrollment Projection**
- d. Actual Hull Public Schools Enrollment – June 2022**



## **Hull Public Schools**

### **Hull, MA**

## **2021-22 Enrollment Projection Report**

*Copyright, New England School Development Council, 2022*



# Historical Enrollment

School District:

Hull, MA

2/14/2022

Historical Enrollment By Grade																		
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	PK-12
2006	100	2011-12	42	64	70	73	76	92	95	77	80	87	81	85	92	83	0	1055
2007	84	2012-13	52	74	64	74	69	77	88	94	65	85	83	83	80	93	0	1029
2008	99	2013-14	50	75	67	64	70	71	80	87	89	86	85	93	88	84	0	1019
2009	80	2014-15	45	57	74	65	63	68	71	79	85	85	66	85	91	100	0	989
2010	78	2015-16	51	55	63	71	62	61	67	71	80	80	82	65	87	91	0	935
2011	80	2016-17	59	57	54	62	66	56	61	63	63	78	71	79	62	99	0	871
2012	80	2017-18	54	62	58	53	62	67	54	61	75	62	78	70	78	69	0	849
2013	72	2018-19	51	64	58	56	56	66	64	54	63	68	58	78	71	80	0	836
2014	73	2019-20	55	52	59	60	56	57	64	61	57	59	61	61	76	76	0	799
2015	53	2020-21	31	43	54	54	55	58	57	61	62	65	59	65	65	73	0	771
2016	73	2021-22	52	53	43	54	56	63	57	56	62	61	64	54	62	68	0	753
																		805

\*Birth data provided by Public Health/Vital Records Departments in each state.

Historical Enrollment in Grade Combinations													
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	5-12				
2011-12	512	470	756	714	339	244	167	585	341				
2012-13	498	446	742	690	332	244	150	583	339				
2013-14	477	427	719	669	322	242	155	592	350				
2014-15	443	398	692	647	320	249	170	591	342				
2015-16	430	379	661	610	298	231	160	556	315				
2016-17	415	356	619	560	265	204	141	515	311				
2017-18	410	356	608	554	252	198	137	493	295				
2018-19	415	364	600	549	249	185	131	472	287				
2019-20	403	348	580	525	241	177	116	451	274				
2020-21	352	321	540	509	245	188	127	450	262				
2021-22	378	326	557	505	236	179	123	427	248				

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	1055	0	0.0%
2012-13	1029	-26	-2.5%
2013-14	1019	-10	-1.0%
2014-15	989	-30	-2.9%
2015-16	935	-54	-5.5%
2016-17	871	-64	-6.8%
2017-18	849	-22	-2.5%
2018-19	836	-13	-1.5%
2019-20	799	-37	-4.4%
2020-21	771	-28	-3.5%
2021-22	753	-18	-2.3%
Change		-302	-28.6%

## Projected Enrollment

School District:

Hull, MA

2/14/2022

Enrollment Projections By Grade*																		
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	PK-12
2016	73	2021-22	52	53	43	54	56	63	57	56	62	61	64	54	62	68	0	753
2017	74	2022-23	53	58	52	42	54	58	62	55	58	61	59	65	54	65	0	743
2018	42	(prov.) 2023-24	54	33	57	51	42	56	57	60	57	57	59	60	65	56	0	710
2019	56	(prov.) 2024-25	55	44	33	56	51	43	55	55	62	56	55	60	60	68	0	698
2020	64	(prov.) 2025-26	56	50	43	32	56	53	42	53	57	61	54	56	60	63	0	680
2021	62	(est.) 2026-27	57	49	39	42	32	58	52	40	55	56	59	55	56	63	0	666
2022	60	(est.) 2027-28	58	47	38	46	42	33	57	50	41	54	54	60	55	59	0	648
2023	57	(est.) 2028-29	59	44	36	37	18	43	32	55	51	40	52	55	60	57	0	630
2024	60	(est.) 2029-30	60	47	34	45	17	40	42	31	57	50	38	53	55	63	0	621
2025	60	(est.) 2030-31	61	47	36	12	35	49	49	40	32	56	48	38	53	57	0	602
2026	60	(est.) 2031-32	62	47	36	45	42	46	48	47	41	32	54	49	38	55	0	590
Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.																		

\* Birth data provided by Public Health Vital Records Departments in each state.

Based on an estimate of births

Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*											
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12		
2021-22	378	326	557	505	236	179	123	427	248		
2022-23	379	326	553	500	236	174	119	417	243		
2023-24	350	296	524	470	231	174	114	414	240		
2024-25	337	282	510	455	228	173	118	416	243		
2025-26	332	276	503	447	213	171	118	404	233		
2026-27	339	282	490	433	203	151	111	384	233		
2027-28	333	275	478	420	202	145	95	373	228		
2028-29	319	260	465	406	178	146	91	370	224		
2029-30	334	274	472	412	180	138	107	347	209		
2030-31	339	278	467	406	177	128	88	324	196		
2031-32	336	274	456	394	168	120	73	316	196		

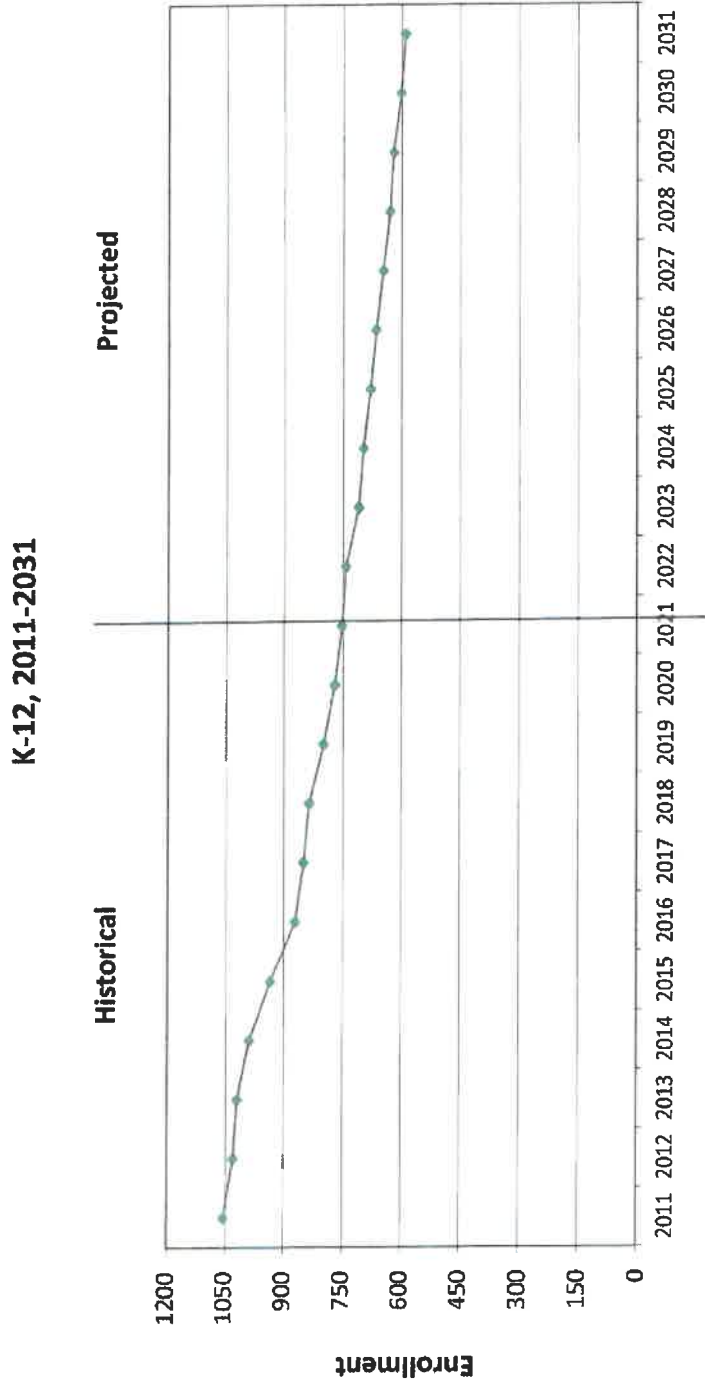
Projected Percentage Changes			
Year	K-12	DHW	%
2021-22	753	0	0.0%
2022-23	743	-10	-1.3%
2023-24	710	-33	-4.4%
2024-25	698	-12	-1.7%
2025-26	680	-18	-2.6%
2026-27	666	-14	-2.1%
2027-28	648	-18	-2.7%
2028-29	630	-18	-2.8%
2029-30	621	-9	-1.4%
2030-31	602	-19	-3.1%
2031-32	590	-12	-2.0%
Change	163		-21.6%

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

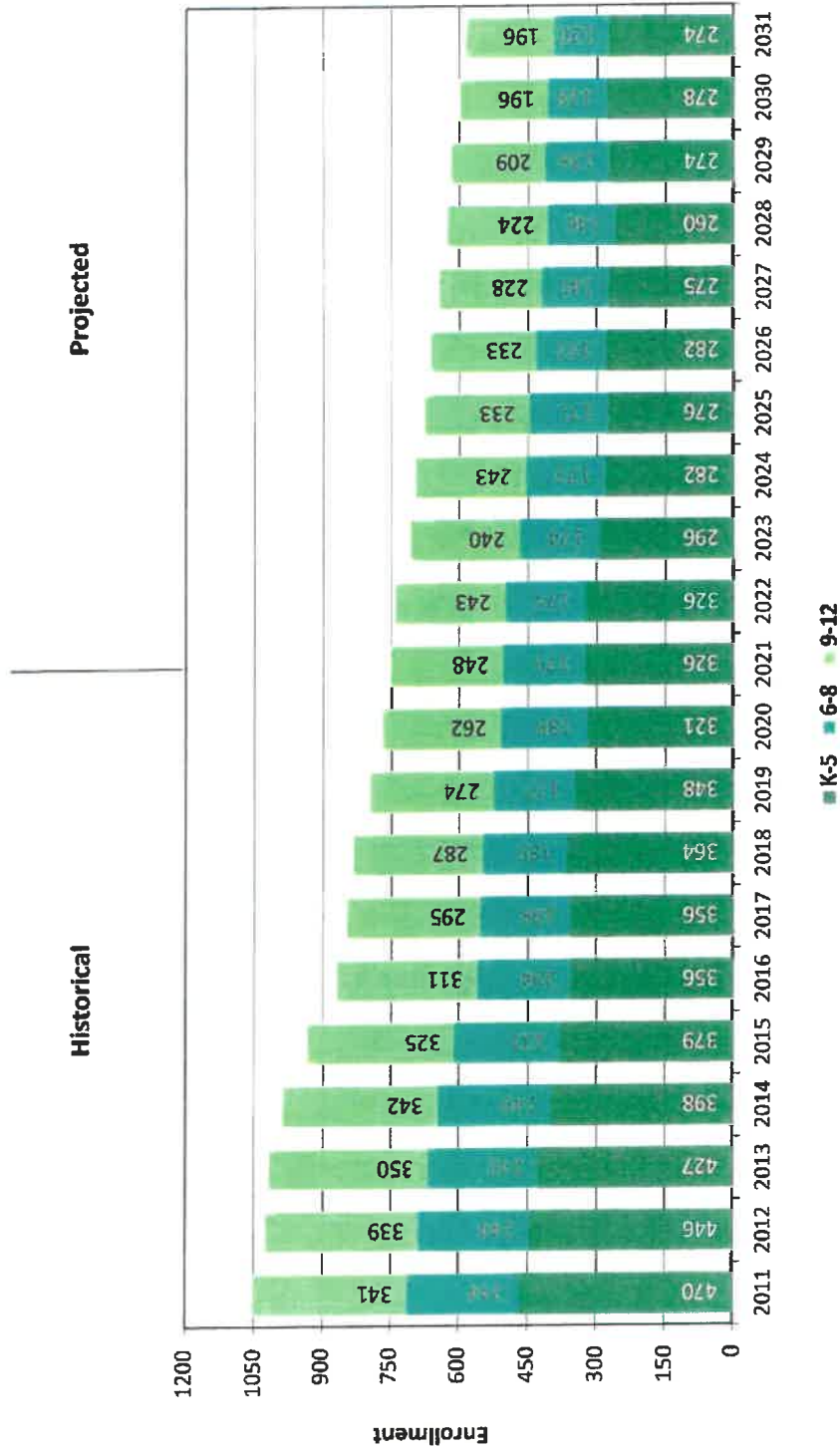




# Historical & Projected Enrollment



# Historical & Projected Enrollments in Grade Combinations



## Additional Data

Building Permits Issued (Source: HUD)			
Year	Single-Family	Multi-Units	
2011	6	0	
2017	10	0	
2018	9	2	
2019	8	0	
2020	12	41	
2021	11 to date	45 to date	

Enrollment History*			
Year	Career+ Tech 9-12 Total	Non-Public K-12 Total	
2011-12	n/a	n/a	n/a
2017-18	6	102	
2018-19	10	87	
2019-20	13	64	
2020-21	11	50	
2021-22	5	46	

Residents in Non-Public Independent and Parochial Schools (General Education) *														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
1	1	2	3	1	5	6	2	2	6	2	3	5	8	46

K-12 Home-Schooled Students*	
2021	17

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	2021	23
--	------	----

2021	16
K-12 Special Education Outplaced Students*	

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	2021	n/a
--	------	-----

\*The above data were provided by the District, with the exception of building permit data (provided by HUD).  
"n/a" signifies that information was not provided by District.





#### PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

#### RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Projections are generally most reliable when they are closest in time to the current year, and the more stable the variables noted above, the easier and more reliable the projections. Projections six to ten years out may serve as a guide to future enrollments and are useful for facility planning purposes, but they should be viewed as subject to change, given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon the children who already are in the district (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already born into the community but not yet old enough to be in school. The least reliable category is the group for which an estimate must be made to predict the number of births, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October. This service is available at no cost to affiliated school districts.

#### USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email ([ep@nesdec.org](mailto:ep@nesdec.org)).

# **HULL PUBLIC SCHOOLS - MEMORIAL MIDDLE SCHOOL ENROLLMENT PROJECTIONS**

**Projections from 2021-22 NESDEC Enrollment Projection Report (grades 6, 7, 8)**

<u>School Year</u>	<u>Grade level</u>			<u>Total</u>
	<u>6</u>	<u>7</u>	<u>8</u>	
2021-22	56	62	61	179
2022-23	55	58	61	174
2023-24	60	57	57	174
2024-25	55	62	56	173
2025-26	53	57	61	171
2026-27	40	55	56	151
2027-28	50	41	54	145
2028-29	55	51	40	146
2029-30	31	57	50	138
2030-31	40	32	56	128
2031-32	47	41	32	120

## NESDEC - New England School Development Council Enrollment Projections

\* projected enrollment based on an estimate of births, children already born and students already enrolled

### 2021-22 NESDEC Enrollment Projection Report

School Year	<u>Pre-K</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>PK-12</u>
2021-22	52	53	43	54	56	63	57	56	62	61	64	54	62	68	805
2022-23	53	58	52	42	54	58	62	55	58	61	59	65	54	65	796
2023-24	54	33	57	51	42	56	57	60	57	57	59	60	65	56	764
2024-25	55	44	33	56	51	43	55	55	62	56	55	60	60	68	753
2025-26	56	50	43	32	56	53	42	53	57	61	54	56	60	63	736
2026-27	57	49	49	42	32	58	52	40	55	56	59	55	56	63	723
2027-28	58	47	48	48	42	33	57	50	41	54	54	60	55	59	706
2028-29	59	44	46	47	48	43	32	55	51	40	52	55	60	57	689
2029-30	60	47	43	45	47	50	42	31	57	50	38	53	55	63	681
2030-31	61	47	46	42	45	49	49	40	32	56	48	38	53	57	663
2031-32	62	47	46	45	42	46	48	47	41	32	54	49	38	55	652

OFFICE OF THE SUPERINTENDENT  
HULL PUBLIC SCHOOLS  
HULL, MASSACHUSETTS

WEDNESDAY, JUNE 1, 2022

School	Pre School	Kdg.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Out of District	Total
L.M. Jacobs School	56	57	45	54	56	59	56									383
Memorial Middle School								55	61	62						178
Hull High School										64	55	59	64			242
Total Enrollment																803
Out of District															16	16
Total Enrollment and Out of District																819

## **Section 6**

### **Finances**

- a. Status Quo Financial Predictions - Net Budget**
- b. Memorial School Operations/Maintenance Costs**
- c. Memorial School FY23 Budget pie chart**

**HULL PUBLIC SCHOOLS DRAFT BUDGET FORECAST - STATUS QUO SCENARIO - OPTION 1 FROM THE MARS REPORT**  
**FORECAST = MEMORIAL MIDDLE SCHOOL STAYS IN SERVICE, WITH NO CHANGES**

	FY19 Actuals	FY20 Actuals	FY21 Actuals	FY22 Budget	FY23 Budget	FY24 Draft Forecast Status Quo	FY25 Draft Forecast Status Quo	FY26 Draft Forecast Status Quo	FY27 Draft Forecast Status Quo	Line
<b>NET SCHOOL BUDGET:</b>	<b>15,490,733</b>	<b>15,678,874</b>	<b>16,017,295</b>	<b>16,339,650</b>	<b>16,829,840</b>	<b>17,264,194</b>	<b>17,809,715</b>	<b>18,472,824</b>	<b>19,176,255</b>	<b>1</b>
AMOUNT NEEDED FOR STATUS QUO:						17,264,194	17,809,715	18,472,824	19,176,255	2
INCREASE FROM PRIOR YEAR:					490,190 ---	434,354	545,521	663,109	703,431	3
% INCREASE FROM PRIOR YEAR:					3.00%	2.58%	3.16%	3.72%	3.81%	4
					16,829,840	17,166,436	17,509,765	17,859,960	18,217,160	5
						2.00%	2.00%	2.00%	2.00%	6
						336,597	343,329	350,195	357,199	7
<b>AMOUNT SHORT:</b>						<b>(97,757)</b>	<b>(202,192)</b>	<b>(312,914)</b>	<b>(346,232)</b>	<b>8</b>

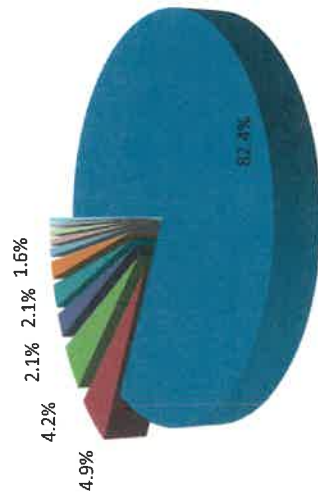
## Memorial Middle School Maintenance Expenses

	FY18 Actual Expenditures	FY19 Actual Expenditures	FY20 Actual Expenditures	FY21 Actual Expenditures
<b>Memorial School Maintenance Expenses</b>				
Custodial Supplies	7,903	5,440	15,752	17,820
Maint. of Building/Grounds	79,537	40,780	56,372	70,260
Maint. of Equipment	29,232	14,185	18,672	11,402
Other Maint. of Building/Grounds/Equip	5,449	64,168	26,767	34,143
<b>Total Maintenance Expenses</b>	<b>122,121</b>	<b>124,573</b>	<b>117,563</b>	<b>133,626</b>
<b>Memorial School Utilities</b>				
Heat	38,426	33,583	34,575	48,074
Electricity	58,479	61,641	49,069	61,122
Water/Sewer	9,419	10,312	9,212	8,147
Telephone	9,519	9,437	8,269	6,643
<b>Total Utilities</b>	<b>115,843</b>	<b>114,973</b>	<b>101,125</b>	<b>123,987</b>

## Memorial Middle School Maintenance Salaries

	FY18 Actual Expenditures	FY19 Actual Expenditures	FY20 Actual Expenditures	FY21 Actual Expenditures
<b>Memorial School Maintenance Salaries</b>				
Facilities Director (1/3 salary)	22,610	23,062	23,523	24,357
HVAC Technician/Energy Manager (1/3 salary)	14,363	16,150	14,818	18,162
Maintenance/Repair Worker (1/3 salary)	22,857	23,173	21,886	23,762
Memorial Middle Custodial Staff (3)	133,985	138,381	143,378	153,510
Substitute Custodian (1/3 salary)	5,967	6,308	6,004	9,847
Overtime (1/3 salary)	24,817	24,701	16,200	22,833
<b>Total Maintenance Salaries</b>	<b>224,599</b>	<b>231,776</b>	<b>225,809</b>	<b>252,471</b>
<b>TOTAL MAINTENANCE EXPENDITURES</b>	<b>462,563</b>	<b>471,322</b>	<b>444,497</b>	<b>510,084</b>

## Memorial Middle School Expenses - FY23 Budget Amounts



- Salaries (Admin, Teachers, Paras, Secr, Nurse, Others)
- Custodial staff (3 people)
- Maintenance of Building/grounds/equipment
- Electricity of building
- Heat of building
- Classroom supplies, textbooks
- Maintenance staff (1/3 salary)
- Facilities Director (1/3 salary)
- HVAC Technician (1/3 salary)
- water / sewer
- Telephone

Memorial Middle FY23 Expense Budget			
Salaries (Admin, Teachers, Paras, Secr, Nurse, Others)	2,513,559		82.4%
Custodial staff (3 people)	148,211		4.9%
Maintenance of Building/grounds/equipment	129,089		4.2%
Electricity of building	64,479		2.1%
Heat of building	62,537		2.1%
Classroom supplies, textbooks	49,150		1.6%
Maintenance staff (1/3 salary)	22,904		0.8%
Facilities Director (1/3 salary)	20,000		0.7%
HVAC Technician (1/3 salary)	18,333		0.6%
water / sewer	12,250		0.4%
Telephone	9,805		0.3%
	3,050,318		100.0%



## **Section 7**

### **Grade Reconfiguration**

- a. Student Experience – Opportunities/Possible Obstacles**
  - **PreK-7 at Jacobs Elementary School and 8-12 at Hull High School**
  - OR**
  - **PreK-8 at Jacobs Elementary School and 9-12 at Hull High School**
- b. Jacobs Elementary School current floor plan**
- c. Jacobs School potential floor plan**
- d. Hull High School current floor plan**
- e. Memorial Middle School current floor plan**

## **Grade Reconfiguration**

### **Student Experience – Opportunities / Possible Obstacles\***

#### **PreK -7 at Jacobs Elementary School and 8-12 at Hull High School**

##### **Student Experience and Opportunities**

- Access to band and foreign language in elementary grades
- Opportunity for content teachers in grades 5 – 7
- Consistent data driven student intervention and acceleration focus PreK – 7
- Library media specialist PreK - 7
- Consistent implementation of special education services PreK-7
- Opportunity for grade 8 students to participate in courses beyond the typical grade 8 course selection
- One less transition for students
- Allows grade 8 students more opportunities for involvement at an earlier age which may reduce students who leave for a different high school
- Hull High School gains additional students
- Transportation barrier removed for grade 8 students participating in sports & theater
- Access to high school clubs/activities for grade 8 students
- Grade 8 at Hull High School may increase graduation rate due to continuity
- Increases student experience for all students

##### **Possible Obstacles**

- No obstacles identified at this time

#### **PreK-8 at Jacobs Elementary School and 9-12 at Hull High School**

##### **Student Experience and Opportunities**

- Age configuration maintained for Middle school students

##### **Possible Obstacles**

- Potential overcrowding with PreK - 8 at Jacobs
- Limited or no flexible space for future growth or new programs at Jacobs Elementary School
- Available space at Hull High School remains empty
- Limits potential expanded student experiences (clubs, academics) for grade 8 students
- Addition of grade 8 at Jacobs may impact parking and bus transportation

*\*This is not intended to represent a complete list of Opportunities/Possible Obstacles but only a sampling.*

**The South Shore Educational Collaborative (SSEC)**

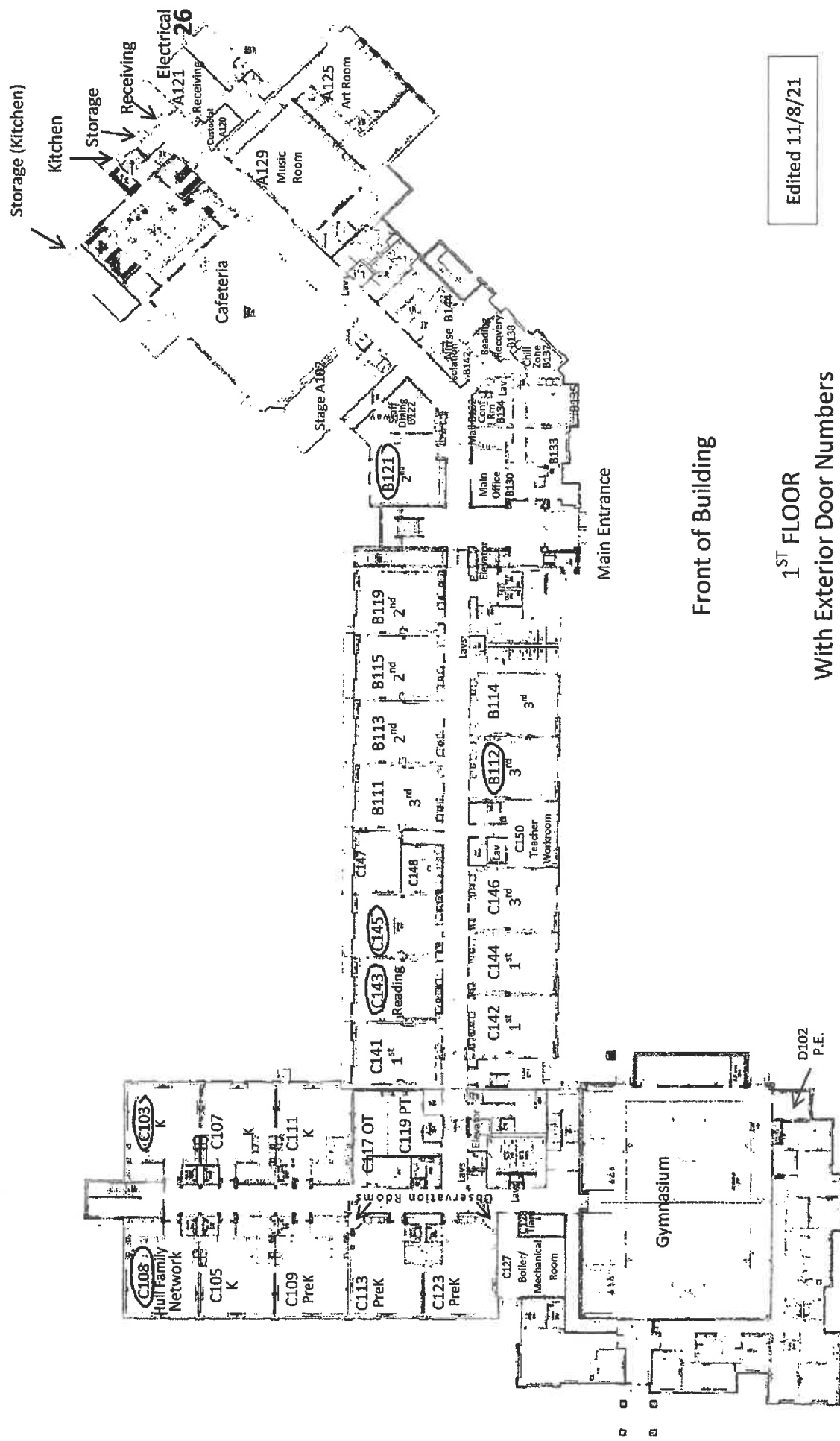
**PreK-7 at Jacobs Elementary School and 8-12 at Hull High School**

- SSEC classroom space at Jacobs or Hull High School reduced

**PreK-8 at Jacobs Elementary School and 9-12 at Hull High School**

- SSEC will be able to maintain two classrooms at Hull High School

CURRENT CONFIGURATION



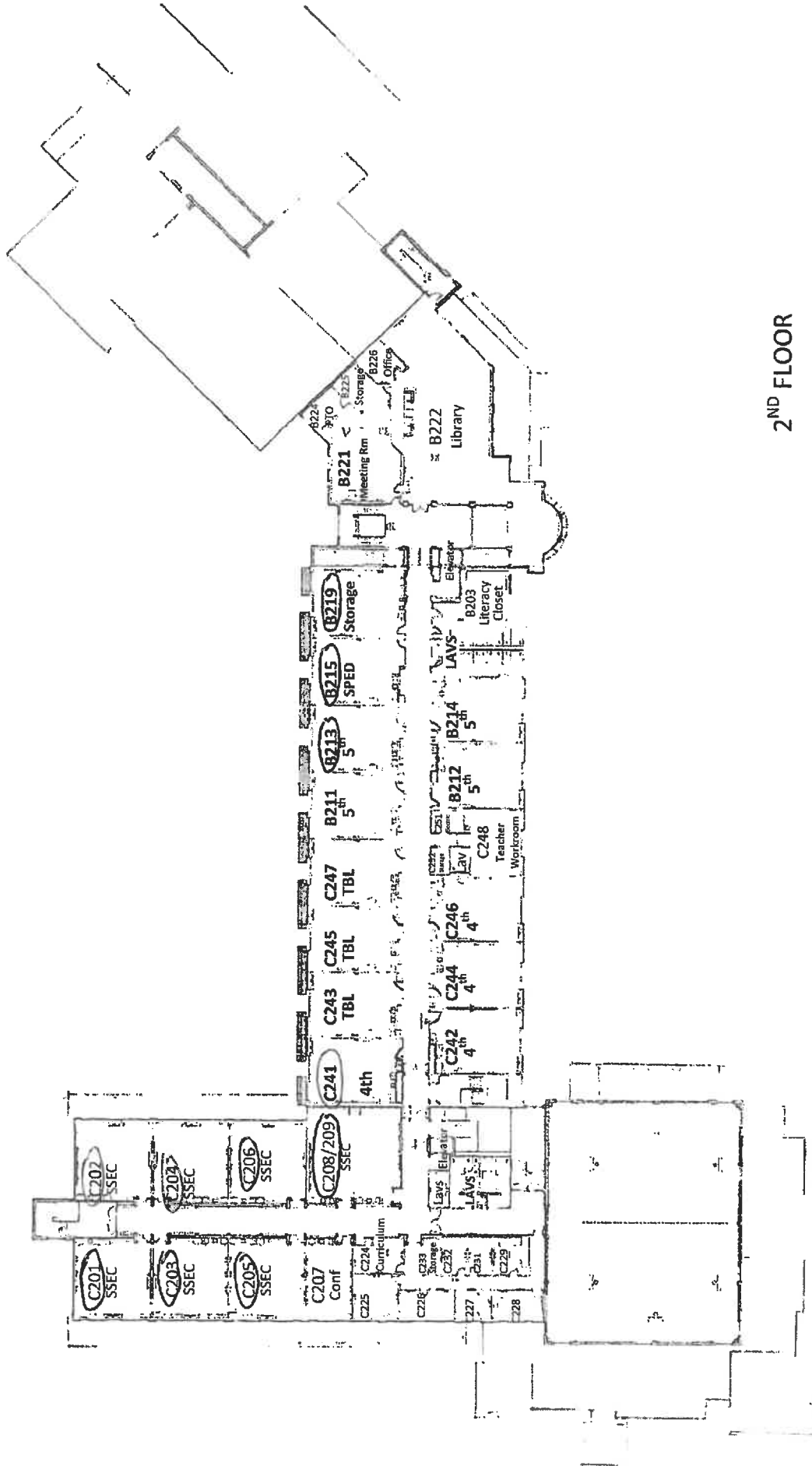
Edited 11/8/21

Front of Building

1<sup>ST</sup> FLOOR  
With Exterior Door Numbers  
L.M. JACOBS ELEMENTARY SCHOOL  
18 Harborview Road, Hull MA  
2021-2022

Note: Circled rooms are possibly available for grades 6 and 7

Current Configuration



2<sup>ND</sup> FLOOR

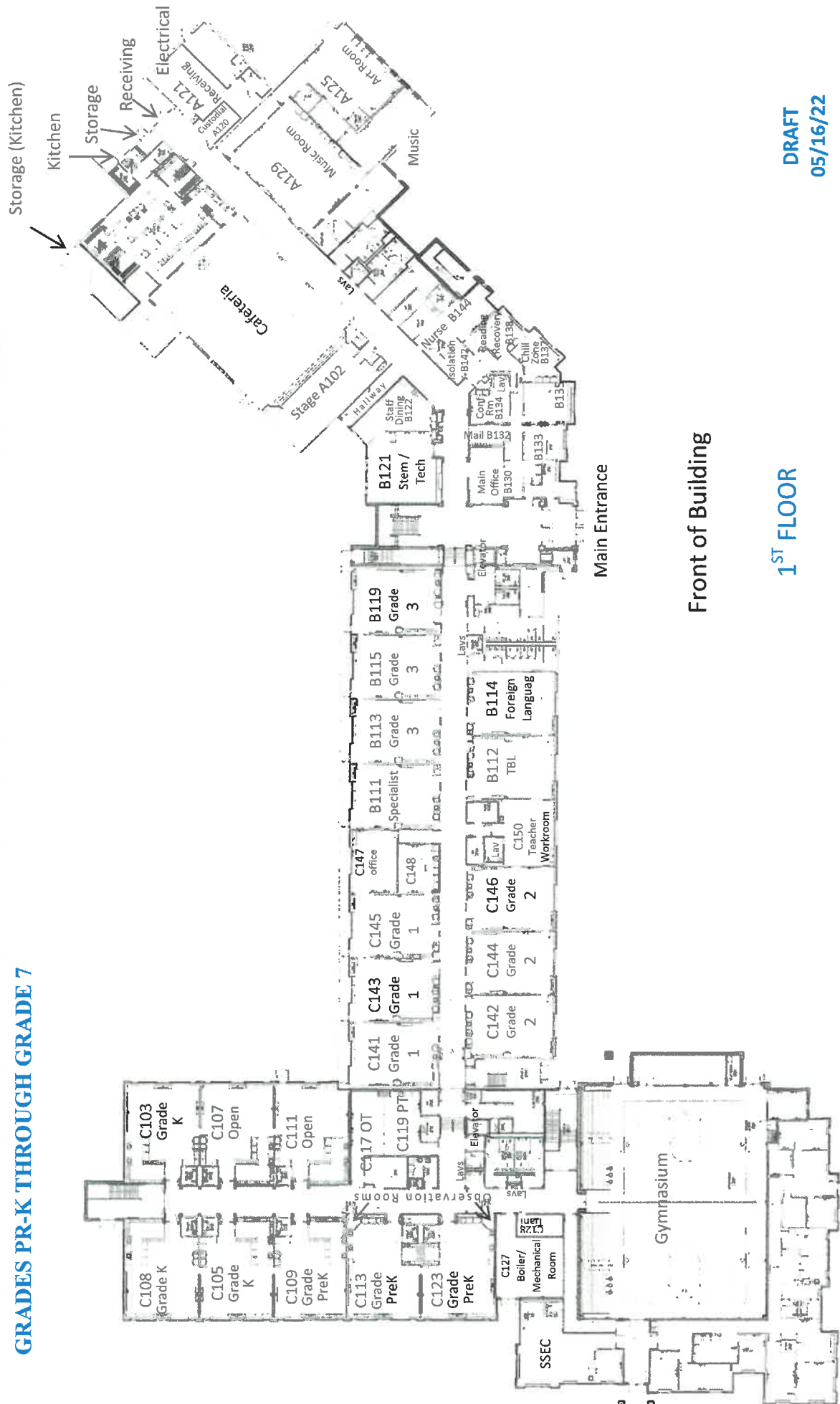
L.M. JACOBS ELEMENTARY SCHOOL  
18 Harborview Road, Hull MA

2021-2022

Note: Circled rooms are possibly available for grades 6 and 7

Edited 8/19/2021

**FOR ILLUSTRATION PURPOSES ONLY: POSSIBLE GRADE LEVEL AND ROOM CONFIGURATION  
GRADES PR-K THROUGH GRADE 7**



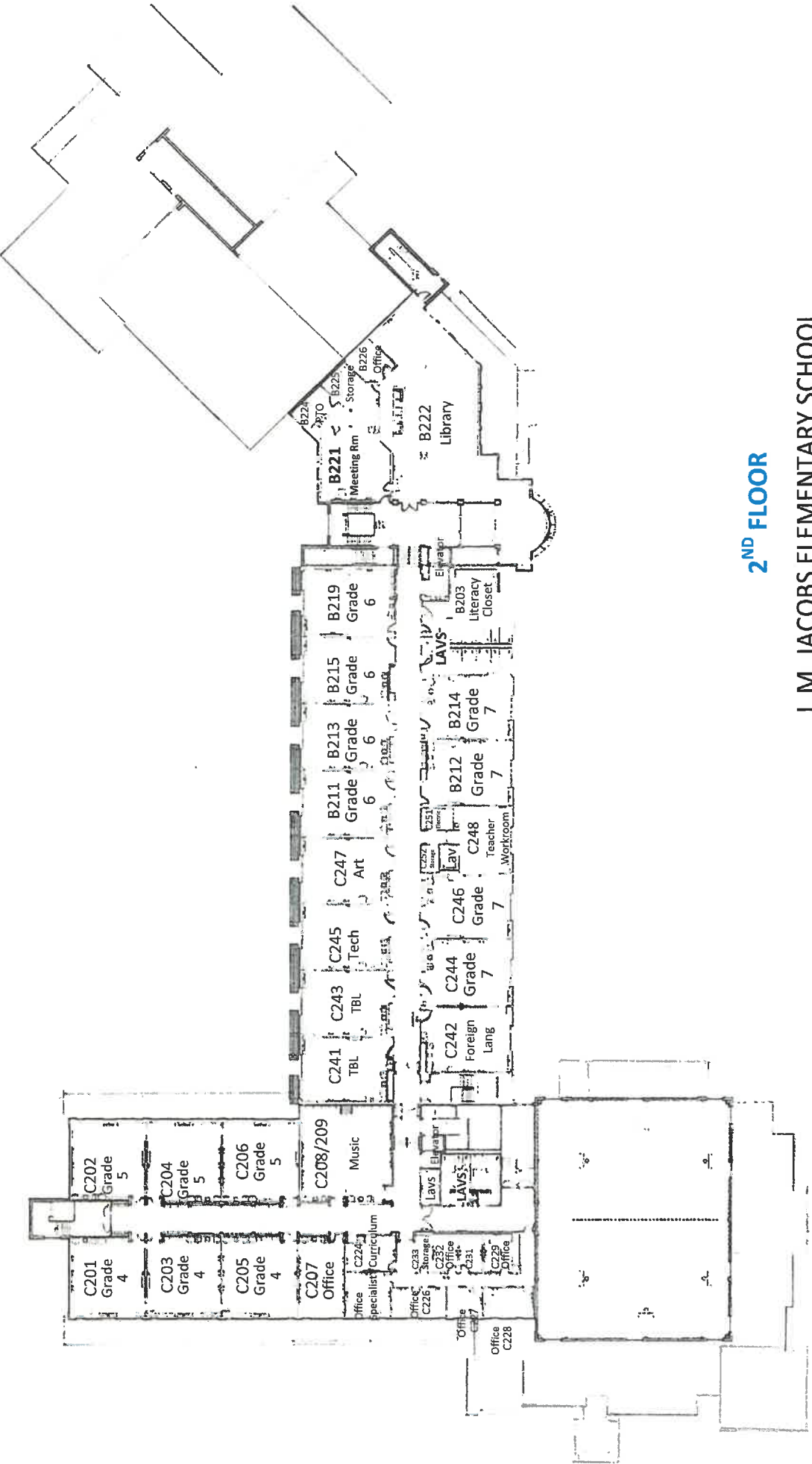
**1<sup>ST</sup> FLOOR**

**Front of Building**

**DRAFT  
05/16/22**

**L.M. JACOBS ELEMENTARY SCHOOL  
18 Harborview Road, Hull MA**

FOR ILLUSTRATION PURPOSES ONLY: POSSIBLE GRADE LEVEL AND ROOM CONFIGURATION  
GRADES PRE-K THROUGH GRADE 7



2<sup>ND</sup> FLOOR

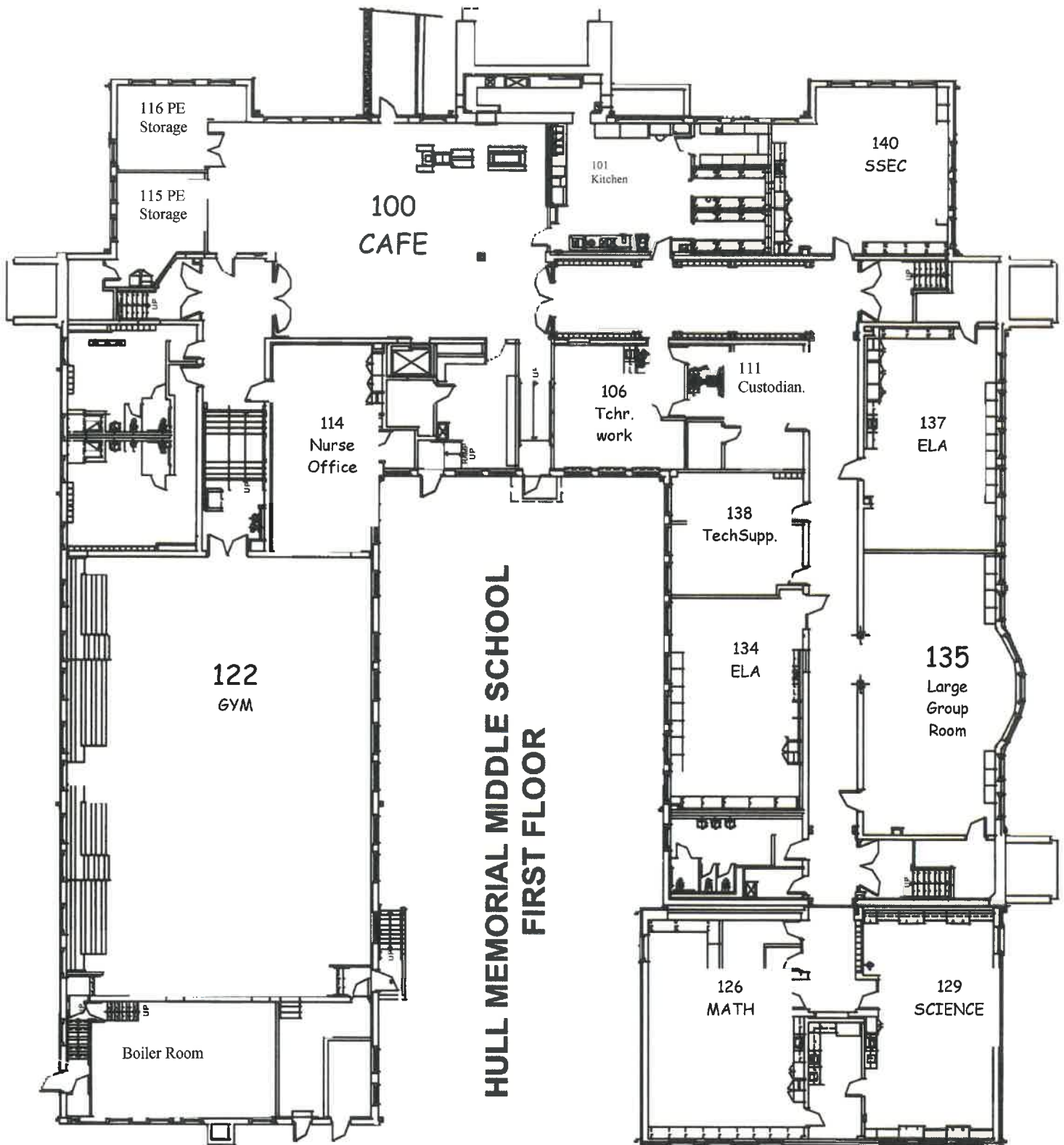
L.M. JACOBS ELEMENTARY SCHOOL  
18 Harborview Road, Hull MA

**1st Floor Classroom Plan**  
Hull High School

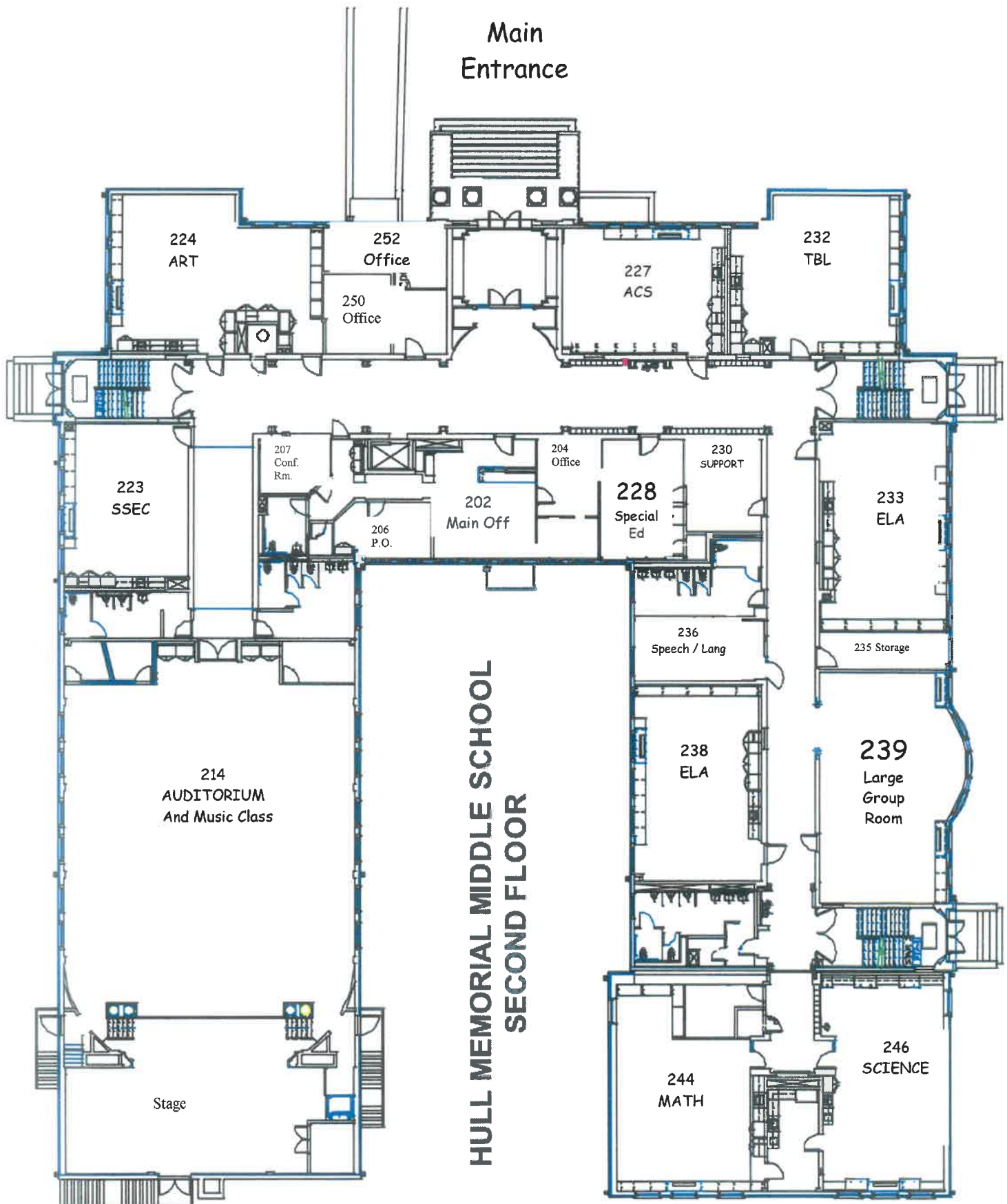
The floor plan includes the following rooms and areas:

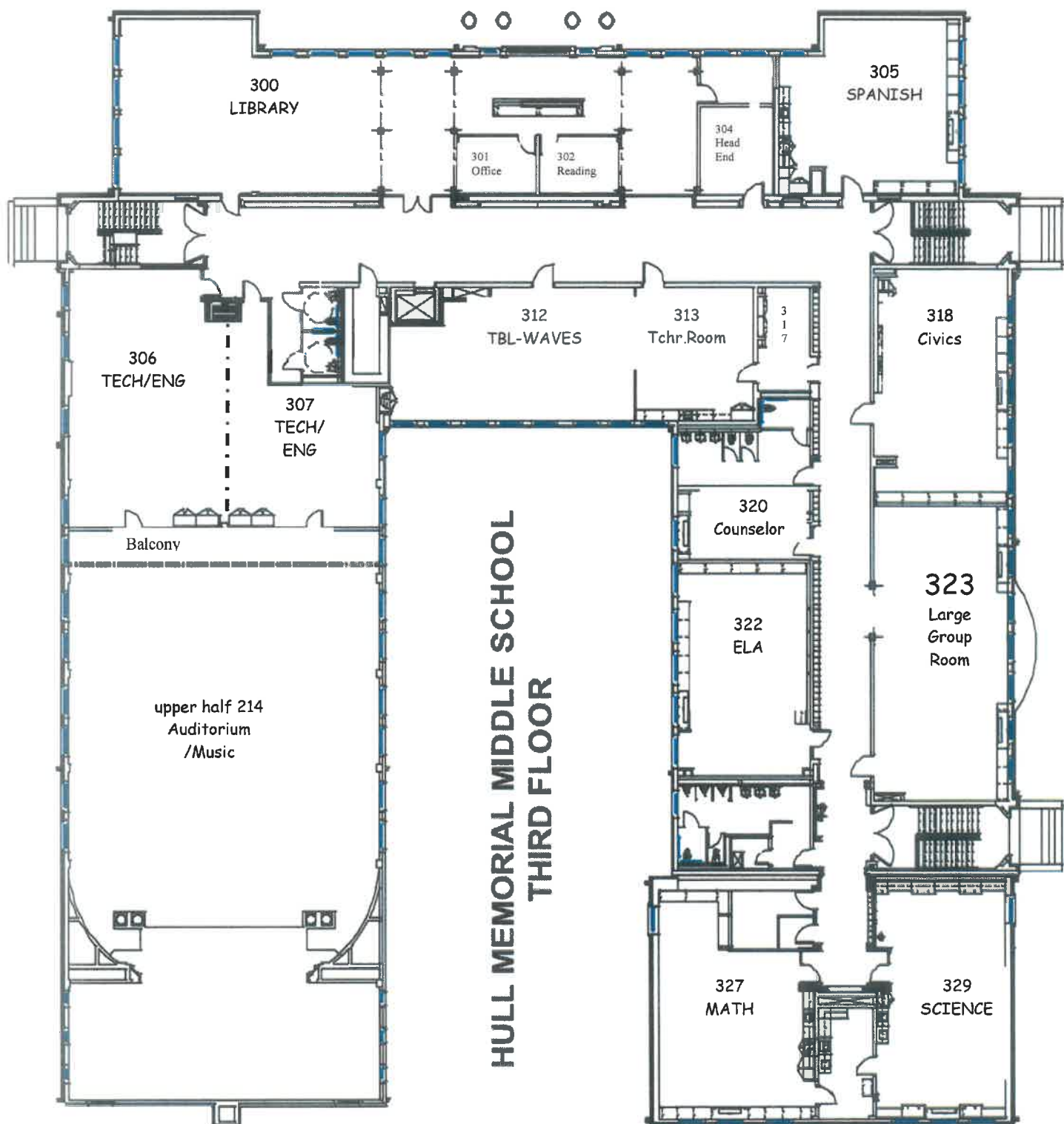
- Science:** C101, C102, C103, C104, C105, C106, C107, C108, C109, C110, C111, C112, C113, C114, C115, C116, C117, C118, C119, C120, C121, C122, C123, C124, C125, C126, C127, C128, C129, C130, C131, C132, C133, C134, C135, C136, C137, C138, C139, C140, C141, C142, C143, C144, C145, C146, C147, C148, C149, C150, C151, C152, C153, C154, C155, C156, C157, C158, C159, C160, C161, C162, C163, C164, C165, C166, C167, C168, C169, C170, C171, C172, C173, C174, C175, C176, C177, C178, C179, C180, C181, C182, C183, C184, C185, C186, C187, C188, C189, C190, C191, C192, C193, C194, C195, C196, C197, C198, C199, C200, C201, C202, C203, C204, C205, C206, C207, C208, C209, C210, C211, C212, C213, C214, C215, C216, C217, C218, C219, C220, C221, C222, C223, C224, C225, C226, C227, C228, C229, C230, C231, C232, C233, C234, C235, C236, C237, C238, C239, C240, C241, C242, C243, C244, C245, C246, C247, C248, C249, C250, C251, C252, C253, C254, C255, C256, C257, C258, C259, C260, C261, C262, C263, C264, C265, C266, C267, C268, C269, C270, C271, C272, C273, C274, C275, C276, C277, C278, C279, C280, C281, C282, C283, C284, C285, C286, C287, C288, C289, C290, C291, C292, C293, C294, C295, C296, C297, C298, C299, C300, C301, C302, C303, C304, C305, C306, C307, C308, C309, C310, C311, C312, C313, C314, C315, C316, C317, C318, C319, C320, C321, C322, C323, C324, C325, C326, C327, C328, C329, C330, C331, C332, C333, C334, C335, C336, C337, C338, C339, C340, C341, C342, C343, C344, C345, C346, C347, C348, C349, C350, C351, C352, C353, C354, C355, C356, C357, C358, C359, C360, C361, C362, C363, C364, C365, C366, C367, C368, C369, C370, C371, C372, C373, C374, C375, C376, C377, C378, C379, C380, C381, C382, C383, C384, C385, C386, C387, C388, C389, C390, C391, C392, C393, C394, C395, C396, C397, C398, C399, C400, C401, C402, C403, C404, C405, C406, C407, C408, C409, C410, C411, C412, C413, C414, C415, C416, C417, C418, C419, C420, C421, C422, C423, C424, C425, C426, C427, C428, C429, C430, C431, C432, C433, C434, C435, C436, C437, C438, C439, C440, C441, C442, C443, C444, C445, C446, C447, C448, C449, C450, C451, C452, C453, C454, C455, C456, C457, C458, C459, C460, C461, C462, C463, C464, C465, C466, C467, C468, C469, C470, C471, C472, C473, C474, C475, C476, C477, C478, C479, C480, C481, C482, C483, C484, C485, C486, C487, C488, C489, C490, C491, C492, C493, C494, C495, C496, C497, C498, C499, C500, C501, C502, C503, C504, C505, C506, C507, C508, C509, C510, C511, C512, C513, C514, C515, C516, C517, C518, C519, C520, C521, C522, C523, C524, C525, C526, C527, C528, C529, C530, C531, C532, C533, C534, C535, C536, C537, C538, C539, C540, C541, C542, C543, C544, C545, C546, C547, C548, C549, C550, C551, C552, C553, C554, C555, C556, C557, C558, C559, C560, C561, C562, C563, C564, C565, C566, C567, C568, C569, C570, C571, C572, C573, C574, C575, C576, C577, C578, C579, C580, C581, C582, C583, C584, C585, C586, C587, C588, C589, C590, C591, C592, C593, C594, C595, C596, C597, C598, C599, C600, C601, C602, C603, C604, C605, C606, C607, C608, C609, C610, C611, C612, C613, C614, C615, C616, C617, C618, C619, C620, C621, C622, C623, C624, C625, C626, C627, C628, C629, C630, C631, C632, C633, C634, C635, C636, C637, C638, C639, C640, C641, C642, C643, C644, C645, C646, C647, C648, C649, C650, C651, C652, C653, C654, C655, C656, C657, C658, C659, C660, C661, C662, C663, C664, C665, C666, C667, C668, C669, C670, C671, C672, C673, C674, C675, C676, C677, C678, C679, C680, C681, C682, C683, C684, C685, C686, C687, C688, C689, C690, C691, C692, C693, C694, C695, C696, C697, C698, C699, C700, C701, C702, C703, C704, C705, C706, C707, C708, C709, C710, C711, C712, C713, C714, C715, C716, C717, C718, C719, C720, C721, C722, C723, C724, C725, C726, C727, C728, C729, C730, C731, C732, C733, C734, C735, C736, C737, C738, C739, C740, C741, C742, C743, C744, C745, C746, C747, C748, C749, C750, C751, C752, C753, C754, C755, C756, C757, C758, C759, C760, C761, C762, C763, C764, C765, C766, C767, C768, C769, C770, C771, C772, C773, C774, C775, C776, C777, C778, C779, C780, C781, C782, C783, C784, C785, C786, C787, C788, C789, C790, C791, C792, C793, C794, C795, C796, C797, C798, C799, C800, C801, C802, C803, C804, C805, C806, C807, C808, C809, C810, C811, C812, C813, C814, C815, C816, C817, C818, C819, C820, C821, C822, C823, C824, C825, C826, C827, C828, C829, C830, C831, C832, C833, C834, C835, C836, C837, C838, C839, C840, C841, C842, C843, C844, C845, C846, C847, C848, C849, C850, C851, C852, C853, C854, C855, C856, C857, C858, C859, C860, C861, C862, C863, C864, C865, C866, C867, C868, C869, C870, C871, C872, C873, C874, C875, C876, C877, C878, C879, C880, C881, C882, C883, C884, C885, C886, C887, C888, C889, C890, C891, C892, C893, C894, C895, C896,





## CURRENT CLASS CONFIGURATION 2021-2022





## **Section 8**

# **Concluding Remarks, Recommendation, Considerations and Summation**

**Ad Hoc Committee Recommendation to Hull School  
Committee and explanation of why**

## Concluding Remarks

The Ad Hoc Committee held nine working group meetings whereby the Ad Hoc Committee reviewed and discussed community input data and examined each option during these meetings. In the course of their analysis, they used a variety of different sources. Data and trends were gathered from the focus groups, stakeholder survey, and Administration. Meetings were open to the public. Additionally Ad Hoc Committee members conducted site visits to each school building to better understand current use of space and possible use of space with reconfiguration.

## Recommendations

The Best Educational Use of School Facilities Ad Hoc Committee unanimously recommends (with Town Manager Lemnios abstaining) Option #4 with a PreK-7 configuration at the Jacobs School and 8-12 configuration at Hull High School.

Quality public schools are a vital ingredient for a diverse community. We need to attract families to Hull by showcasing the gem we have in the Hull Public Schools. As such, the students deserve to be in a vibrant, academic setting where student experience opportunities are expanded as early as possible. This proposed grade configuration could enable our schools to implement classes such band and foreign language as well as continue to attract and retain full time teachers. This proposed grade configuration will also give us more flexibility to assign subject matter teachers for younger grades. Other benefits include a more consistent track for students receiving intervention services, the possibility of a library media specialist for grades PreK-7 and greater access to co-curricular activities for grade 8 students.

The Ad Hoc Committee supports and recommends Option #4 for the following reasons (in no specific order):

### Resources

- The School Committee would maintain control of the Memorial Middle School building, and have the first option to consider educational programs for that building
- Opportunity to develop a strong, well-considered Memorandum of Understanding to guide future educational use of the Memorial Middle School building between the Select Board and School Committee
- South Shore Education Collaborative can continue to occupy space for an inclusion classrooms in each school as well as the possibility of renting space at Memorial School
- Potential for creative educational uses of the Memorial Middle School building: collaborative students and staff; apprenticeships; daycare; alternative programs; "magnet"/specialty offerings, etc.
- If the rest of the Commonwealth finds out that Hull is the best place to raise and educate children, the school committee will have the ability to repurpose the Memorial Middle School back to a middle school due to increased enrollment
- A combined school/community building would allow for greater cooperation as well as provide unique opportunities for our students

### **Student Experiences/Opportunities**

- Expand the academic and social experience for all students
- Allows for an enhanced school culture experience for students and staff within each school building
- Potential for establishing "new traditions" for each respective school building/stage of the educational journey
- Opportunity for students to build longer-lasting relationships with educators
- Allows students to become familiar with the school's culture and expectations earlier
- Possible acceleration of certain curricular offerings, providing earlier exposure to subject-area material for those students ready to take on more challenging material
- Access to some high school clubs/activities for grade 8 students
- Opportunity for peer leadership in each building with younger students
- Access to band and foreign language in elementary grades
- Opportunity for content teachers starting in 4th and 5th grades
- Opportunity for grade 8 students to participate in courses beyond the typical grade 8 course selection
- Potential of a Library Media Specialist PreK-7
- Maintain and expand Advanced Placement (AP) courses
- Removal of the transportation barrier for grade 8 students participating in sports and theater
- Additional students at Hull High School may positively impact school culture

### **Continuity**

- One less transition for students
- Allows grade 8 students more opportunities for involvement at an earlier age which may reduce the number of students who leave for a different high school
- Consistent data-driven student intervention and acceleration focus PreK-7 and 8-12
- Continuous implementation of special education services PreK-7 and 8-12
- Maintain continuity and expand specialist courses/electives (e.g. band, art, wellness, technology, etc.) for all students
- Provides for continuity of staffing positions (more "1.0 FTE" positions, as opposed to "0.8 FTE" etc.), allowing for even higher retention and recruitment of qualified staff members
- Facilitates improvement of retention rates and potentially graduation rates
- Grade 8 at Hull High School may increase the graduation rate due to continuity
- A PreK-7 and 8-12 model has been successful for many private, parochial and public schools

## **Considerations**

### **Resources**

- Opportunity to write a strong, clear, well-considered, adaptable Memorandum of Understanding/Agreement long term that allows future boards to consider
- Develop a concerted plan for public relations and outreach to promote the benefits of the Hull Public Schools' reconfiguration

- Notification to the Massachusetts School Building Authority of the plan to reconfigure the district
- School Committee may need to address what is the best use of the buildings and other resources due to the decreased student population and the possible reduction of Chapter 70 funds
- Parents and guardians are passionate which contributes to the success of their children
- Alumni helps keep Hull Pride alive
- The MARS report pre-dates the Covid pandemic. The pandemic changed everything in education including the need for classrooms large enough to provide space for social distancing. In the 2020-2021 school year, we were able to open unlike other districts. The proposed reconfiguration and use of Memorial School needs to allow for the ability to provide space for education, if needed.

### **Student Experience/Opportunities**

- Maintain current level of services for all students
- Reconfiguration will enhance the educational opportunities of all students
- The services provided to each student must not diminish in quality. In fact, reconfiguration should increase the ability of students to have an enhanced, high-quality educational experience
- Hull students who attend the South Shore Educational Collaborative should not be transported out of town to attend school
- Implementing a PreK-7 and 8-12 model is new to Hull but can be found in other elementary and secondary settings
- Due to the pandemic, the district is still recovering from educational interruption. Preventing further disruption to students' education should be a priority.
- Maintain a reduced-cost or explore a no-cost pre-kindergarten full day option

### **Continuity**

- The needs of the South Shore Educational Collaborative students
- The Hull Public School system is a diamond that needs to be carefully faceted to retain its sparkle.
- Some families who are unhappy with the decision to reconfigure may withdraw their children from Hull Public Schools
- Prospective families could be deterred from considering Hull as a home; a town that repurposes one of its schools. Therefore, the School Committee must continue its focus on maintaining a high functioning school system.
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## **Summation**

The Best Educational Use of School Facilities Ad Hoc Committee suggests upon receiving the summary report and recommendation from the working group on June 21, 2022, the Hull School Committee should subsequently work to establish a prospective timeline to guide further articulation and deliberation efforts on what is the best educational use of our school facilities. Possibly this could begin during the summer 2022.

## **Addendum**

- 1. Copy of Survey**
- 2. Link to MARS Best Educational Use of School Facilities Report**  
**[https://www.hullpublicschools.org/sites/g/files/vyhlf4546/f/uploads/report\\_main\\_20-05-12\\_0.pdf](https://www.hullpublicschools.org/sites/g/files/vyhlf4546/f/uploads/report_main_20-05-12_0.pdf)**
- 3. 2014 Letter to MSBA from Superintendent of Schools**
- 4. 2014 Response from MSBA to Superintendent of Schools**





# *Hull Public Schools*

## **Hull Public Schools Best Educational Use of School Facilities**

### **Community Stakeholder Survey**

Please complete this survey to provide information for the Ad Hoc Sub-Committee of the Hull School Committee charged with gaining background from community stakeholders on the Best Educational Use of School Facilities.

Please don't hesitate to use page 6 for additional comments.

After you have completed the survey, please send it back to Hull Public Schools in the attached self-addressed envelope.

1. Please indicate the stakeholder group you most closely align with.

- ☐ Parent/Guardian
- ☐ Teacher/Staff/Administration
- ☐ Student
- ☐ Community Member
- ☐ Alumni

## **Option #1:**

**With this option, the current education structure stays the same and the school district will continue to operate and maintain all three schools.**

**Please provide Negative/Positive comments on this option below.**

2. In your opinion, what are the **Positive** aspects of Option 1?

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3. In your opinion, what are the **Negative** aspects of Option 1?

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4. Do you have any other comments, questions, or concerns regarding Option 1?

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## Option #2:

- Create a PreK-8 AND 9-12 model
- Hull High: 9-12
- Jacobs PreK-8 (School within a school model PreK-4 and 5-8)
- Memorial no longer utilized as a school
- Collaborative spaces reduced or eliminated

**Please provide Negative/Positive comments on this option below.**

5. In your opinion, what are the **Positive** aspects of Option 2?

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6. In your opinion, what are the **Negative** aspects of Option 2?

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7. Do you have any other comments, questions, or concerns regarding Option 2?

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### Option #3:

- Create a PreK-7 and 8-12 model
- Jacobs PreK-7 (School within a School Model PreK-4 and 5-7)
- Hull High: 8-12
- Memorial no longer utilized as a school
- Collaborative spaces reduced or eliminated

**Please provide Negative/Positive comments on this option below.**

8. In your opinion, what are the **Positive** aspects of Option 3?

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9. In your opinion, what are the **Negative** aspects of Option 3?

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10. Do you have any other comments, questions, or concerns regarding Option 3?

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## Option #4:

- **Mixed Use Model**
- **Option 2 or 3 to be selected**
- **PreK-7 at Jacobs and 8-12 at Hull High or PreK-8 at Jacobs and 9-12 at Hull High**
- **Memorial no longer utilized as a school. Memorial stays in use as a mixed use facility**
- **Collaborative spaces reduced or eliminated**
- **Develop Memorandum of Understanding to guide future use of Memorial Building**

**Please provide Negative/Positive comments on this option below.**

11. In your opinion, what are the **Positive** aspects of Option 4?

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12. In your opinion, what are the **Negative** aspects of Option 4?

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13. Do you have any other comments, questions, or concerns regarding Option 4?

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### Additional Comments

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## *Hull Public Schools*

Kathleen I. Tyrell  
Superintendent of Schools

180 Harborview Road, Hull, Massachusetts 02045  
(781) 925-4400 ext. 1118 Fax (781) 925-8042

January 28, 2014

Sent via email and  
USPS First Class Mail

John K. McCarthy, Esq.  
Executive Director  
Massachusetts School Building Authority  
40 Broad Street, Suite 500  
Boston, MA 02109

Dear Mr. McCarthy:

At the January 27, 2014 meeting of the Hull School Committee, the School Committee asked me to make an inquiry to the Massachusetts School Building Authority regarding the ramifications of discontinuing the use of the Memorial Middle School for educational purposes. Please provide information regarding the financial impact of such a decision and the impact the non-educational use this building would have on future grant applications for building improvements, such as school roofs and other repairs at Hull High School and Jacobs Elementary School.

Thank you very much for your assistance. I look forward to hearing from you.

Very truly yours,

Kathleen I. Tyrell  
Superintendent of Schools

KIT/mko

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# Massachusetts School Building Authority

Steven Grossman  
Chairman, State Treasurer

John K. McCarthy  
Executive Director

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2014 MAY 19 P 12: 16  
HULL PUBLIC SCHOOLS

May 5, 2014

Kathleen I. Tyrell  
Superintendent of Schools  
Hull Public Schools  
180 Harborview Road, Hull, Massachusetts 02045

Re: Discontinuing the use of the Memorial Middle School for educational purposes

Dear Superintendent Tyrell:

Thank you for your letter of January 28, 2014 regarding "the ramifications of discontinuing the use of the Memorial Middle School for educational purposes." The Substantial completion date of the project was August 1, 2002, and I understand that the estimated date of closure of the facility is August 1, 2014.

Please be advised that the closure will have the following consequences:

First, Hull will be required to refund a prorated portion of the original MSBA Grant. The Final Grant Amount for the project was \$10,943,319 with an estimated facility life of twenty (20) years under MSBA guidelines. Consequently, the facility has a remaining estimated life of eight (8) years. This calculates to a prorated refund amount of \$4,337,328 and Hull is required to refund that amount to the MSBA.

Second, the regulations provide that "If a school district were to apply to the Authority for a grant, after having ... removed from service a school facility, said district may be eligible for a grant only if the Authority determines that the grant is not for the purpose of replacing a school facility ... removed from service in the past ten years or that the need for the grant could not have been reasonably anticipated at the time of the sale, lease, or removal from service." This provision will apply to the Hull School District and, since the need for funding far outweighs the MSBA's resources, any future application from Hull for funding will be scrutinized closely.

Very truly yours,



Dennis M. Ryan

Cc: Jack McCarthy