

## **IX. Appendices**

### **Appendix A. Documents Reviewed**

- Documents Reviewed
- Building Floor Plans
- Summary of Stakeholder Meetings
- Enrollment Data
- Strategic Plan Highlights
- Bulleted Options
- PowerPoint Presentation
- Central Office Staff List
- Class size list (2019-20)
- EMG Condition Assessments: Hull High School; Memorial Middle School; & Jacobs Elementary School
- Food Services Agreement
- High School Program of Studies
- Middle School Student Handbook
- Middle School Teacher Schedules
- Staff lists: JES; MMS; HHS
- High School Mission Statement
- Hull Teachers' Association Contract 2019-20
- MSBA (MA School Building Assoc) Statement of Interest
- SSEC (South Shore Educational Collaborative) Contract
- Feasibility Study Town Hall/Police/Fire
- Ai3 Architects, October, 2013

## **Appendix B. Summary of Stakeholder Meetings:**

### **School Committee**

The MARS Consultants met with all members of the School Committee (Jennifer Flemming, Eric Hipp, Lucas Patenaude, Stephanie Peters, and David Twombly); in groups of one or two because of their schedules. It was clear that they are very proud of the Hull Public Schools and want the best for the students going forward. They recognized that the potential closing, or repurposing, of the Memorial Middle School is a significant issues and will have implications for the future. Their main interest is in what is best for the current and future generations of students. They see a strong sense of community in the schools.

School Committee members understand that the Town needs a new or renovated Town Hall. This is a prime reason for studying the potential closing, or repurposing, of the Memorial Middle School. They want to know what are the implications, especially for students, of the District going to two school buildings. They understand that a continuing annual 2% increase in the school budget is not sustainable for a viable school system. They would hope that if there is school consolidation it would improve education for the students.

### **Administration**

The MARS Consultants had multiple face-to-face meetings with the Hull Administrative Staff as well as many phone conversations with Interim Superintendent Judy Kuehn and School Business Administrator David DeGennaro. We met as a group with Jacobs Elementary School Principal, Christine Cappadona, Memorial Middle School Principal Tony Hrivnak and Hull High School Principal Nicole Nosek. One meeting included the Human Resources Administrator Debbie Bennett. Additionally, we met several times individually with each of the school principals in their school settings. The MARS Consultants were very impressed with the quality of the Administration including all Central Office Staff and Building Principals. They obviously care about students and the District.

The principals understand the implications of declining enrollment and how that relates to the consolidation issue. They see their schools' strengths with small classes and teachers who get to know their students very well. There is a wish to have a wider variety of course offerings at the secondary level. They are appreciative of great parental support, especially at the elementary level. They would hope that programs for students would be enhanced with school consolidation; i.e., at the High School, additional students (e.g., 8<sup>th</sup> graders) would increase opportunities for increased. The Hull Family Network, which housed in the Jacobs Elementary School, is a great addition for families of young children.

### **Staff – Teacher Association Representatives**

These teachers understand that consolidation of the three Hull schools is inevitable. They had various suggestions of how the middle school grades could be divided between the other two schools. Their perception was that school consolidation would help save jobs.

Support Staff  
(Custodians, Paraprofessionals, Secretaries)

While touring the schools on several occasions, the MARS Consultants had the opportunity to talk with several of the custodial staff. Some of them grew up in Hull and/or now live in Hull. They are very proud of the schools and it shows in the excellent condition of the buildings. They obviously care about “their” buildings.

As a group, the support staff see how busy, well-utilized and active the school building are. They were not sure that members of the community appreciate the many good things that go on there. They have mixed feelings about combining middle school students in the other two schools. Some members of this staff are long-term Hull residents.

Parents

Parents with whom we spoke had concerns about recent staff cuts (e.g., Assistant Principal, Librarian) because of the shortfall in the annual budgets. There was some concern with the mixing of age groups at both the elementary and high school if the Memorial Middle School were closed and those grades were redistributed in the other two schools. They obviously care about the schools and the education of their children. There is concern that closing of the Middle School would send a negative message about the quality of the District to residents and others looking to move to Hull.

Town Manager

MARS Consultants met on three occasions with Town Manager Phil Lemnios. These were very productive meetings with the discussion centering on how the Town Offices could utilize the majority of space in the Memorial Middle School. A major concern is the cost of renovating the current Town Hall vs. the much less cost to renovate the Middle School building to accomplish the same goals for the Town. Mr. Lemnios was very positive about financial support to the schools in the transition process if the schools were to vacate that building. There were also positive discussions of a mixed-use of the building; i.e., the Town utilizing the majority of the building but sharing a part of it (perhaps 30,000 square feet of the 66,000 square foot building) for either Hull Public School or South Shore Educational Collaborative use. He stated that whatever happens with consolidation, it should not be punitive toward the schools.

Rick Reno – SSEC Director  
(South Shore Educational Collaborative)

Hull is one of eleven (11) member towns in the Collaborative. Its focus is on special education; behavioral, social/emotional, physical disabilities, and autistic spectrum disabilities. There are eleven (11) Collaborative programs in the Hull Public Schools – seven (7) in the Jacob’s Elementary School, three (3) in the Memorial Middle School, and one (1) in Hull High School. There is at least a decade relationship between the Collaborative and the Hull Public Schools. There is a growing need for space to accommodate the autistic population of students. SSEC pays \$120,000 per year for the lease of these eleven (11) spaces. This is the first year of a three-year agreement. At this time, this money is used to offset the debt attributed to the relatively new synthetic athletic field by the High School. Mr. Reno is very concerned about losing the great spaces the Collaborative enjoys within the District.

# Hull, MA Historical Enrollment

School District:

Hull, MA

12/12/2018

Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2003	116	2008-09	45	81	95	98	69	92	96	86	88	95	108	100	94	97	0	1189	1244
2004	105	2009-10	48	69	83	95	95	70	95	97	92	86	102	91	101	77	0	1153	1201
2005	89	2010-11	44	78	74	78	96	99	73	87	90	87	87	98	87	86	0	1120	1164
2006	100	2011-12	42	64	70	73	76	92	95	77	80	87	81	85	92	83	0	1055	1097
2007	84	2012-13	52	74	64	74	69	77	88	94	65	85	83	83	80	93	0	1029	1081
2008	99	2013-14	50	75	67	64	70	71	80	87	89	86	85	93	88	84	0	1019	1069
2009	80	2014-15	45	57	74	65	63	68	71	79	85	85	66	85	91	100	0	989	1034
2010	78	2015-16	51	55	63	71	62	61	67	71	80	80	82	65	87	91	0	935	986
2011	80	2016-17	59	57	54	62	66	56	61	63	63	78	71	79	62	99	0	871	930
2012	80	2017-18	54	62	58	53	62	67	54	61	75	62	78	70	78	69	0	849	903
2013	72	2018-19	51	64	58	56	56	66	64	54	63	68	58	78	71	80	0	836	887

## Appendix C. Enrollment Data

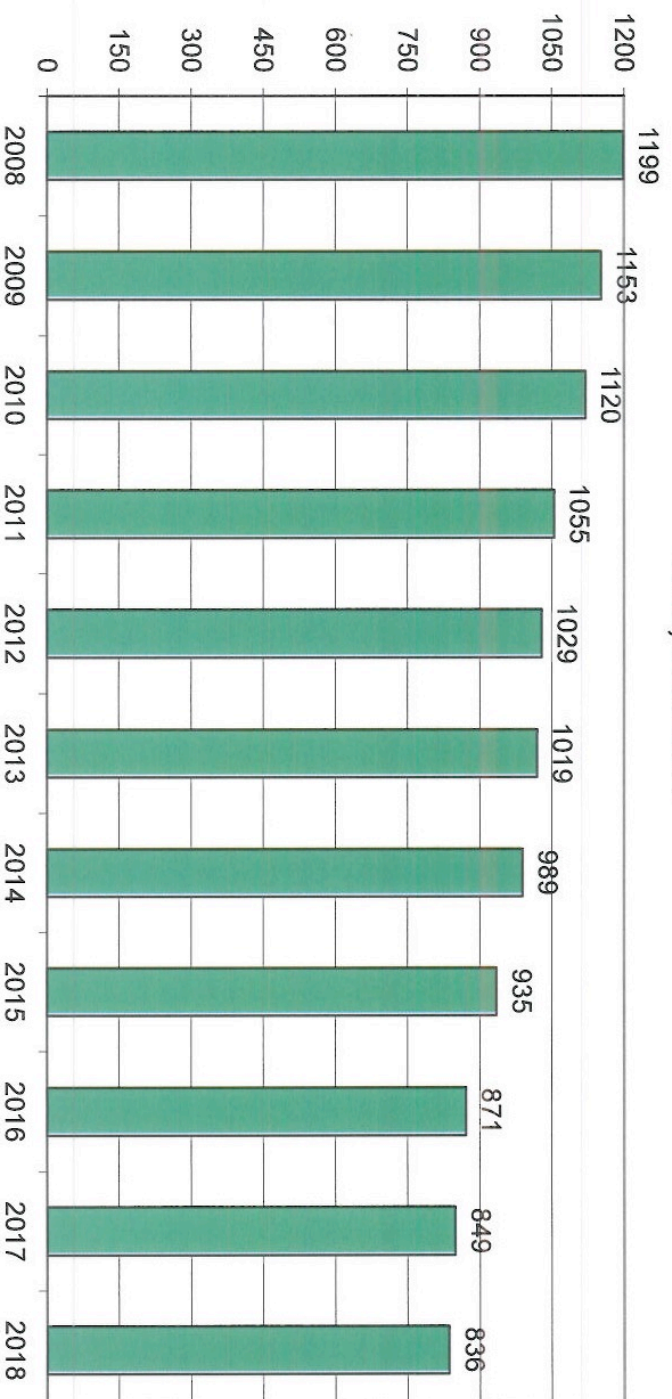
Historical Enrollment in Grade Combinations										
Year	PK-5	K-5	K-6	K-8	6-8	6-8	7-8	7-12	9-12	
2008-09	576	531	617	800	365	269	183	582	399	
2009-10	565	507	604	782	370	275	178	549	371	
2010-11	542	498	585	762	337	264	177	535	358	
2011-12	512	470	547	714	339	244	167	508	341	
2012-13	498	446	540	680	332	244	150	489	339	
2013-14	477	427	514	669	322	242	155	505	350	
2014-15	443	398	477	647	320	249	170	512	342	
2015-16	430	379	450	610	298	231	160	485	325	
2016-17	415	356	419	560	265	204	141	452	311	
2017-18	410	356	417	554	252	188	137	432	295	
2018-19	415	364	418	549	249	185	131	418	287	

Historical Percentage Changes			
Year	K-12	Diff.	%
2008-09	1189	0	0.0%
2009-10	1153	-46	-3.8%
2010-11	1120	-33	-2.9%
2011-12	1055	-65	-5.8%
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%
Change		-363	-30.3%



## Hull, MA Historical Enrollment

**K-12, 2008-2018**



# Hull, MA Projected Enrollment

School District: Hull, MA

12/12/2018

Enrollment Projections By Grade*																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2013	72	2018-19	51	64	58	56	56	66	64	54	63	68	58	78	71	80	0	836	887
2014	73	2019-20	52	57	63	57	55	66	64	63	56	60	64	57	77	77	0	806	858
2015	53	2020-21	53	42	56	62	56	55	54	63	65	63	56	63	56	84	0	765	818
2016	74	2021-22	54	58	41	55	61	66	54	53	65	62	50	55	62	61	0	733	787
2017	70	2022-23	55	55	57	40	54	61	54	53	65	62	58	49	54	67	0	719	774
2018	68	2023-24	56	54	54	56	40	54	59	53	55	53	58	57	48	59	0	700	756
2019	68	2024-25	57	53	53	53	55	40	53	58	55	53	50	57	56	52	0	688	745
2020	67	2025-26	58	52	52	52	52	55	39	52	60	53	50	49	56	61	0	683	741
2021	69	2026-27	59	55	51	51	51	52	64	38	54	57	50	49	48	61	0	671	730
2022	69	2027-28	60	54	54	50	50	51	51	53	39	52	54	49	48	62	0	657	717
2023	68	2028-29	61	54	53	53	50	50	50	50	50	37	49	53	48	52	0	654	715

Note: Ungraded students (UNGR) often are HS 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.

☐ Based on an estimate of births

☐ Based on children already born

☐ Based on students already enrolled

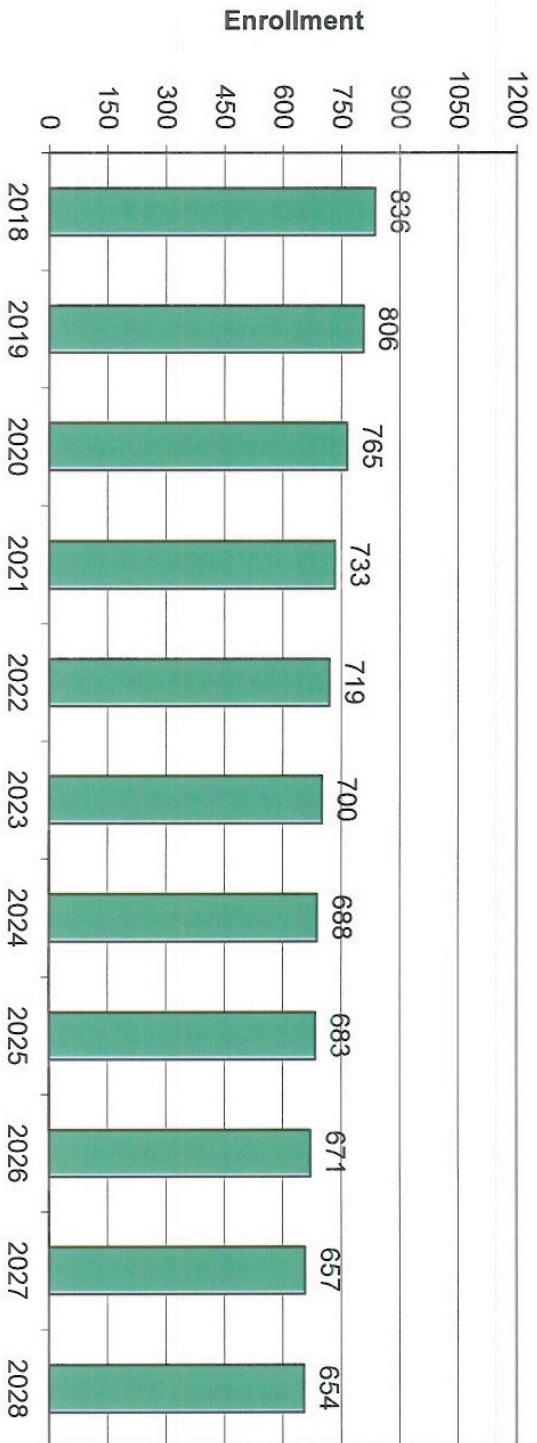
Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2018-19	415	364	418	549	249	185	131	418	287
2019-20	404	362	415	531	243	179	116	391	276
2020-21	378	325	388	506	235	181	118	377	269
2021-22	379	325	378	505	234	180	127	355	228
2022-23	376	321	374	491	224	170	117	345	228
2023-24	373	317	370	478	220	161	108	330	222
2024-25	364	307	365	473	219	166	108	323	215
2025-26	360	302	354	467	204	165	113	329	216
2026-27	373	314	352	463	203	149	111	319	208
2027-28	370	310	363	454	195	144	91	294	203
2028-29	371	310	360	452	192	142	92	294	202

Projected Percentage Changes			
Year	K-12	Diff.	%
2018-19	836	0	0.0%
2019-20	806	-30	-3.6%
2020-21	765	-41	-5.1%
2021-22	733	-32	-4.2%
2022-23	719	-14	-1.9%
2023-24	700	-19	-2.6%
2024-25	688	-12	-1.7%
2025-26	683	-5	-0.7%
2026-27	671	-12	-1.8%
2027-28	657	-14	-2.1%
2028-29	654	-3	-0.5%
Change	-182	-21.8%	

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

# Hull, MA Projected Enrollment

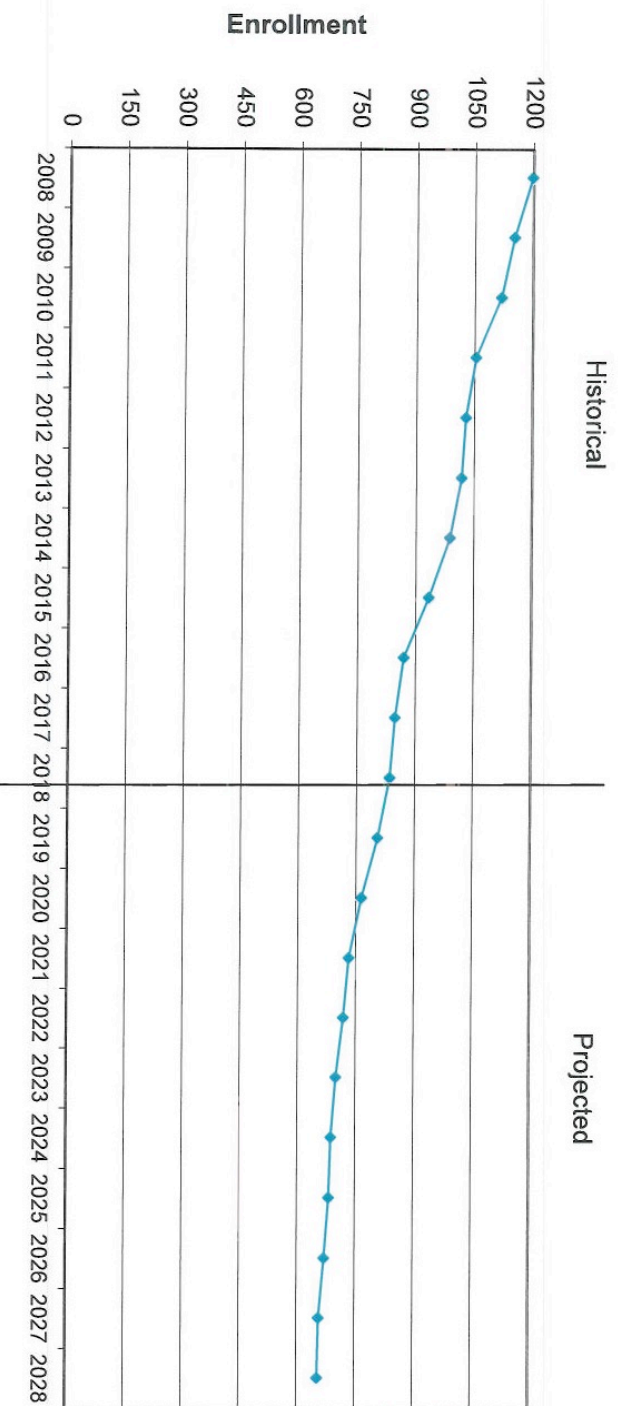
K-12 To 2028 Based On Data Through School Year 2018-19



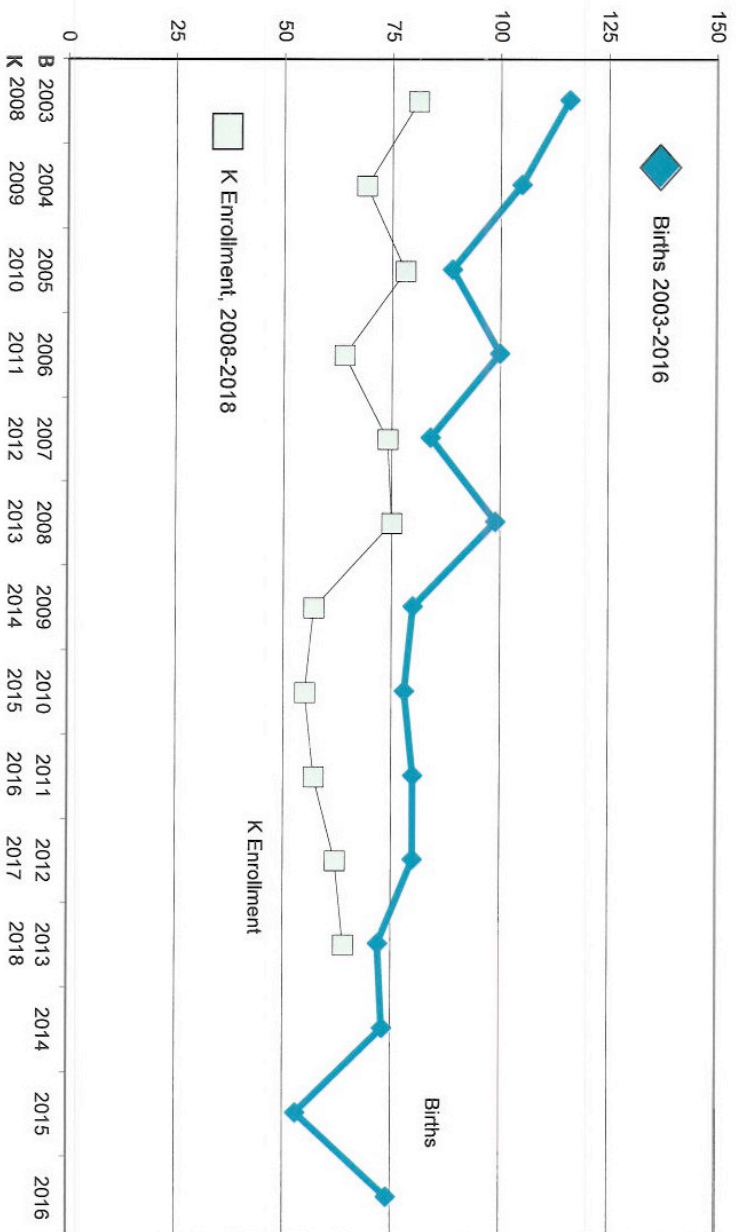


# Hull, MA Historical & Projected Enrollment

**K-12, 2008-2028**



# Hull, MA Birth-to-Kindergarten Relationship



## Hull, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	40	0
2014	7	0
2015	9	0
2016	9	0
2017	10	0
2018	8 to 9/30	0

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	13	111
2014-15	1	116
2015-16	4	106
2016-17	5	99
2017-18	6	102
2018-19	10	87

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
	4	6	6	5	2	5	5	3	6	9	10
											11
											11
											12
											15
											87

K-12 Home-Schooled Students	
2018	8

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2018	29

K-12 Special Education Outplaced Students	
2018	24

K-12 Choiced-In, Tuitioned-In, & Other Non- Residents	
2018	n/a

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



## MSBA Enrollment Projection – Hull

### Base Enrollment Projections

DISTRICT	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	K-5	6-8	9-12
1993	130	129	132	144	128	128	124	103	97	93	90	86	106	1,490	791	324	375
1994	131	128	132	134	145	130	130	128	96	95	82	81	88	1,500	800	354	346
1995	121	125	119	128	130	153	117	111	114	96	95	84	74	1,467	776	342	349
1996	111	122	112	111	118	118	136	98	101	104	95	96	76	1,398	692	335	371
1997	119	118	133	120	114	126	123	140	101	119	96	91	86	1,486	730	364	392
1998	103	110	112	134	116	106	126	115	132	101	105	95	87	1,442	681	373	388
1999	100	100	102	116	126	114	109	125	109	125	96	107	95	1,424	658	343	423
2000	88	88	96	104	110	123	103	101	121	116	110	97	110	1,367	609	325	433
2001	75	90	92	102	105	103	120	102	100	121	103	100	92	1,305	567	322	416
2002	85	95	88	94	98	101	112	122	104	114	99	93	95	1,300	561	338	401
2003	88	83	94	85	92	97	99	105	120	93	98	96	92	1,242	539	324	379
2004	89	88	90	93	94	90	107	111	118	132	95	82	90	1,279	544	336	399
2005	69	88	86	86	85	93	87	106	113	109	127	87	82	1,218	507	306	405
2006	87	68	88	84	86	85	93	86	104	118	111	112	76	1,198	498	283	417
2007	90	90	68	87	88	84	87	89	83	121	104	104	90	1,185	507	259	419
2008	76	94	99	67	90	96	86	88	95	109	93	89	81	1,163	522	269	372
2009	68	83	95	95	70	95	97	92	86	102	91	101	77	1,152	506	275	371
2010	78	74	78	96	99	73	87	90	87	87	98	87	86	1,120	498	264	358
2011	64	69	73	76	91	95	77	80	87	81	85	92	83	1,053	468	244	341
2012	72	63	72	70	77	87	92	65	82	83	80	79	92	1,014	441	239	334
2013	75	67	64	70	71	80	87	89	66	84	92	88	82	1,015	427	242	346
2014	57	74	65	63	68	71	79	85	85	66	85	91	100	989	398	249	342
2015	55	63	71	62	61	67	71	80	80	82	64	87	91	934	379	231	324
2016	57	54	62	66	56	61	63	63	78	71	79	62	99	871	356	204	311
2017	62	58	53	62	67	54	61	65	62	78	70	78	68	838	356	188	294
2018	64	58	56	56	66	64	54	63	68	58	77	71	80	835	364	185	286
2019	55	64	56	55	55	65	63	53	62	65	57	77	77	805	351	178	276
2020	39	56	63	56	54	54	64	62	52	59	64	57	83	763	322	178	263
2021	55	40	54	62	55	53	53	63	61	50	58	64	61	730	319	177	233
2022	50	56	39	53	61	54	52	53	62	59	49	58	69	713	312	167	235
2023	50	50	54	38	52	59	53	52	52	59	58	49	63	689	304	156	228
2024	49	50	49	53	37	51	59	52	51	49	58	57	53	670	290	162	218
2025	49	50	48	48	52	37	51	58	51	49	49	58	62	662	285	160	217
2026	49	50	48	48	47	51	36	50	57	49	48	48	63	644	293	143	208
2027	48	49	48	48	47	46	51	36	49	54	48	48	52	625	287	136	203
2028	48	49	48	47	47	46	46	50	35	47	54	48	52	616	285	131	200
10 yr avg	65	66	69	72	73	75	77	77	78	79	82	84	86	982	419	232	331
5 yr avg	59	61	61	62	64	63	66	71	75	71	75	78	88	893	371	211	311
2 yr avg	63	58	55	59	67	59	58	64	65	68	74	75	74	837	360	187	290
5 yr proj	50	53	53	53	55	57	57	57	58	58	57	61	70	740	321	172	247
10 yr proj	49	51	51	51	51	52	53	53	53	54	54	56	63	692	305	159	228



## MSBA Enrollment Projection – Hull

### Historic Birth Data (MA Department of Public Health)

Maternal Age	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
10-14 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15-19 Yrs	17	13	13	7	6	15	9	12	11	9	6	0	5	0	0	0	5	0	5	0	5	0	0	0	0	0	0
20-24 Yrs	31	46	27	35	29	34	29	19	19	17	12	14	15	8	20	15	11	0	8	18	17	11	12	12	9	0	0
25-29 Yrs	57	68	63	71	42	46	38	33	48	39	27	22	21	32	28	25	16	18	20	22	10	20	21	19	18	20	8
30-34 Yrs	36	51	44	53	47	53	56	50	47	51	44	34	42	55	34	36	25	45	22	28	26	25	26	20	21	22	21
35-39 Yrs	15	20	26	17	17	24	31	26	31	24	15	28	34	25	25	21	25	28	24	20	17	14	12	23	19	19	13
40-44 Yrs	0	7	0	0	0	0	0	0	5	6	6	5	7	0	8	5	6	0	5	6	0	6	6	0	0	0	0
Total Births	157	205	176	186	144	173	167	143	161	146	112	107	124	129	116	105	89	100	84	99	80	78	80	80	72	73	52

### Female Population Data

Maternal Age	US Census Data			U Mass Donohue Institute					2014-2016 Avg Fertility Rate
	1990	2000	2010	2015	2020	2025	2030	2035	
10-14 Yrs	295	343	248	206	170	169	151	138	0.00%
15-19 Yrs	298	307	262	227	171	142	142	128	0.00%
20-24 Yrs	387	229	251	249	198	156	130	128	0.76%
25-29 Yrs	567	280	204	224	226	179	145	120	7.85%
30-34 Yrs	540	407	258	235	247	245	193	158	12.09%
35-39 Yrs	442	563	298	278	245	259	254	200	6.49%
40-44 Yrs	396	582	386	263	254	225	238	232	0.00%
Total Females	5,327	5,718	5,416	5,285	5,079	4,809	4,460	4,067	1.25%

### Birth Projections

Maternal Age	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
10-14 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15-19 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20-24 Yrs	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
25-29 Yrs	18	18	18	18	17	16	16	15	14	14	13	12	12	11	11	11	10	10	9
30-34 Yrs	29	29	30	30	30	30	30	30	30	28	27	26	25	23	22	22	21	20	19
35-39 Yrs	17	17	16	16	16	16	16	17	17	17	17	17	17	16	16	15	14	14	13
40-44 Yrs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	66	65	65	65	64	64	63	62	62	60	58	56	54	52	50	48	46	44	42

## **Appendix D. The Suggested Options – Bulleted Format**

Earlier sections of this report summarize our review of enrollment information and trends, the educational program, the District's financial status and the facility assessments, as required by the RFP. In off-site meetings, this information was analyzed and revisited many times. It is our sense that the following four options are worth consideration as the Administration and School Committee move toward a decision for school utilization. It is also our sense that some of the options are more suitable than others, but we were charged with developing a number of options for long range facility planning.

Note: In this section we refer to the "school within a school" concept. This generally means that students in certain grades are housed in a distinct part of the school building. In addition, administrative staffing, school policies and educational programming can be implemented in a variety of ways to further the identity of a separate program within a larger school building. For example, the middle school concept could be continued in grades six and seven or grade five could be added to have a three-year "school-within-a-school" middle school.

### **A. Option One: Status Quo**

Jacobs Elementary School: PreK-5  
Memorial Middle School: 6-8  
Hull High School: 9-12

### **B. Option Two:**

Jacobs Elementary School: PreK-8  
(A) PreK-8 as single school  
(B) Prek-5, 6-8 as school-within-a-school  
Memorial Middle School: no longer a Hull school  
Hull High School: 9-12

### **C. Option Three:**

Jacobs Elementary School: Prek-7  
(A) PreK- 7 as single school  
(B) PreK-4, 5-7 as school-within-a-school  
Memorial Middle School: no longer a Hull School  
Hull High School: 8-12

### **D. Option Four:**

School Department selects option #2 or #3  
Memorial Middle School – mixed use with the following conditions  
Houses Municipal Offices  
Houses special programs (SSEC, and school-related programs)  
Implementation of a Memorandum of Understanding

[There is a bulleted format version of these options in the Appendix.]

## **A. Option One – Status Quo**

Jacobs Elementary School: Grades PreK-5

Memorial Middle School: Grades 6-8

Hull High School: Grades 9-12

SSEC: No Change [South Shore Ed. Collaborative]

### **1. Educational Implications**

#### **Advantages**

- With SSEC classrooms in the Town, the District can provide Hull special education students a local program in a familiar setting, successfully addressing the “least restrictive environment” concept in special education regulations.
- The District will continue to offer a developmentally appropriate middle school model of education for students (and parents) in grades 6 - 8.
- Existing District/Town programs could continue to operate in their current location, including the Jacobs After School Program, the Hull Family Network, and the unified arts offerings at Memorial.

#### **Disadvantages**

- With low enrollment and three facilities operating, the Town will continue to limit budget increases to 2%, which will likely impact staffing to an extent that educational programs will eventually be negatively impacted. An example of this may be the unstaffed library at Memorial and on-going reductions in full-time equivalents for staff.
- The Middle School and the High School will continue to have a degree of excess capacity that creates a sparse atmosphere in the schools.
- Additional resources may not be available to implement new programs or pathways for students.

### **2. Space Implications**

#### **Advantages**

- Students will continue to be educated in classrooms and school buildings that are generously sized for their enrollment, and where there is comfortable space for core programs, specialists and special education classrooms. The current facilities are designed for the students they currently accommodate.
- Memorial Middle School can continue to be used for secondary school social activities, summer programs, special events, and Recreation Department activities.

- Should there ever be an unanticipated increase in resident student enrollment, or a return to the Hull Schools by privately educated students or charter students, there would be more than enough space to accommodate them.
- This Option also provides important space for the education of students with serious disabilities from the eleven-town collaborative community, and it also sustains an important relationship between the District and SSEC.
- There is more latitude, when new programs in oceanography, career pathways, marine environments, or marine technology are considered or initiated.
- Similarly, there would be available space, if the District chooses to accept School Choice students from surrounding cities and towns.

#### Disadvantages

- Although SSEC provides revenue for the lease of space, these classrooms, particularly at the Jacobs School, are not exclusively utilized by resident students. This possibly strengthens a community perception that the District is not organized in a cost-effective manner.
- The Town's stated (or unstated) goal / preference of using space at Memorial Middle School for municipal offices would not be realized.
- Significant excess capacity in the school facilities continues to be under-utilized.

### **3. Cost Implications**

#### Advantages

- Revenue from SSEC continues to offset District costs.
- Special education placement of Hull students who need SSEC programs can be provided with slightly lower transportations costs.
- If Memorial continues to be used as a school facility for the foreseeable future, the MSBA Repair Project to upgrade exterior facing, roofs, and window seals can proceed. It is financially advantageous to the Town, if the cost of these repairs is partially reimbursed by the Building Authority, as opposed to being completely funded by resident taxpayers.
- There is no additional cost for renovations or purchases to accommodate new grade levels (science labs, lockers, etc.).

#### Disadvantages

- New cost efficiencies (staffing, operating costs) are not realized, and limitations on annual budgets will continue to result in further reductions in staff, supplies, salaries, and benefits.
- In the long term, the "do nothing" option may not be sustainable.

- The budget will continue to fund utilities and facility maintenance for under-utilized school buildings: i.e., Jacobs Elementary and the Memorial School. While the Jacobs School has the most excess capacity, it generates rental income for the District.
- While SSEC provides for a small number of Hull students with disabilities, most SSEC students reside in the other ten surrounding member towns.
- A political cost (not a dollar cost) may be that, despite declining enrollment, excess capacity, an outside study, and “Town expectations” to work on cost efficiencies, the District chooses to do nothing differently and will need to defend that decision.
- Within the community, there may be a sense of unmet expectations if the schools decide not to pursue efficiencies through consolidation.

## **B. Option Two**

Jacobs Elementary School:	(A) PreK-8 (B) PreK-5 & 6-8 as a school-within-a-school
Hull High School:	Grades 9-12
Memorial Middle School:	No longer a Hull School
South Shore Ed. Collaborative:	Reduced to High School classrooms only

### **1. Educational Implications**

#### **Advantages**

- If Option (B) is implemented, the middle school program is sustained but in a new location and, possibly, with some modifications. Teaching teams, cross disciplinary instruction, and advisories may be continued.
- Of all PreK-12 grades, only two grades (6 & 7) face a change of location in the first year of implementation.
- This option uses administrative and support staff in a more efficient manner in that case loads become more typical. Instead of two principals for 570 students, there may be more unified direction and supervision with a principal and an assistant principal in the same building.
- It is more likely that budget-related staff reductions will be reduced, which would help sustain educational programs.
- This eliminates issues related to reduced staff at Memorial (librarian and assistant principal). There is potential for a full-time assistant principal and a fully-staffed library.
- It raises the potential for cross-grade instruction and activities – mentoring, student reading days, music and drama, and restoring the elementary band program at an earlier grade, etc.

- Students will experience only one transition, as they move through the grades – from 8 to 9.

#### Disadvantages

- If Option (A) is used, the middle school program structure may need to be modified. It is less so, with Option (B).
- The only space for new programs considered in the future, will be at the High School.
- There might be some licensure issues with special subject teachers who are asked to take on more diverse schedules.
- If Option (A) or (B) is implemented, the schedule, structure, and layout of the school will need to be organized to provide age appropriate school experiences. Examples might include: separate schedules, separate locations within the building, policies to prevent unsupervised student interaction, etc.
- Note comments in “Space Implications”.

## **2. Space Implications**

#### Advantages

- From the Town’s perspective, this may represent a more efficient use of facilities. This option opens Memorial for possible use by the Town.
- The under-utilized space at Jacobs is fully devoted to resident student programming.

#### Disadvantages

- The number of staff and the number of student programs, classes, and services could be accommodated in the Jacobs facility, but it would not be optimal. Teachers may need to share classrooms during planning periods.
- There would be little or no flexible space. The school would be crowded and would feel crowded.
- This option does not take advantage of excess capacity at the High School.
- Implementation would displace the Hull Family Network and other programs from their current location.
- This Option will displace all SSEC classrooms at Jacobs. SSEC is experiencing increased demand for their programs, and they have limited options about where to re-locate.

- The small footprint/campus at the Jacobs School will need to accommodate additional playground use, bus traffic and staff parking.
- The Jacobs School was not designed as a middle school.

### **3. Financial Implications**

#### Advantages

- The District no longer carries operating costs of Memorial in school budget.
- There may be staffing adjustments/efficiencies since Memorial staff and Jacobs staff are in the same location.
- Any realized savings may mitigate the budget reductions that have been necessary, with a 2% limit on the annual budget increase.
- The MSBA repair project at Memorial no longer needs to be pursued. The building would be under the auspices of the Town and not eligible for MSBA reimbursement. Withdrawing from this project may result in cost avoidance for the Town and eliminate the accompanying debt service that would have been necessary with the project. The needed repairs would be scheduled according to how the building is re-purposed.
- Both Options Two and Three address the fact that there are “expectations” that the District take some action to address costs and enrollment.

#### Disadvantages

- The District and the Town would receive far less revenue from the lease with SSEC, given that the Jacobs classrooms would no longer be available. It may be necessary to achieve cost savings in excess of lost SSEC revenue.
- There may be increased special education costs for students placed in a collaborative program that is no longer located in Hull.
- There would be a cost for renovating science rooms and bathrooms, and perhaps, adding lockers at Jacobs.

### **C. Option Three**

Jacobs Elementary:	PreK – Grade 7 (A) PreK-7 as single school (B) PreK-4 as school-within-a-school Grades 5-7 as school-within-a-school
Memorial Middle School:	No longer a Hull School
Hull High School:	Grades 8-12
South Shore Ed. Collaborative:	Reduced or Eliminated



## **1. Educational Implications**

### Advantages

- The 8-12 grade configuration improves the atmosphere of the High School, (more students) and also provides more extensive extra-curricular and athletic activities for grade 8 students.
- This Option may allow grade 8 students to take advantage of a more diverse set of courses.
- As with Option Two, there is only one transition for students with this option – the change from grade 7 to 8.
- There is potential for extending Kids Care at Jacobs to more students and families.
- As with Option Two, the potential for cross-grade activities and mentoring exists, but this now includes the High School, as well as, an opportunity to restore the band program at an earlier grade.
- At the High School there is only one additional grade, and Jacobs has two additional grades, allowing for only two bus runs. Additionally, this Option may allow for a later start for High School students.
- If students become accustomed to the High School in an earlier grade, this may reduce the number of students who leave for a different high school. This grade configuration and the continuity it provides, may also lead to increases in the graduation rate.
- With more students in both schools, it may be possible to provide certified librarians in both school libraries, which would improve the extent to which library resources are integrated with classroom instruction.
- With eighth graders at the High School, it will no longer be necessary to operate an after-school shuttle from Memorial to get these students to athletic activities.

### Disadvantages

- As stated earlier, school structures and policies would need to be in place to ensure that students are in structured, appropriate settings, and student interaction between age groups is supervised and positive. Grade 8 students will be at a different developmental level than students in grades 9-12.
- Some special education students may need to be served at a facility in a neighboring town.

## **2. Space Implications**

### Advantages

- As in Option Two, the oldest building in the Town is the one targeted for re-purposing.

- There are only two (as opposed to three) grades moving to Jacobs which allows for more space and scheduling flexibility.
- Teachers and specialists would have their own classrooms and learning areas. From a space standpoint, this option is viewed as more appropriate.
- The Jacobs School and the High School can accommodate additional students in a more balanced manner leaving both schools with some excess capacity.

#### Disadvantages

- SSEC classroom space at Jacobs and the High School would be reduced or eliminated.
- There would be less available space for any unanticipated influx of students at the High School than in Option Two.
- Parking at the High School could be challenging with additional staff cars.
- Parking and playground space at Jacobs will be tight but not to the extent as in Option Two.

### **3. Financial Implications**

#### Advantages

- As with Option Two, there may be savings as a result of common location of staff and consolidation of schedules. This may reduce the frequency of budget reductions currently experienced with the 2% annual budget increase.
- As with Option Two, the MSBA repair project at Memorial could be withdrawn, and the Town would need to decide how to complete repairs.
- With increased enrollment and the conditions cited in the EMG reports, a future application to the MSBA for a repair project could address issues at the High School.

#### Disadvantages

- The same factors listed in Option Two would apply here:
  - Loss of SSEC revenue;
  - Expectation that savings must exceed losses;
  - Increase special education costs for out-of-district students; and
  - The need to renovate science rooms, bathrooms, and perhaps, add lockers to accommodate a new grade configuration.

### **D. Option Four**

The School Department chooses Option Two or Option Three

Lillian Jacobs Elementary School: PreK-8 or PreK-7

Hull High School: Grades 9-12 or Grades 8-12

South Shore Ed. Collaborative: Leased space reduced, not eliminated

Memorial Middle School: Mixed Use Facility with the following conditions:

- The Town of Hull will request and obtain funding for a locally funded feasibility study that will address what is needed at Memorial to convert the necessary square feet (approximately half the building) for municipal offices. This study would also assess what would be needed at Jacobs Elementary and at Hull High School, as they accommodate additional grades and students.
- Subsequent to the completion of this feasibility study, the Town of Hull will request and obtain funding to complete alterations and repairs to Memorial in order to accommodate municipal offices, and to complete alterations and repairs needed at Jacobs and the High School to accommodate new grades.
- A “phased approach” to the renovation work will take place to complete this work, and disruptions to student schedules will be minimized.
- Memorial will house all requested municipal offices for the Town of Hull.
- The remaining space at Memorial will house special programs identified by the District, possibly including but not limited to: Hull Family Network, South Shore Educational Collaborative classrooms, etc., depending on space and needed accommodations.

### **1. Educational Implications**

#### **Advantages**

- The following educational advantages noted in Options Two and Three apply to this Option as well:
  - Efficient use of administrative staff and support staff;
  - Potential for mitigating frequency of staff reductions;
  - Potential for fully staffed library and an additional assistant principal;
  - Potential for cross-grade instruction and activities, starting foreign language instruction and the band program in earlier grades, and extending Kids Care to a wider age group;
  - The atmosphere at the High School is improved with the addition of more students; and
  - Students have only one school building transition.
- The work to improve the academic profile of the Hull Schools could continue and perhaps expand with this configuration.
- The educational profile of the Hull Public Schools has been improved over the last several years for a variety of reasons: supportive programs, low class sizes, common planning time, and worthwhile extra-curricular activities. All these programs would be best sustained in current and appropriate facilities with Option Three/Four.

### Disadvantages

- The following educational disadvantages in Options Two and Three apply here as well:
  - The middle school model for grades 6-8 is changed;
  - Planning and scheduling at both schools will need to consider age appropriate schedules, activities, interaction and supervision; and
  - Any potential educator licensure issues would need to be resolved.
- The special programs located at Memorial will be in a facility with multiple uses.
- As with Options Two and Three, there will be a period of change that will need to be well-planned and managed by the District.

## **2. Space Implications**

### Advantages

- Many of the same advantages of Options Two and Three follow:
  - The excess capacity of Jacobs and of the High School is utilized in a more balanced way;
  - The oldest building reverts to primarily municipal use; and
  - Jacobs has the capacity to accommodate grades 6 and 7 and continue to maintain an appropriate educational atmosphere.
- If a drastic increase in enrollment occurs, the space at Memorial can be negotiated and utilized for educational purposes.

### Disadvantages

- The same disadvantages for Options Two and Three follow:
  - Space for SSEC classes is sharply reduced;
  - There is space for new students but not at Memorial;
  - Parking and playgrounds are tight; and
  - Programs like Hull Family Network are re-located.
- Reclaiming educational space at Memorial would need to be done well in advance of when it is needed to give the Town time to plan.
- Space available to the SSEC would be limited to Memorial.

## **3. Financial Implications**

### Advantages

- The District is viewed as being responsive to the long-standing issue of enrollment decline and excess capacity.

- The District can allocate Memorial operating expenses to educational matters.
- Renovations and adjustment work for new grade configurations would be included in the Town's funding for all the changes needed to make the consolidation successful.
- Any cost efficiencies realized as a result of consolidation remain part of the District's base budget, which will continue to be re-allocated to the District's educational priorities.
- From a wider perspective, the Town of Hull avoids an extremely expensive capital project involving a renovated or new Town Hall. Further, unlike the schools, this would be a project for which there would be no state reimbursement.
- The MSBA Repair Project for Memorial could be withdrawn, saving taxpayers their contribution to this work.
- In the future, an MSBA repair project could be initiated for the High School which, according to the EMG reports, is a facility in need of future repairs.

#### Disadvantages

- Some, but not all, disadvantages of Options Two and Three apply:
  - Loss of SSEC revenue;
  - Some slight increase for out-of-district special education costs; and
  - There would be facility renovations at Jacobs for science rooms, bathrooms, and perhaps, lockers. Also, there may be renovations or adjustments at the High School to provide a "House" or school-within-a-school for grade 8.

We recommend that a Memorandum of Understanding be written to codify conditions under which the building will operate, if the Memorial Middle School will no longer be used to house Hull regular education students, including the following:

- The District will control the facility. If, in the future, school enrollment increases, there will be negotiations for the expanded use of the building as a school;
- The Town of Hull will pay for operating expenses related to the facility;
- Any savings or cost efficiencies achieved by the District will stay with the District and will not be deducted from future base budgets;
- The Town of Hull will absorb costs created by any loss of revenue, as a result of SSEC losing classroom space in the schools;
- The District will not be penalized; and
- Any remaining revenue from SSEC for classrooms at Memorial will need to be defined in the MOU.

## Appendix E. PowerPoint Presentation

4/20/20

**Best Use of  
Educational Facilities:  
Hull Public Schools**



**A Consultant Study by  
Mars Consulting Group  
May 2020**

**MARS Consulting Group**  
*(Massachusetts Associations of Regional Schools)*

- ◆ MCG is a consulting group that was formed over ten years ago
- ◆ The Group assists school districts with a broad set of issues such as declining enrollment/school closures
- ◆ The Group is comprised of retired public school superintendents
- ◆ A team of four professionals assigned to Hull
  - ◆ Supported by The Abrahams Group


**Consultant Team**

- ◆ Massachusetts Association of Regional Schools Consulting Group
  - ◆ Jay Barry, Team Leader
  - ◆ Paul Gagliarducci
  - ◆ Steve Hemman, Lead Consultant
  - ◆ Mac Reid
- ◆ Abrahams Group
  - ◆ Mark Abrahams, President

**Why the Study?**

- ◆ Continued decline in enrollment at all levels
- ◆ Public concern over excess space
- ◆ Sustainability of programs
- ◆ Projected fiscal constraints
- ◆ Solutions from "eyes from the outside"



## Methodology

- ◆ Visited the district numerous times
- ◆ Met with a variety of constituency groups
- ◆ Held extensive discussions with the district's administrative team and town officials
- ◆ Reviewed previous studies and district publications
  - ◆ Hull Strategic Plan
  - ◆ Program of Studies
  - ◆ Massachusetts School Building Authority Statement of Interest
  - ◆ Collective bargaining agreements
  - ◆ Current and previous budget documents



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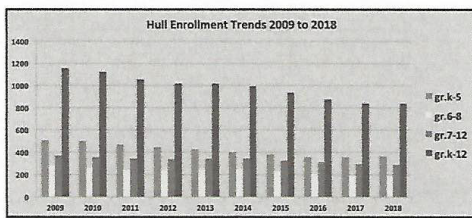
## Defining Hull

- ◆ Part of Greater Boston Region
- ◆ A peninsula that juts into the Boston Harbor
- ◆ Relies heavily on tourism
- ◆ Known as a summer vacation spot
- ◆ Population increases in summer due to summer residents
- ◆ Becoming a retirement community
- ◆ Not attracting young families although housing prices are an affordable alternative for area



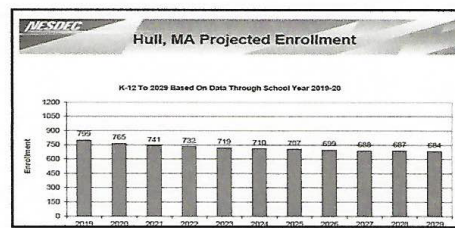
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## Enrollment Trends (District Data)



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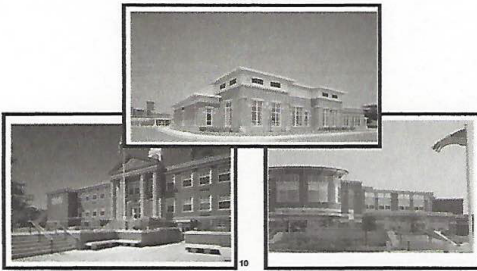
## Future Trends



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## Hull's School Facilities



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## Hull High School

- ◆ Capacity = 405 Current = 287
- ◆ Well maintained
- ◆ Renovated 2003 & repairs in 2016
- ◆ Additional Repairs in 2016
- ◆ Long-range repair est. = \$9.2M
- ◆ 100 and 500 year flood plain issue
- ◆ Recent renovations to athletic facilities
- ◆ SSEC = 2 rooms



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## Memorial Middle School

- ◆ Capacity = 385 Current = 185
- ◆ Well maintained
- ◆ Building rated good
- ◆ Current repair est. = \$.8M
- ◆ Long-range repair = \$4M
- ◆ Located in 100 year flood plain
- ◆ SSEC = 2 rooms



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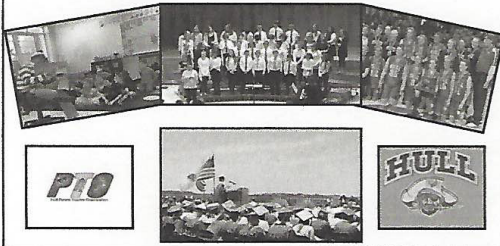
## Jacobs Elementary School

- ◆ Capacity = 785 Current = 415
- ◆ Well maintained - "Sense of Pride" in facility
- ◆ Overall condition rated Good
- ◆ Long-term repair est. = \$3M
- ◆ Renovated 2007
- ◆ SSEC = 7 rooms
- ◆ Other use = (4) Kids Care, Hull Family Network



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## Options for the Future



## Option #1

### ◆ Status Quo:

- ◆ Current configuration remains the same
- ◆ Operate and maintain three school facilities

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## Option #2

- ◆ Create a PreK-8 and 9-12 Model
  - ◆ Jacobs:
    - ◆ A. PreK-8
    - ◆ B. PreK-5 and 6-8 (school-w/in-a-school)
  - ◆ Memorial no longer utilized as school
  - ◆ Hull High: 9-12
  - ◆ Collaborative spaces reduced or eliminated

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## Option #3

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

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## Option #4

- ◆ **Mixed-Use Model**
  - ◆ Option 2 or 3 to be selected
  - ◆ Memorial stays in use as a mixed-use facility
  - ◆ Collaborative space reduced but not eliminated
  - ◆ Develop Memorandum of Understanding to guide future use of Memorial Building

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## Transition Plan

- ◆ Process could last up to 2 years with help from Advisory Committee
- ◆ Thoughtful, Transparent and Vetted
- ◆ Maintain and enhance all educational programs
- ◆ Develop Memorandum of Understand between Town and School Department to define an agreement if consolidation is selected
- ◆ Conduct feasibility study to determine the need for alterations at Memorial, Jacobs and the High School

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## Suggested Elements of MOU

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>① The Town of Hull will control the facility until such time in the future when school enrollment might require a return to use of the building.</li> <li>② The Town of Hull will pay for operating expenses related to the facility.</li> <li>③ Any savings or cost efficiencies achieved by the School Department will stay with the School Department and will not be deducted from future base budgets.</li> </ul> | <ul style="list-style-type: none"> <li>④ The Town of Hull will absorb costs created by any loss of revenue as a result of SSEC losing classroom space in the schools.</li> <li>⑤ The School Department will not be penalized.</li> <li>⑥ Any remaining revenue from SSEC for classrooms at Memorial will need to be defined in the MOU.</li> </ul> |
|---|--|

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## Concluding Remarks

- ◆ Thank you to entire administrative team and support staff
- ◆ Hull is not alone dealing with a very complex problem
- ◆ Enrollment & Financial projections do not support Option One
- ◆ Selected Option must fit the goals of the District and the Town and will require extensive cooperation
- ◆ Never lose sight of the children



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4/20/20

**A Statement to Remember!**  
(Memorial School Lobby)



*"Children are the world's most  
valuable resource and its  
best hope for the future."*