



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Wednesday, February 28, 2018

7:00 PM

1. Call to Order 7:00
2. Pledge of Allegiance
3. Citizens' Comments
4. Chair's Report
5. Superintendent's Report
6. Consent Agenda
 - a. Warrants
 - February 14, 2018 Exhibit A
 - b. Minutes
 - February 13 2018 Exhibit B
7. New Business
 - a. Student Government Presentation
 - b. Donations Exhibit C
 - EdFund – Cardio Drumming Equipment \$999.58
 - c. Report on Superintendent's Goal Progress Exhibit D
 - d. Update on Enrollment Study Exhibit E
 - e. Communications Plan for FY19 Budget and Debt Exclusion Articles
8. Other
 - a. Topics for next meeting
9. Vote to Adjourn 9:30

Secretary: Kerry Gertz, HWRSC

DMB

Knowledge • Responsibility • Respect • Excellence

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1081

Voucher Date: 02/16/2018

Prepared By:

Donald E. Gallant

Printed: 02/14/2018 03:51:19 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$81,073.07 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Liebman attended remotely

Donald E. Gallant
Donald E. Gallant Treasurer

Leslie Davidson Assistant Treasurer

Mark Z. B...
1 School Committee Member

2 School Committee Member

3 School Committee Member

Jeffrey Sanders
Jeffrey Sanders Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
001 GENERAL FUND	\$81,073.07
	\$81,073.07

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 44

Voucher Date: 02/16/2018

Prepared By:

Donald E. Gallant

Printed: 02/14/2018 03:55:30 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$9,217.97 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Liebow attended remotely

Donald E. Gallant
Donald E. Gallant

Treasurer

Leslie Davidson

Assistant Treasurer

Matthew Z. Baring
1

School Committee Member

2

School Committee Member

3

School Committee Member

Jeffrey Salda
Jeffrey Salda

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund		Amount
001	GENERAL FUND	\$7,595.43
202	REVOLVING FUNDS	\$0.00
205	ATHLETIC/EXTRA CURR REVOLVING	\$46.17
301	TITLE I	\$1,058.91
302	94-142 IDEA 240	\$0.00
304	EARLY CHILDHOOD	\$0.00
402	STATE GRANTS FY EVEN YEARS	\$0.00
701	CAFETERIA FUNDS	\$517.46
		\$9,217.97

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1080

Voucher Date: 02/16/2018

Prepared By:

Donald E. Gallant

Printed: 02/14/2018 03:43:30 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$720,609.78 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Gibson attended remotely

Donald E. Gallant
Donald E. Gallant

Treasurer

Leslie Davidson

Assistant Treasurer

Mark T. Brady
1

School Committee Member

2

School Committee Member

3

School Committee Member

Jeffrey Sanders

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund	Amount
001 GENERAL FUND	\$720,609.78
	\$720,609.78

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2470

Voucher Date: 02/16/2018

Prepared By:

Donald E. Gallant

Printed: 02/14/2018 03:32:30 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$111,737.19 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Liebow attended remotely

Donald E. Gallant
Donald E. Gallant

Treasurer

Leslie Davidson

Assistant Treasurer

Markus E. Bailey
Markus E. Bailey

School Committee Member

[Signature]
2

School Committee Member

3

Jeffrey Sanders

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund		Amount
001	GENERAL FUND	\$96,141.64
202	REVOLVING FUNDS	\$814.95
205	ATHLETIC/EXTRA CURR REVOLVING	\$13,794.60
303	TITLE IIA	\$500.00
402	STATE GRANTS FY EVEN YEARS	\$486.00
		\$111,737.19

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2468

Voucher Date: 02/16/2018

Prepared By:

Donald E. Gallant

Printed: 02/14/2018 03:20:53 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$20,526.24 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Lirben attended remotely

Donald E. Gallant
Donald E. Gallant

Treasurer

Leslie Davidson

Assistant Treasurer

Mark Z. Burt
1

School Committee Member

2

School Committee Member

3

School Committee Member

Jeffrey Sands

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund		Amount
701	CAFETERIA FUNDS	\$20,526.24
		\$20,526.24

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2469

Voucher Date: 02/16/2018

Prepared By:

Donald Gallant

Printed: 02/14/2018 03:26:25 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$191,830.15 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Limbano attended remotely

Donald E. Gallant
Donald E. Gallant Treasurer

Leslie Davidson Assistant Treasurer

Mark Zbuntz
School Committee Member

2 *JW* School Committee Member

3 *Jeffrey Sande* School Committee Member

Jeffrey Sande Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	\$176,697.94
100	PRIOR YEAR ENCUMBRANCES	\$6,000.00
202	REVOLVING FUNDS	\$147.00
205	ATHLETIC/EXTRA CURR REVOLVING	\$8,985.21
		\$191,830.15

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2472

Voucher Date: 02/14/2018

Prepared By:

W. Capozzi
Printed: 02/14/2018 01:23:30 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$491.50 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Liebin Attended remotely

Donald E. Gallant
Donald E. Gallant

Treasurer

Leslie Davidson

Assistant Treasurer

William J. Bean
1

School Committee Member

2

School Committee Member

3

School Committee Member

Jeffrey Santos
Jeffrey Santos

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund

202

REVOLVING FUNDS

Amount

\$491.50

\$491.50

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2473

Voucher Date: 02/14/2018

Prepared By:

W. Capozzi
Printed: 02/14/2018 01:24:50 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$351.50 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Liebman Attended remotely

Donald E. Gallant
Donald E. Gallant

Treasurer

Leslie Davidson

Assistant Treasurer

Michael J. Baul
1

School Committee Member

2

School Committee Member

3

School Committee Member

Jeffrey Sand

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$351.50
	\$351.50

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2474

Voucher Date: 02/14/2018

Prepared By:

D. Capozzi
Printed: 02/14/2018 01:27:03 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$56.55 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2017 to June 30, 2018 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Josh Nickerson Attended remotely

Donald E. Gallant
Donald E. Gallant Treasurer

Leslie Davidson Assistant Treasurer

Michelle Z. Burt
1 School Committee Member

2 School Committee Member

3 School Committee Member

Jeffrey Sands
Jeffrey Sands Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$56.55
	<u>\$56.55</u>

**The Hamilton Wenham Regional
School District
Public Hearing on the School District's FY19 Budget
Tuesday, February 13, 2018 7:00 pm
Buker School Multipurpose Room**

Present:

David Polito
Kerry Gertz
Joshua Liebow, Chair
Gene Lee
Jeanise Bertrand
Stacey Metternick (7:16 pm arrival)
Michelle Bailey (7:31 pm arrival)

Also Present:

Michael Harvey, Superintendent
Jeff Sands, Assistant to the Superintendent

1. Call to Order

7:00

Josh Liebow calls the meeting to order at 7:06 pm.

2. Pledge of Allegiance**3. Citizen's Comments**

Josh opens the public meeting for citizen's comments regarding FY19 Budget. No public comments at this time; committee will resume the regular school committee meeting at 7:30 pm.

**The Hamilton Wenham Regional
School District
School Committee Meeting
Tuesday, February 13, 2018 7:30 pm
Buker School Multipurpose Room**

Present:

David Polito
Kerry Gertz
Joshua Liebow, Chair
Gene Lee
Jeanise Bertrand
Stacey Metternick (7:16 pm arrival)
Michelle Bailey (7:31 pm arrival)

Also Present:

Michael Harvey, Superintendent
Jeff Sands, Assistant to the Superintendent

Joshua Liebow calls the Hamilton Wenham Regional School District meeting to order at 7:30 pm.

3. Citizens' Comments

Heather Ryan, 140 Miles River Road, Hamilton: Heather participated in a group 1-2 years ago that worked on changing school policy where sports team would penalize students who participated in school functions (trip to Peru, etc.) during April vacation. Heather would like to know the status of this suggestion, and would like to have confirmation whether the policy has been implemented or not.

School Committee members are not aware of the status, but will look up the needed information.

Heather thanks the committee for lowering athletic user fees. Heather suggests reducing fees for other extracurricular activities in the arts, music, and the theatre. Would like user fees to be equitable across all programs.

Josh Liebow states that there was never an intention to favor athletes over artists. Josh has not personally reviewed fees in extracurricular activities, however the sports fees were egregious and the committee heard from the community which resulted in a 50% cut. Josh states that the community has not voiced concern to the committee about additional user fees.

Heather asks if more parents are needed to voice this, with Josh replying that it is always helpful for the committee to hear concerns to gauge community concern. Heather invites committee to FOTA. Michelle Bailey believes this meeting takes place on Wednesday nights, which poses a conflict for the committee. Josh asks Heather if she would submit a document outlining the costs associated with other extracurricular activities, which Heather agrees to do.

4. Chair's Report

- Josh Liebow says that a letter has been submitted to Bill Wilson regarding Long Meadow discussions to date. School committee expressed interest in the property but district has no immediate need for the land.

5. Superintendent's Report

- Congratulations to the HWRSD Model UN club, who participated in MIT Model UN conference last weekend. Outstanding representation of school. Congratulations to:
 - *Cam Lake* - Best Delegate from the Democratic People's Republic of Korea (North Korea) on Disarmament and International Security Committee
 - *Lily Ting* - Honorable Mention award for delegate from Brazil on the Economic and Social Council.
- HWRSD Visual Arts & English Departments are proud to announce students who received awards in the 2018 Boston Globe Scholastic Art & Writing Awards. Gold Key winners are entered into the national awards, with National Medalists announced on 03/13/18.
 - *Annabel Howley*, Visual Arts, awarded 2 gold keys and an honorable mention;
 - *Nora Sullivan-Horner*, Visual Arts, received a gold key;

- *Thomas Lattanzi, Cadyn Sawyer* and *Helen Peppler*, Visual Arts, were awarded honorable mentions;
- *Raquel Souza*, English, awarded gold key for critical essay;
- *Luce Brandt*, English, awarded silver key for a personal essay/memoir;
- *Nora Sullivan-Horner*, English, awarded silver key for personal essay/memoir
- HWRSD school choice applications for 2018/2019 school year are available on HWRSD website (<https://goo.gl/forms/MHV9C2CnIy0MMnSA2>) for grades 6-12. Applications will be accepted until 03/09/2018.
- School Committee Nomination papers are available at administration office and are still being accepted for school committee seats. Mike provides details of process, and states any questions should be addressed to Donna Bunk, 978-626-0821.

Stacey Metternick asks if there have been any applications turned in. Mike is not certain if this is public information, but he will confirm and get back to the committee.

6. Consent Agenda

a) Warrants

- January 31, 2018 Exhibit A

b) Minutes

- January 24, 2018 Exhibit B
- January 31, 2018 Exhibit C

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE CONSENT AGENDA INCLUDING WARRANTS FROM JANUARY 31ST, 2018, AND MINUTES FROM JANUARY 24TH AND JANUARY 31ST, 2018 AS WRITTEN.

MOTION by Kerry Gertz, SECONDED by Jeanise Bertrand.

Unanimously approved by 7 members present.

MOTION PASSES

7. New Business

a) Turf Field Group Presentation

Exhibit D

TURF - Towns United for Recreation Fields

Phil Tocci: Introduces the purpose of presentation and invites Dr. Michael Harvey to provide overview of the first few slides.

Michael Harvey states that this project began with Recreation Department Master Plan Study that identified overuse of towns' fields. The overall goal of the Turf Field project is to address the shortage and alleviate the over-use. Reviews the benefits of the project as a whole, with a particular charge to bring many of the High School sports back to school grounds. Indicates the status of what has been approved to date detailed on page 30 of School Committee Packet. Turf Field illustration is shown with Michael Harvey explaining that everything within the red dotted line has been permitted (Phase 1). Reiterates that there were multiple meetings and there was absolutely no opposition or hint at opposition to the Turf Field.

Phil Tocci: Adds the conditions of the proposed field lighting, which will shut off automatically at 9:00 pm excluding Sundays, aligning with the town curfew. Phil Tocci states that as a member of this group, he supports the Turf Field vision. Reviews action plan, the process of determining best site based on safety, parking, paved walkways, and additional considerations. Secondary benefits of the field located at the school include:

- Bringing teams back to campus (no more transportation);
- Parents will no longer have to choose which of their children to watch;
- Added school spirit and access to sporting events.

Phil Tocci claims that he has witnessed a great deal of energy and support from both the recreation department and private citizens. TURF group is invested to the success of this project and seek direction from the committee in their ventures with community outreach, fundraising opportunities, market research, authority, and additional components of the group and their mission (questions outlined on page 33 in School Committee Packet). Suggests subcommittee with members of the School Committee to determine strategies and answer questions as they arise.

Joshua Liebow thinks a subcommittee would complicate matters. Josh clarifies that committee members cannot participate in fundraising activities and further stresses the need for crucial, ongoing communication. Explains that TURF group would be responsible for raising money, and the committee would then vote to accept it.

Discussion continues regarding fundraising opportunities and strategies, phases, purpose of group, strategy of group, school committee limitations, naming rights, and other potential considerations moving forward.

Stacey Metternick suggests examining the School Committee advertisement policy in more depth, as she believes these types of policies fall to the wayside due to changes in School Committee members. Michelle Bailey points out the difference between naming rights versus advertising. Discussion regarding naming rights and Phil's predictions.

Phil Tocci asks for direction and input on TURF's nonprofit status. Phil has considered EdFund, and spoken with Essex County Charitable Foundation, a group that would establish a nonprofit, manage funds, handle all tax filing, release funds upon request, and manage business aspects for a percentage. Discussion regarding strategy in creating nonprofit group.

Jeff Sands states that the School Committee is not involved in this process, and cannot delegate how TURF group decides to proceed. Mike Harvey reiterates the structure of accepting funds: the TURF group would fundraise and then present funds to school committee as a gift, and committee would vote whether to accept the funds.

Jeff Sands explains that the School Committee's permission to fundraise is the *only* requirement to begin, and that requirement was met 2 years ago when the committee gave permission to the TURF group. The decision on how to spend those funds rests on the School Committee and administration.

Phil Tocci respectfully requests ongoing communication and collaborative efforts, as TURF group would like to convey accurate information to public and potential donors. Discussion regarding the amount of input the committee can provide with potential naming rights matters and other complicated matters Phil has brought up.

Phil says his group will reconvene on the 26th, and they will begin the fundraising and outreach processes. Michelle Bailey asks if the group has talked to others who have carried out Turf Field projects, with Phil indicating that the largest issue he heard was the schedule.

Josh Liebow thanks Phil and the TURF group for their work.

b) FY19 Budget Review

Exhibit E

Overview of FY19 Budget status. The School Committee will vote to adopt FY19 Budget this evening after final discussion.

- Recommendation of *level-service*;
- Critical Priorities overview including user fee reduction;
- Superintendent recommends level service budget plus critical priorities (increase in 5.4%);
- Review of district totals including net assessments and town increases;
- Overview of 4-year growth in budgets and rate of change for towns;
- Summary by DESE category.

Discussion regarding the process of reducing user fees. Stacey Metternick expresses confusion surrounding the 50% reduction equates to the \$177,000 increase in budget. Josh Liebow says this was detailed in last week's meeting. Jeff Sands provides an overview of the process used, specifically around proportionality.

Michelle Bailey inquires as to the gender cost differences, with Jeff Sands explaining each individual sport is budgeted separately and the user fees are determined by the number of participants.

Michelle Bailey asks about the override vote based on the district's budget, and what would be lost. Jeff Sands says that there is a process provided by law should the budget fail.

Committee members discuss responsibilities as School Committee members, FY19 budget, budget cuts to level service and related ethical considerations, town override, capital costs, and additional considerations.

Michelle Bailey asks for the dollar amount associated with the COLA increase for non-union staff. Michelle expresses her concern about the budget and that she is uncomfortable with approving it, especially since the dollar amount is unknown. Jeff Sands researches the exact dollar amount, per Michelle's request.

Gene Lee points out contradicting statements he has heard from the community, e.g. they want level service and also want user fees reduced. These two statements are counter-intuitive. As a

town resident, Gene does not want taxes to go up, however he will defend this district budget because he believes it is in the best interest of the schools.

Jeff Sands states that the full value dollar amount increase for administration is \$45,000.00.

c) Adopt FY19 Budget

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ADOPT THE FY19 BUDGET TOTAL GENERAL FUND EXPENDITURES BUDGET OF \$34,009,333. THIS AMOUNT INCLUDES GENERAL FUND OPERATING EXPENSES (AFTER OFFSETS) IN THE AMOUNT OF \$31,894,058 AND GENERAL FUND DEBT SERVICE EXPENSES IN THE AMOUNT OF \$2,115,275. FURTHERMORE, THE GROSS OPERATING EXPENSES OF THE DISTRICT (BEFORE OFFSETS) HAVE BEEN ALLOCATED TO THE DESE - DEFINED ACCOUNTS ACCORDING TO THE “SUMMARY BY DESE CATEGORY” CHART INCLUDED IN THIS BUDGET PRESENTATION DATED 02/13/2018.

**MOTION by Kerry Gertz, SECONDED by David Polito.
APPROVED BY David Polito, Jeanise Bertrand, Josh Liebow, Gene Lee, Kerry Gertz.
Stacey Metternick ABSTAINING; Michelle Bailey OPPOSING.
MOTION PASSES.**

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ASSESS THE TOWNS OF HAMILTON AND WENHAM A COMBINED TOTAL OF \$28,438,507 AS THE AMOUNT NECESSARY TO OPERATE AND MAINTAIN THE DISTRICT, AS WELL AS PAY DEBT SERVICE, FOR FY19. THE DISTRICT’S ASSISTANT SUPERINTENDENT SHALL DETERMINE THE AMOUNT APPORTIONED TO EACH TOWN, AND THE DISTRICT’S TREASURER SHALL CERTIFY SUCH AMOUNTS TO THE RESPECTIVE TREASURERS OF EACH TOWN WITHIN 30 DAYS OF THIS DATE.

**MOTION by Kerry Gertz, SECONDED by David Polito.
Unanimously approved by 7 members present.
MOTION PASSES.**

d) Vote to issue debt for capital projects

Exhibit F

- i) Winthrop Fire Suppression System
- ii) “Safety, Accessibility and Critical Infrastructure” Projects

Jeff Sands provides overview of capital projects. Also provides status update on locating and working with architect for Winthrop Sprinkler Project. Motions have been drafted with input from district and bond counsel.

Discussion regarding debt service and FY19 debt.

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT, (THE DISTRICT”) HEREBY APPROPRIATES THE AMOUNT OF \$850,000 FOR THE

PURPOSE OF PAYING COSTS OF THE INSTALLATION OF A FIRE SUPPRESSION SYSTEM AT THE WINTHROP ELEMENTARY SCHOOL, INCLUDING THE PAYMENT OF ALL COSTS INCIDENTAL OR RELATED THERETO. TO MEET THIS APPROPRIATION THE DISTRICT IS AUTHORIZED TO BORROW SAID AMOUNT, UNDER AND PURSUANT TO CHAPTER 71, SECTION 16(d) OF THE GENERAL LAWS AND THE DISTRICT AGREEMENT, AS AMENDED, OR PURSUANT TO ANY OTHER ENABLING AUTHORITY. ANY PREMIUM RECEIVED UPON THE SALE OF ANY BONDS OR NOTES APPROVED BY THIS VOTE, LESS ANY SUCH PREMIUM APPLIED TO THE PAYMENT OF THE COST OF ISSUANCE OF SUCH BONDS OR NOTES, MAY BE APPLIED TO THE PAYMENT OF COSTS APPROVED BY THIS VOTE IN ACCORDANCE WITH CHAPTER 44 SECTION 20 OF THE GENERAL LAWS, THEREBY REDUCING THE AMOUNT AUTHORIZED TO BE BORROWED TO PAY SUCH COSTS BY A LIKE AMOUNT.

**MOTION by Kerry Gertz; SECONDED by David Polito.
APPROVED by David Polito, Jeanise Bertrand, Josh Liebow, Gene Lee, Kerry Gertz.
OPPOSED by Michelle Bailey and Stacey Metternick.
MOTION PASSES**

I MOVE THAT THE THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT HEREBY APPROPRIATES THE AMOUNT OF \$2,600,000 FOR THE PURPOSE OF PAYING COSTS OF VARIOUS FY19 “SAFETY, ACCESSIBILITY AND CRITICAL INFRASTRUCTURE” CAPITAL PROJECTS WITHIN THE DISTRICT AS OUTLINED IN THE DISTRICT’S FIVE-YEAR CAPITAL PLAN DATED FEBRUARY 13, 2018, INCLUDING THE PAYMENT OF ALL COSTS INCIDENTAL OR RELATED THERETO. TO MEET THIS APPROPRIATION THE DISTRICT IS AUTHORIZED TO BORROW SAID AMOUNT, UNDER AND PURSUANT TO CHAPTER 71, SECTION 16(D) OF THE GENERAL LAWS AND THE DISTRICT AGREEMENT, AS AMENDED, OR PURSUANT TO ANY OTHER ENABLING AUTHORITY. ANY PREMIUM RECEIVED UPON THE SALE OF ANY BONDS OR NOTES APPROVED BY THIS VOTE, LESS ANY SUCH PREMIUM APPLIED TO THE PAYMENT OF THE COSTS OF ISSUANCE OF SUCH BONDS OR NOTES MAY BE APPLIED TO THE PAYMENT OF COSTS APPROVED BY THIS VOTE IN ACCORDANCE WITH CHAPTER 44, SECTION 20 OF THE GENERAL LAWS, THEREBY REDUCING THE AMOUNT AUTHORIZED TO BE BORROWED TO PAY SUCH COSTS BY A LIKE AMOUNT.

**MOTION by Kerry Gertz; SECONDED by David Polito.
Unanimously approved by 7 members present.
MOTION PASSES.**

I MOVE THAT WITHIN SEVEN (7) DAYS FROM THE DATE ON WHICH THIS VOTE IS ADOPTED THE SECRETARY BE AND IS HEREBY INSTRUCTED TO NOTIFY THE BOARD OF SELECTMEN OF EACH OF THE MEMBER TOWNS IF THE DISTRICT, AS TO THE AMOUNT AND GENERAL PURPOSES OF THE DEBT HEREIN AUTHORIZED, AS REQUIRED BY THE DISTRICT AGREEMENT AND BY CHAPTER 71, SECTION 16(d), OF THE GENERAL LAWS.

**MOTION by Kerry Gertz; SECONDED by David Polito.
Unanimously approved by 7 members present.
MOTION PASSES.**

Jeff Sands reviews the next steps for budget presentation, reminding the committee that the Annual Town Meeting is scheduled for April 7, 2018.

c) Payment for McKibben Associates

Exhibit G

Jeff Sands says the payment for McKibben's invoice was provided to the superintendent upon completion of his study. The majority of the warrant subcommittee disallowed payment, and Jeff explains the process undertaken when warrant subcommittee disallows payment. The invoice now comes before the full School Committee and requires a majority vote to approve payment of invoice.

Josh Liebow asks why warrant subcommittee withheld a vote to pay the invoice. Jeanise Bertrand and David Polito explain that the report was not received at the time of the vote, and confusion surrounding who requested the services. Michael Harvey points out that services were completed, and the full report is available on DropBox. Jeff Sands says that when a budget holder presents an invoice, it is generally an indication that service/cycle is complete.

Stacey Metternick exits the meeting at 9:04 pm.

**I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE
APPROVE PAYMENT TO MCKIBBEN DEMOGRAPHIC RESEARCH, LLC IN THE
AMOUNT OF \$4,000 FOR SERVICES RENDERED.**

**MOTION by Kerry Gertz; SECONDED by David Polito.
Unanimously approved by 6 members present.
MOTION PASSES.**

d) Donations

i) Friends of Buker \$179.90

Exhibit H

Committee members comment that Library BeBops sound like fun. Thank you for the donation!

**I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE
ACCEPT THE DONATION FROM FRIENDS OF BUKER IN THE AMOUNT OF
\$179.90 FOR LIBRARY BEE BOPS.**

**MOTION by Kerry Gertz; SECONDED by Jeanise Bertrand.
Unanimously approved by 6 members present.
MOTION PASSES**

8. Other

- a) Topics for next meeting, Wednesday 02/28/18.
- Student government presentation;

- Goal progress for the year;
- Enrollment study update.

Catherine Donovan, from Hamilton-Wenham Food Service department is tentatively scheduled for 05/23/2018 School Committee Meeting.

9. Vote to Adjourn

9:07 pm

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE MEETING ADJOURN AT 9:07 PM.

**MOTION by Kerry Gertz, SECONDED by Jeanise Bertrand.
Unanimously approved by 6 members present.
MOTION PASSES**

Respectfully submitted, 02/22/2018, Mahala Lettvin

Donations

School Committee Meeting 2.28.18

- | | | |
|----------|---------------------------|----------|
| • EdFund | Cardio Drumming Equipment | \$999.58 |
|----------|---------------------------|----------|

HAMILTON WENHAM EDFUND MINI-GRANT APPLICATION FORM**Name(s) of Application Contact(s):** Maggie Ward-Schack**Submission Date:** Jan 22, 2018**Date approval required:** _____**Phone number(s):** (978) 412-5813**Email:** m.ward-schack@hwschools.net**Position or Title of Application Contact(s):** Elementary Physical Education Teacher**Grant Title:** Cardio Drumming Equipment**School(s):** Buker & Winthrop**Grade(s):** K-5**Number of students to benefit:** 340 (each year)**Amount requested:** \$999.58**Description of grant proposal and how the grant will enrich the curriculum:**

The Cardio Drumming program I would like to incorporate to my Physical Education curriculum is based off the concepts of the original "Drums Alive Program". I have had training and teaching experience in a previous school in Newburyport and have discovered this to be a very successful program. It would be a completely new experience for students in our district. Cardio drumming is a high energy innovative fitness curriculum that can be woven through the current elementary Physical Education curriculum. It covers many standards in the SHAPE America Standard for Physical Education.

This grant would allow for the purchase the necessary equipment consisting of large yoga balls (drums) positioned on top of laundry basket bases to secure the balls, an ipod and electric ball inflator/deflators. Each student uses one drum and a pair of wooden or pool noodle drumsticks.

This is a non-competitive, highly active, total body workout set to music and mostly lead by the PE teacher. Students also have the opportunity to work cooperatively to choreograph and lead drumming and movements patterns with their peers. Cardio drumming is effective in engaging students, including those with a wide range of special needs. It can be easily modified for different age levels. Children are able to experience upbeat music, movement, and rhythm and are introduced to a completely new type of physical fitness (brain-body) activity. Once the music starts, it seems to unite a class and the energy is contagious.

This program touches upon three learning styles: auditory, kinesthetic and visual. It allows students to practice crossing the midline; there is much research on how practicing bilateral skills (both sides of the body working at the same time) improves focus and concentration. (This is described in a video link at the end of this proposal.)

Description of how this program will meet the goals of Edfund Grants Program :

- **To encourage and support innovative projects in teaching and learning that are consistent with Hamilton Wenham's district-wide goals and priorities beyond the scope of the regular school budget**

The original "Drums Alive Program" describes this fitness experience as "A unique approach to learning which increases creativity, enhances learning, reduces stress and awakens intuition and other extrasensory perceptions. Linking educational content with movement has a profound effect on student learning and provides teachers an avenue for igniting excitement and improving overall fitness." This description sums up the purpose of bringing this cardio drumming program HWRSD. I believe the philosophy of teaching the whole child is evident in this drumming experience. It complements the following HWRSD's core values very well:

- 4. We believe in our shared responsibility to develop the whole child, including academic abilities and physical and emotional well-being.*
- 5. We believe students can demonstrate success in a variety of ways.*
- 6. We believe all students learn resilience and confidence through learning in an environment that provides a balance of support and challenge.*

This program calls for specific equipment which goes beyond my annual budget for basic day-to-day PE equipment. This equipment is very durable and will be used for many years providing instruction to all students at Buker (and also to my five Winthrop PE classes). Once balls and bases are purchased, these sets should stand the test of time; this equipment is durable. I do not foresee high replacement costs in the future.

The start-up cost for this program is high because of the number of balls and baskets needed.

- **To encourage leadership and creativity from teachers and administrators**

I am excited to have the support of the staff at Buker. I plan to encourage teachers and support staff to utilize this equipment at times when they feel students need motor breaks. I believe that special education teachers and staff would have success in using these yoga ball drums with students with sensory and self regulation deficits. This equipment would also be available to Physical and Occupational Therapists for gross and fine motor skill development activities. In my experience, behavioral issues seem to decrease as the children are immediately engaged and focused on following along to the drum beat and enjoying the music. I believe that drumming is a powerful teaching strategy that helps children focus and release stress in the daily routine of school. There is something magical about music and drum beats that engages children and adults instantly. I have found it to be a tremendous asset in an elementary PE curriculum. It is common for classroom teachers, administrators and staff to jump in and join in cardio drumming fun; this serves an enjoyable community building activity.

- **To support grants that impact a significant number of students**

This program has not yet been funded in HWRSD or by any grants. The equipment purchased will be used by approximately 340 students each year. (In addition to my 12 Buker classes, I also teach 5 classes per week at Winthrop School.)

- **To support grants that have a lasting benefit to Hamilton Wenham regional school system**

My vision for the future is that this could potentially be taught across all grade levels in our district. I feel very strongly that it helps me to meet personal fitness teaching goals as well as adding a new dimension to Physical Education. It is very inspiring to discover new ways to teach children to maintain healthy activity levels.

- **To encourage cross-school, cross-grade, and cross-curricular collaboration**

Cardio Drumming integrates math concepts as students practice 8-count beats patterns and fractions; students will figure out how to break full beats into half beats and quarter beats according to the tempo of the music. It incorporates cardiovascular health and fitness components as well as social emotional elements of engaging in group fitness and recreational fitness.

Cross-grade collaboration will consist of a newly implemented “PE Buddies”, younger students paired with older students (similar to the reading buddies format). All teachers at Buker are very supportive of this concept; cardio drumming would serve a perfect format to continue PE buddies throughout the year. This program would be most successful with enough equipment for two classes to drum together.

I also plan to use the equipment for the “Drop Everything And Move” (DEAM) all school movement events. My vision is to have students lead some of these events. This will be a meaningful peer leadership opportunity for students.

- **To encourage collaboration among teachers, administrators, parents, and community groups to benefit the Hamilton Wenham Regional School District. Edfund grants are not intended to replace or relieve existing responsibility for public funding or programs for the public school system, nor are they intended to substitute for normal budget growth and maintenance**

I had the opportunity to pilot an introduction lesson to with borrowed equipment this past fall with all grades K-3 classes at Buker. In addition, I offered a one time class for 18 Girl Scouts from the three Hamilton-Wenham elementary schools; the troupe earned a physical fitness badge during their after school class. The results of all these trial drum classes were overwhelmingly positive. Three Girl Scout mothers also participated and enthusiastically expressed their support. They were all very hopeful that this program could be brought to our current PE classes. These experiences served as a strong indicator of the student interest level in this program.

I will pursue ways to use this equipment outside of the normal school day routine. In my previous school, my PE colleagues hosted a family night of cardio drumming. Families were invited to participate in this activity; this was a very successful event. We also presented a cardio drumming show to the local senior center. With some creative planning, this is a program that different ages can enjoy together. It is a fun way for parents and the community to experience what is happening in PE.

- **Description of how this is a creative, innovative project in teaching and/or learning, (i.e, one that involves change, expansion, adaptation, enhancement, improvement, challenge, risk, or a new technique**

Research indicates that drumming provides a total brain and body workout in a very unique way. I had the opportunity to be trained by a certified Drums Alive instructor who spent two weeks in our PE department (in Newburyport). This training was fascinating

as I learned (during a presentation given by our instructor) that students who drummed before taking a standardized math test actually performed better on the test. Research concluded that exercises which promote “crossing the midline” improve focus and concentration. As a physical educator, this is truly inspiring to realize the benefits of this program.

- **Description of how this program will complement the curriculum goals of the Hamilton Wenham public schools**

Cardio drumming complements the current Hamilton-Wenham district goals and curriculum. Many benchmarks in the SHAPE America Standards for Physical Education in grades K-5 would be covered: Personal fitness, cardiovascular fitness, recreational fitness and gaining enjoyment out of physical activity, dance concepts, cooperative learning, warm-up, cool down, and numerous locomotor skills. It allows students to exercise in a completely new way while incorporating music, dance and creative movement. It helps me to bring more dance and creative movement components and choreography into the Physical Education curriculum.

Grade level locomotor skills covered: skipping, galloping, side-stepping, jumping; moving within personal space, and choreography individually and as part of a group.

Social emotional components: Reduced anxiety from music and movement, personal improvement, self esteem topics, gaining confidence from stepping out of comfort zone.

There is also a mindfulness component in the cool-down routines at the end of each lesson. The goal is to allow students to calm their bodies and minds before they return to their classrooms.

- **Method of evaluation of the success of project(i.e. student feedback):**

I have met with Kathy O'Shea (2nd grade teacher at Buker) and discussed ways to have students write about their experience in cardio drumming. The follow-up lesson plan in the classroom will be written a responses to a few different questions about drumming. These responses will be posted on a bulletin board display to share with the school community. This will be serve as an assessment tool to determine what the students gained from drumming.

Integrating technology into this program is also a goal. I plan to use “the BAM video delay” app to allow students to have a time delay video of their routines in order to see their progress of group and partner work.

Additional Comments:

I am looking forward to giving elementary students the opportunity to participate in this cardio drumming program. Integrating movement and music is a way to enrich the elementary PE curriculum and this program will offer something brand new to our students. I appreciate the support and guidance of Brian O'Donoghue, Kathy O'Shea and Prudy Pilkonis in writing this grant request. Thank you very much to the Hamilton-Wenham Edfund committee for considering this application.

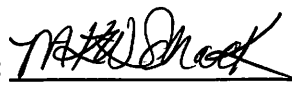
I am including a few links to demonstrate drums in action. The first video is of a PE teacher explaining the brain - body fitness component. Listening to her students' excitement gives shows what a positive impact the drumming experience had on them.

1. https://www.youtube.com/watch?v=uWS7_HhoBYU

The next two links contain an article and a video highlighting my Drums Alive training in Newburyport in 2015:

1. <http://newburyport.wickedlocal.com/news/20160212/bresnahan-students-get-brain-and-body-workout-with-drums-alive>

2. <https://www.youtube.com/watch?v=NIAhj5Lw6Ds>

Signature(s) of Applicants (s):  Date: 1/23/18

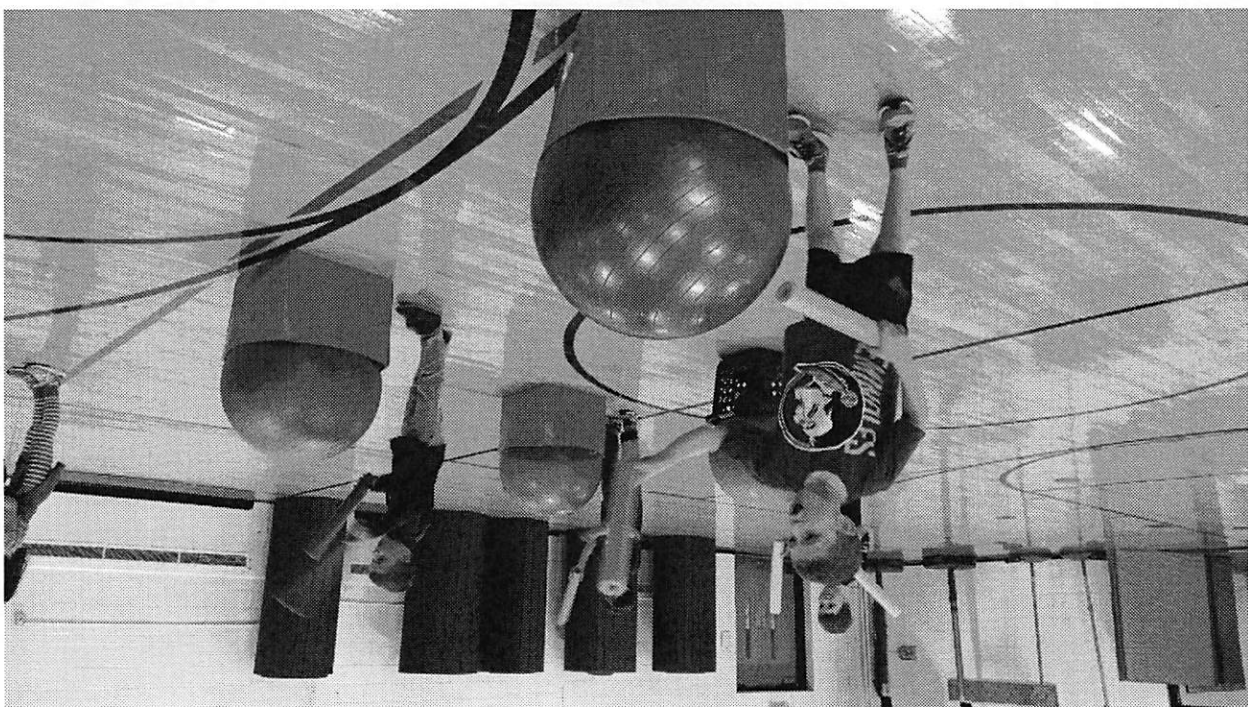
Approval

Please submit grant application to your Principal for approval before sending to Dana Allara at edfundgrants@gmail.com, Edfund Grants Committee Chair with a copy to Director of Curriculum, Assessment and Instruction, Peggy McElhinney at m.mcelhinney@hwschools.net.

Principal:  Date: 1/23/18
Revised 5/10/16



Students learn the drum roll / "rumble"



Cardio Drumming "Pilot" Class at Buker

Sticks in resting / ready position



2nd Graders in action



Maggie Ward-Schack
Edfund Mini Grant Request
Cardio Drumming Equipment Itemized Budget
Total Requested: \$999.58

- 1. Yoga balls (45 balls @ \$7.99 each) - enough for double classes and special all school events**
Total= \$359.55

<https://www.walmart.com/ip/CAP-Fitness-Stability-Ball-Assorted-Sizes/12517115>

- 2. Six-pack set of square heavy duty laundry baskets (7 sets @ 37.46 each)**
Total=\$262.22

<https://www.amazon.com/Sterilite-12178006-Laundry-Titanium-Inserts/dp/B002BDTEPG>

- 3. Electric Ball Pumps - Metro Magic Air 120 Volt Electric Inflator/Deflator (2 @ 73.92 each)**
Total= \$147.84

https://www.amazon.com/Metro-Vacuum-110-IDA32-120-Volt-Inflator/dp/B0002SDMM8/ref=sr_1_cc_1?s=aps&ie=UTF8&qid=1516202763&sr=1-1-catcorr&keywords=metro+magic+air+120+volt

- 4. Ipad Touch - (1 @ 209.99) - to be used for downloading and storing music from itunes and recording videos for students' projects and drum routines, posting to school website/Twitter.**
Total= \$209.99

https://www.amazon.com/Apple-iPod-Touch-Generation-Accessories/dp/B0187XXW42/ref=pd_lpo_vtph_23_bs_t_1?encoding=UTF8&refRID=1K7XF31GP8FHMxNSDV90&th=1

- 5. Ipad protective case - 1 @ \$9.99- heavy duty rubber case with flip stand for easy display of music and access**
Total= \$9.99

https://www.amazon.com/Generation-Case-Protection-Kickstand-Watching/dp/B01LZM694S/ref=sr_1_1?ie=UTF8&qid=1516201302&sr=8-1&keywords=ipod+touch+case+generation

- 6. 25 ft Auxiliary cable - 1 @ 9.99 - for attaching ipod to speaker on the stage**

https://www.amazon.com/Otimo-Premium-Auxiliary-Compatible-Android/dp/B074PD9R3S/ref=sr_1_11?s=electronics&ie=UTF8&qid=1516587317&sr=1-11&keywords=25+ft+aux+cable



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Superintendent's Goals, 2017-2018 **Progress Update: February 28, 2018**

Goal #1: Student Learning Goal

Explore, communicate, and implement the shifts in curriculum, instruction, and assessment necessary in order to meet the District's Mission of preparing our students to be "Future Ready."

Key Actions

- a. Strengthen the Response to Intervention (RTI) Process at the Elementary Level and develop inventory of Tier 1-3 Interventions.
- b. Improve curriculum, instruction and assessment practices in grades 6-12 through training teachers in method for analyzing student learning data.

Indicators of Success

Action "a."

- Trained teaching staff in definitions and essential elements and three tier RTI model.
- Conducted a review of RTI processes currently in use in the HWRSD.
- Compared results of review to "best practices" in RTI and develop action plan to implement identified changes for SY 2018-2019.
- Developed inventories of Tier 1-3 interventions for use by teaching staff in English Language Arts, mathematics and social-emotional learning (SEL).
- Held "jigsaw" where teachers share their developed inventories with colleagues.

Action "b."

- Trained 6-12 teaching staff in the "Using Data" process through the identification of a department-wide student-learning problem of practice.

Evaluation Standards

- Standard I-C-1
- Standard I-C-2
- Standard I-E-1
- Standard I-E-3
- Standard II-C-2

Progress Update: Action A is progressing towards meeting its goal of strengthening the Response to Intervention Model at the elementary level on schedule. In September through January, elementary teachers participated Wednesday PD sessions on Response to Intervention (RTI), conducted an inventory

of RTI practices and reviewed the universal screeners currently in use in the HWRSD. After January 1st, elementary teachers have been participating in grade-level sessions around classroom interventions in English Language Arts, Mathematics and Social-Emotional Learning. We have needed to change our delivery model from what we initially proposed regarding having teachers develop and share interventions. In our new model, teachers will be working in grade-level groups (K-1, 2-3, 4-5) to develop inventories of interventions for their grade level in ELA, Math and SEL. This approach will eliminate the need for the “Jigsaw” activity listed as an indicator of success under action #1.

Progress on “Action B”: Middle and High School Faculty have been working in departments to strengthen their understanding of using data to inform their practice. Each department has decided on a “problem of practice” that will be the focus of their work this year. They have collected data on their chosen problem through looking at student performance, and have conducted a “root-cause” analysis to fine-tune the reasons for the lack of success they are seeing in their students. They are currently in the process of researching best-practice interventions that are focused on improving the area they have identified. During the remainder of the school year, they will implement the interventions they have identified and collect data to see how well the intervention worked.

Goal #2: Professional Improvement Goal

Continue to develop the skills of the District Leadership Team, Teaching Force and my own personal leadership skillset to move the District towards its goal of developing an integrated system of curriculum, instruction and assessment.

Key Actions

- a. Train Curriculum Leaders in Effective Coaching Practices
- b. Develop a shared understanding of best practices in conducting walkthroughs among members of the Leadership Team.
- c. Undertake a review of best practices in Social-Emotional Learning (SEL) with Leadership Team.

Indicators of Success

Action "a."

- Curriculum Leaders will complete training in effective coaching practices.
- Curriculum Leaders will implement coaching program with teachers in their department.

Action "b."

- Leadership Team will complete training in effective walkthrough practices.
- Leadership Team will develop document outlining purpose, goals and best practices in evaluative Walkthroughs.
- Leadership Team will complete set of shared Walkthroughs with colleagues in order to calibrate their Walkthroughs.

Action "c."

- Leadership Team will be trained in Collaborative for Academic, Social and Emotional Learning (CASEL) model.
- Leadership team will complete an inventory of current practices in social-emotional learning in the HWRSD.
- Leadership Team will develop an action plan around future initiatives in SEL.

Evaluation Standards

- Standard I-A-2
- Standard II-A-3
- Standard I-D-2
- Standard I-D-4
- Standard II-B-2
- Standard II-C-2
- Standard IV-D-1

Progress Update: Progress on "Action A" is nearly complete. Curriculum Leaders have been trained by Research for Better Teaching in the techniques of coaching

fellow teachers for improvement. The training sessions were held on September 7, October 19, November 30, and February 2. Curriculum Leaders are now working to implement a coaching model within their respective departments. This model is based on the coach working with individual teachers to identify areas for improvement, to assist in selecting resources to address the identified area and to provide feedback on the teacher's efforts to improve. The process includes face-to-face meetings between the teacher and the coach and direct or video-recorded observation of classroom practice by both the teacher and the coach. Coaching is conducted independently of the teacher evaluation process, which is completed by a building administrator.

Progress on "Action B": The Leadership Team has participated in training sessions on Classroom Observations in September 8th and December 1st. A third training session is scheduled for March 6th and a fourth session is tentative scheduled for August. Through our training sessions to date, the Leadership Team has considered ways to clarify the different purposes of observing classroom instruction (individual teacher evaluation vs. overall data gathering on instructional practice) for teachers. This clarification includes setting expectations for when it is appropriate to provide teachers with written feedback after a walkthrough is conducted. Finally, the Leadership Team has explored developing a District-Wide set of expectations around classroom instruction. The training sessions scheduled for March and August should allow the Leadership Team time to further define the walkthrough process and develop a plan for communicating these expectations to teachers.

Progress on "Action C": The Leadership Team has completed a review of the Collaborative for Academic, Social and Emotional Learning (CASEL) model and has completed a review of the types of social-emotional learning (SEL) currently underway in the HWRSD at each level (elementary, middle and high). Some of the key takeaways from this review are that we are already doing a lot to develop the Social Emotional Competencies of our students. Programs at the elementary level, such as Responsive Classroom and Zones of Regulation are already in place. We are, however, missing any systematic way to evaluate how well all students are mastering the SEL competencies. At the middle and secondary level, the Social Emotional Competencies are not taught in isolation; rather they are embedded in high-quality instruction. For example, students are taught the competency of "Relationship Skills" through working with peers in cooperative groups, learn how to be "Responsible Decision-Makers" through role-playing activities and how to "Self Manage" through learning how to budget their time and organize their class materials. As is the case with the elementary level, the leadership team recognizes that the assessment of these competencies is an area for us to work on in the future.

Goal #3: District Improvement Goal

Continue to develop the District's ability to create the structures, procedures and processes that support high-quality instruction.

Key Actions

- a. Operationalize the School Committee's Plans around Capital Improvements for the HWRSD.
- b. Present plans for the re-imagining of the HWRSD School Library Spaces.
- c. Revise District Strategic Blueprint to set a direction for the next five years.

Indicators of Success

Action "a."

- 5-Year Capital Plan updated to reflect prioritization of all items identified for completion by the School Committee.
- Short-term plans developed to complete most immediate items on the 5 Year Capital Plan.

Action "b."

- Completed and accepted plans for the renovation of school libraries.
- Plans are incorporated into plans around capital improvements under item "a."

Action "c."

- Completed a review of the 2013-2018 Strategic Blueprint Progress to date.
- Revised Strategic Blueprint Document to reflect 2018-2023 initiatives.

Evaluation Standards

- Standard II-A-2
- Standard III-A-1
- Standard IV-E-1
- Standard IV-F-3

Progress Report on "Action A": We have revised the 5 Year Capital Improvement Plan to reflect the strategy endorsed by the School Committee for completing these projects. The February 13, 2018 version of the Capital Improvement Plan reflects the intention to complete the "Safety, Accessibility and Critical Infrastructure" projects in the next three years pending Town Meeting authorization of the debt. The revised 5 Year Capital Plan also reflects plans to complete the Winthrop Fire Suppression Project and the phasing for the remaining "Cosmetic Infrastructure" and "Educational Programing" items.

Progress Report on "Action B": The designs for the renovation of the libraries in each elementary school and the Middle/High School were presented to the School

Committee on January 17th. The next step in the process will be to decide which projects should be pursued and what the timing for these projects should be.

Progress Report on “Action C”: The process to review and update the HWRSD Strategic Blueprint is underway. I conducted a visioning session with the Cutler School Friends group in the fall and have scheduled sessions to meet with the other school Friends Groups in the spring. I will also be conducting focus group sessions with members of the faculty and conducting a review of current District performance in the spring. The Leadership Team has begun a review of the last Strategic Blueprint Document to assess our progress in competing the Strategic Initiatives outlined in that plan. Part of the review process includes identifying whether an Initiative is complete and whether there is further work that should be continued in the next plan around the initiative. After the Leadership Team completes this review, we will incorporate the results of the focus groups and the initiatives identified for future work into a draft of the next Strategic Blueprint.



Hamilton-Wenham Regional School District, MA Demographic Study

January, 2018



Table of Contents

Executive Summary	1
Introduction	2
Data	2
Assumptions	3
Methodology	4
References	5
Appendix A: Supplemental Tables	6
Appendix B: Population Forecasts	11
Appendix C: Population Pyramids	14
Appendix D: Enrollment Forecasts	17



Executive Summary

1. The resident total fertility rate for the town of Hamilton over the life of the forecasts is below replacement level. (1.82 vs. the replacement level of 2.1) The resident total fertility rate for the town of Wenham over the life of the forecasts is also below replacement level at 1.77
2. Most in-migration into both towns continues to occur in the 0-to-9 and 30-to-44 year-old age groups.
3. The local 18-to-24 year-old population continues to leave both towns, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out-migration flow and will increase steadily over the next 10 years. The second largest out migration flow is in households over the age of 70.
4. The primary factors causing the enrollment to decrease over the next 10 years in both towns are the increase in empty nest households, and a low rate of in-migration of young families.
5. Changes in year-to-year enrollment over the next 10 years will primarily be due to small grade cohorts entering and moving through the school system in conjunction with large grade cohorts leaving the system.
6. The elementary enrollment in the town of Wenham will begin a slight decline after the 2018-19 school year. This will be due primarily to the fact that most of the rising 5th grade cohorts will be greater than 50 students in size. Elementary enrollments in the town of Hamilton should stay steady until 2022-23 and decline afterwards.
7. One of the main reasons that the total enrollment in the town of Wenham increases over the last five years is due to the fact that there were relatively small 12th grade classes graduating. (an average of 45 students per year). Conversely in Hamilton, the 12th grade classes over the last five years were relatively large, averaging 87 students per year. Over the next 10 years, this situation will reverse as Wenham will average 50 seniors per year and Hamilton will only average 72.
8. The median age of the population in the town of Hamilton will increase from 40.8 in 2010 to 41.5 in 2025. The median age of the population in the town of Wenham will increase from 27.2 in 2010 to 29.3 in 2025. The fact that Gordon College is located within the boundaries of Wenham is the reason why their median age is so much low than the town of Hamilton.
9. Even if both towns continues to have some level of annual new home construction over the next 10 years, the rate, magnitude, and price of existing home sales will become the increasingly dominant factors affecting the amount of population and enrollment change.
10. Total enrollment in the town of Hamilton is forecasted to decrease by 7 students, or -0.6%, between 2017-18 and 2022-23. Total enrollment will decrease by 25 students, or -2.2%, from 2022-23 to 2027-28. Total enrollment in the town of Wenham is forecasted to increase by 15 students, or 2.4%, between 2017-18 and 2022-23. Total enrollment will decrease by 5 students, or -0.8%, from 2022-23 to 2027-28.



INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. A variety of factors influence the future population and enrollment changes of each school district. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district or municipality. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district or attendance area, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and the basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and municipality level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to: transfer policies within the district, student transfers to and from neighboring districts, placement of "special programs" within school facilities that may serve students from outside the attendance area, state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor), the development of charter schools in the district, the prevalence of home schooling in the area, and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the

life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for towns of Hamilton and Wenham. Since the results of the population forecasts drive the subsequent enrollment forecasts for each town, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Hamilton-Wenham Regional School District provided enrollments by grade and for each town for the school years 2013-14 to 2017-18. Birth and death data for the years 2000 through 2016 were obtained from the Massachusetts Department of Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2016. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 80 of the over 2,700 current households in the Hamilton and 50 of the over 1,400 current households in the Wenham would have been included. For comparison, 400 Hamilton and 200 Wenham households were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales,



and future housing unit construction are considered to be primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in both towns as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a major breakthrough in the treatment of heart disease or cancer, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2027. Any increases forecasted in the number of deaths will be due primarily to the general aging of the population in each of the town and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The resident total fertility rate (TFR), the average number of births a woman will have while living in the town of Hamilton during her lifetime, is estimated to be 1.82 for the ten years of the population forecasts. For the town of Wenham the TFR is estimated to be 1.77 for the next 10 years. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be insufficient to maintain the current level of population and enrollment in either Hamilton or Wenham as well as the district as a whole over the course of the forecast period.

A close examination of data for both Hamilton and Wenham has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years in both municipalities (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24 year-old age group as young adults leave the area to go to

college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the local in-migration occurs in the 0-to-9 and 30-to-44 age groups (the bulk of the which come from areas within 75 miles of Hamilton and Wenham) primarily consisting of younger adults and their children.

As the Essex County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the town of Hamilton or Wenham will remain the same through the year 2027. Below is a list of assumptions and issues that are specific to the towns of Hamilton and Wenham as well as the Hamilton-Wenham Regional School District. These issues have been used to modify the population forecast models to more accurately predict the impact of these factors on each area's population change. Specifically, the forecasts assume that throughout the study period:

- a. The national, state or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;
- c. The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to "sub-prime" mortgage practices;
- d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- e. The rate of housing foreclosures does not exceed 125% of the 2005-2007 average of Essex County for any year in the forecasts;
- f. All currently planned, platted, and approved housing developments are built out and completed by 2026. All housing units constructed are occupied by 2027;
- g. The unemployment rates for the Essex County will remain below 6.0% for the 10 years of the forecasts;
- h. The intra district student transfer policy remains unchanged over the next 10 years;
- i. The rate of students transferring out of The Hamilton-Wenham Regional School District will remain at the 2011-12 to 2017-18 average;
- j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
- k. The state of Massachusetts does not change the current policy on open enrollment or school vouchers anytime in the next 10 years;
- l. There will be no building moratorium within the district;
- m. Businesses within the district and The Hamilton-



Wenham Regional School District area will remain viable;

- n. The number of existing home sales in the district that are a result of “distress sales” (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- o. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 60;
- p. No new charter schools open in the area any time in the next 10 years
- q. Private school and home school attendance rates will remain constant;
- r. The rate of foreclosures for commercial property remains at the 2004-2008 average for Essex County;

If a major employer in the district or in the Essex County or the Greater Boston Metropolitan Area closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from The Hamilton-Wenham Regional School District that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18-to-24 age group, and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting. (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004) As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the

future population that would result from a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

1. a base-year population (here, the 2010 Census population for the towns of Hamilton and Wenham);
2. a set of age-specific fertility rates for the towns of Hamilton and Wenham to be used over the forecast period;
3. a set of age-specific survival (mortality) rates for the towns of Hamilton and Wenham;
4. a set of age-specific migration rates for the towns of Hamilton and Wenham; and;
5. the historical enrollment figures by grade for the towns of Hamilton and Wenham.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the towns of Hamilton and Wenham are classified as “small area” populations (as compared to the population of the state of Massachusetts or to that of the United States). Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns. (Peters and Larkin, 2002)

The population forecasts for the towns of Hamilton and Wenham were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of both the towns of Hamilton and Wenham. The impact of the Gordon College population on the demographic dynamics of Wenham is an excellent example of a unique characteristic.

The enrollment forecasts were calculated using a modified average survivorship method (also known as the “Blended Method”). Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through



twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17 year-old cohorts in the towns of Hamilton and Wenham for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9 year-old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be $\pm 2.0\%$ for the life of the forecasts.

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Appendix A: Supplemental Tables

Table 1: Forecasted Elementary Area Population Change, 2010 to 2020

	2010	2015	2010-2015 Change	2020	2015-2020 Change	2010-2020 Change
Town of Hamilton	7,764	7,730	-0.4%	7,700	-0.4%	-0.8%
Town of Wenham	4,875	4,740	-2.8%	4,660	-1.7%	-4.4%
Total District	12,639	12,470	-1.4%	12,360	-0.9%	-2.2%

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Town of Hamilton	1,125	41.8%	2,692	7,616	2.83
Town of Wenham	508	37.4%	1,358	3,622	2.67
Total District	1,633	40.3%	4,050	11,238	2.77

Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders Who Own Homes
Town of Hamilton	45.7%	21.8%	81.5%
Town of Wenham	42.1%	32.5%	84.8%
Total District	44.5%	25.4%	82.6%



Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area , 2010 Census

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Town of Hamilton	15.7%	7.3%
Town of Wenham	23.2%	14.2%
Total District	18.2%	9.6%

Table 5: Elementary Enrollment (PK-5), 2017, 2022, 2027

	2017	2022	2017-2022 Change	2027	2022-2027 Change	2017-2027 Change
Town of Hamilton	552	578	4.7%	518	-10.4%	-6.2%
Town of Wenham	285	281	-1.4%	271	-3.6%	-4.9%
Total District	837	859	2.6%	789	-8.1%	-5.7%

Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Town of Hamilton	109	88	90	101	104	98	134	110	117	119	114
Town of Wenham	18	23	39	28	34	45	53	62	54	51	72
Total District	127	111	129	129	138	143	187	172	171	170	186



Table 7: Comparison of District Resident Enrollment by Grade with 2010 Census Counts by Age, 2012-2017

2010 Census	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
Hamilton-Wenham Regional School District Total	127	111	129	129	138	143	187	172	171	170	186	192	186	215
2017 Enrollment	130	150	151	134	157	151	160	178	178	172	152			
	102.36%	135.14%	117.05%	103.88%	113.77%	105.59%	85.56%	103.49%	104.09%	101.18%	81.72%			
2016 Enrollment	126	151	149	135	158	138	152	183	172	170	163	135		
	99.21%	136.04%	115.50%	104.65%	114.49%	96.50%	81.28%	106.40%	100.58%	100.00%	87.63%	70.31%		
2015 Enrollment	137	150	156	137	154	139	152	181	180	167	164	148	161	
	107.87%	135.14%	120.93%	106.20%	111.59%	97.20%	81.28%	105.23%	105.26%	98.24%	88.17%	77.08%	86.56%	
2014 Enrollment		152	160	134	162	140	159	183	189	191	168	157	181	166
		136.9%	124.0%	103.9%	117.4%	97.9%	85.0%	106.4%	110.5%	112.4%	90.3%	81.8%	97.3%	77.2%
2013 Enrollment			157	142	156	148	154	179	192	180	176	154	181	162
			121.7%	110.1%	113.0%	103.5%	82.4%	104.1%	112.3%	105.9%	94.6%	80.2%	97.3%	75.3%
2012 Enrollment				142	150	154	150	180	192	172	173	160	192	168
				110.1%	108.7%	107.7%	80.2%	104.7%	112.3%	101.2%	93.0%	83.3%	103.2%	78.1%

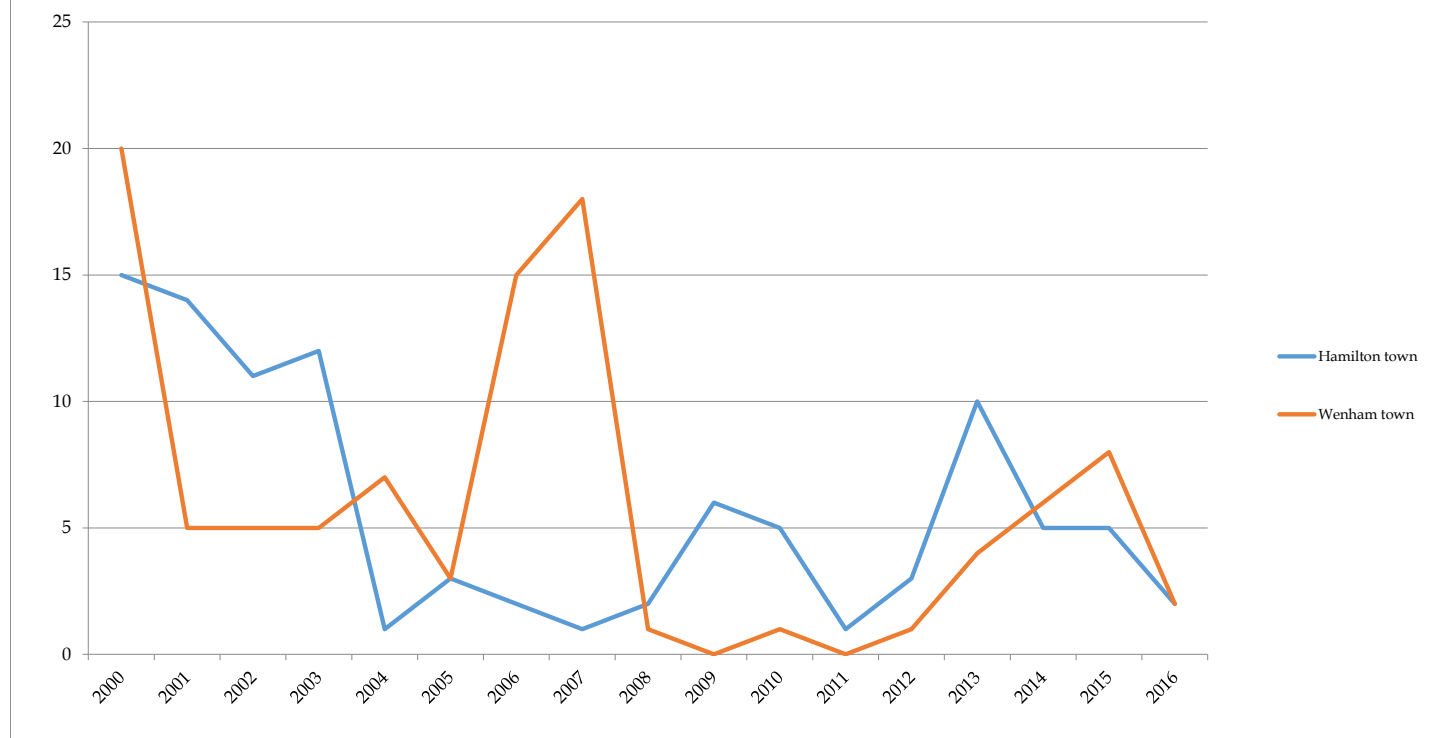


United States Census Bureau Building Permits

Year	Name	Single Family Units		Dual Occupancy Units		Three or Four Units		Five or More Units		Total	
		Buildings	Total Units	Buildings	Total Units	Buildings	Total Units	Buildings	Total Units	Buildings	Total Units
2000	Hamilton town	15	15	0	0	0	0	0	0	15	15
2001	Hamilton town	14	14	0	0	0	0	0	0	14	14
2002	Hamilton town	11	11	0	0	0	0	0	0	11	11
2003	Hamilton town	12	12	0	0	0	0	0	0	12	12
2004	Hamilton town	1	1	0	0	0	0	0	0	1	1
2005	Hamilton town	3	3	0	0	0	0	0	0	3	3
2006	Hamilton town	2	2	0	0	0	0	0	0	2	2
2007	Hamilton town	1	1	0	0	0	0	0	0	1	1
2008	Hamilton town	2	2	0	0	0	0	0	0	2	2
2009	Hamilton town	6	6	0	0	0	0	0	0	6	6
2010	Hamilton town	5	5	0	0	0	0	0	0	5	5
2011	Hamilton town	1	1	0	0	0	0	0	0	1	1
2012	Hamilton town	3	3	0	0	0	0	0	0	3	3
2013	Hamilton town	10	10	0	0	0	0	0	0	10	10
2014	Hamilton town	5	5	0	0	0	0	0	0	5	5
2015	Hamilton town	5	5	0	0	0	0	0	0	5	5
2016	Hamilton town	2	2	0	0	0	0	0	0	2	2
2000	Wenham town	20	20	0	0	0	0	0	0	20	20
2001	Wenham town	5	5	0	0	0	0	0	0	5	5
2002	Wenham town	5	5	0	0	0	0	0	0	5	5
2003	Wenham town	5	5	0	0	0	0	0	0	5	5
2004	Wenham town	7	7	0	0	0	0	0	0	7	7
2005	Wenham town	3	3	0	0	0	0	0	0	3	3
2006	Wenham town	15	15	0	0	0	0	0	0	15	15
2007	Wenham town	18	18	0	0	0	0	0	0	18	18
2008	Wenham town	1	1	0	0	0	0	0	0	1	1
2009	Wenham town	0	0	0	0	0	0	0	0	0	0
2010	Wenham town	1	1	0	0	0	0	0	0	1	1
2011	Wenham town	0	0	0	0	0	0	0	0	0	0
2012	Wenham town	1	1	0	0	0	0	0	0	1	1
2013	Wenham town	4	4	0	0	0	0	0	0	4	4
2014	Wenham town	6	6	0	0	0	0	0	0	6	6
2015	Wenham town	4	4	2	4	0	0	0	0	6	8
2016	Wenham town	2	2	0	0	0	0	0	0	2	2



Towns of Hamilton and Wenham, MA: Total Units





Appendix B: Population Forecasts

Hamilton-Wenham Regional School District

Total	2010	2015	2020	2025
0-4	634	600	590	570
5-9	843	770	780	770
10-14	974	850	790	800
15-19	1,401	1,430	1,310	1,240
20-24	1,168	1,190	1,210	1,070
25-29	511	510	540	560
30-34	412	560	570	610
35-39	576	490	660	660
40-44	811	610	520	670
45-49	1,069	800	590	520
50-54	1,081	1,060	790	590
55-59	899	1,050	1,030	770
60-64	671	820	940	910
65-69	485	560	690	810
70-74	307	390	470	580
75-79	298	260	350	400
80-84	274	230	220	290
85+	225	290	310	310
Total	12,639	12,470	12,360	12,130
Median Age	38.3	38.3	38.0	38.4

	2010 to 2015	2015 to 2020	2020 to 2025
Births	490	480	460
Deaths	460	490	530
Natural Increase	30	-10	-70
Net Migration	-140	-150	-160
Change	-110	-160	-230

Differences between period Totals may not equal Change due to rounding.



Town of Hamilton

Total	2010	2015	2020	2025
0-4	492	450	430	410
5-9	578	530	530	510
10-14	631	590	550	550
15-19	559	590	550	500
20-24	371	370	390	330
25-29	399	390	390	410
30-34	332	430	430	440
35-39	436	380	490	490
40-44	525	440	380	480
45-49	694	520	420	380
50-54	754	690	510	420
55-59	595	730	670	500
60-64	458	540	650	580
65-69	318	380	450	550
70-74	180	260	320	380
75-79	179	150	230	270
80-84	144	140	130	190
85+	119	150	180	180
Total	7,764	7,730	7,700	7,570
Median Age	40.8	41.5	41.2	41.5

	2010 to 2015	2015 to 2020	2020 to 2025
Births	360	350	320
Deaths	270	300	330
Natural Increase	90	50	-10
Net Migration	-90	-100	-110
Change	0	-50	-120

Differences between period Totals may not equal Change due to rounding.



Town of Wenham

Total	2010	2015	2020	2025
0-4	142	150	160	160
5-9	265	240	250	260
10-14	343	260	240	250
15-19	842	840	760	740
20-24	797	820	820	740
25-29	112	120	150	150
30-34	80	130	140	170
35-39	140	110	170	170
40-44	286	170	140	190
45-49	375	280	170	140
50-54	327	370	280	170
55-59	304	320	360	270
60-64	213	280	290	330
65-69	167	180	240	260
70-74	127	130	150	200
75-79	119	110	120	130
80-84	130	90	90	100
85+	106	140	130	130
Total	4,875	4,740	4,660	4,560
Median Age	27.2	27.5	28.3	29.3

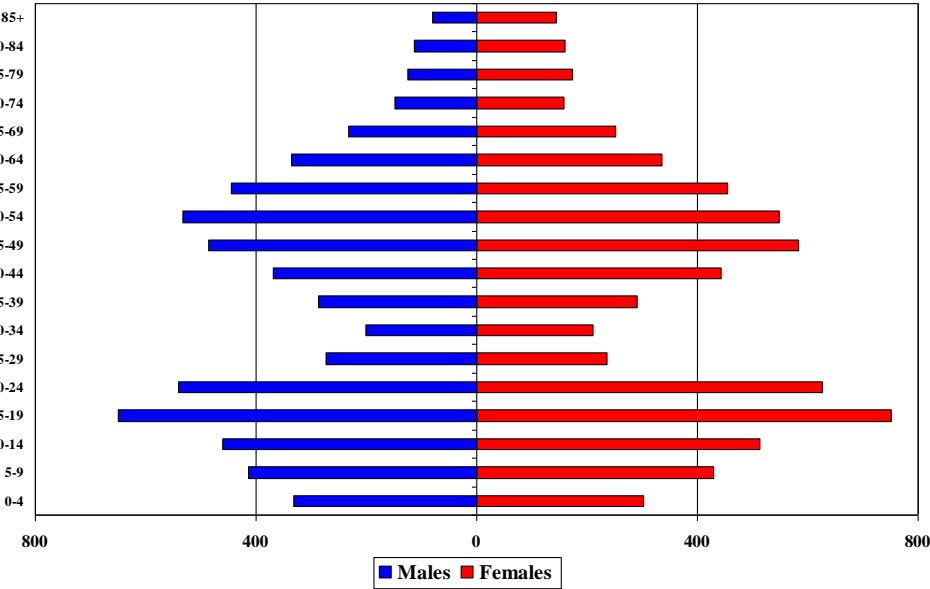
	2010 to 2015	2015 to 2020	2020 to 2025
Births	130	130	140
Deaths	190	190	200
Natural Increase	-60	-60	-60
Net Migration	-50	-50	-50
Change	-110	-110	-110

Differences between period Totals may not equal Change due to rounding.

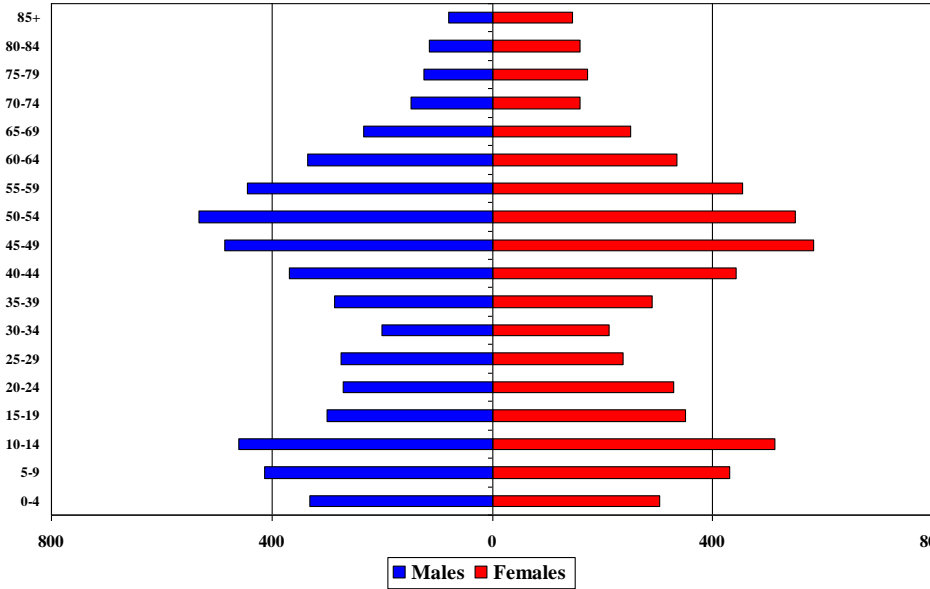


Appendix C: Population Pyramids

Hamilton-Wenham Regional School District Total Population – 2010 Census

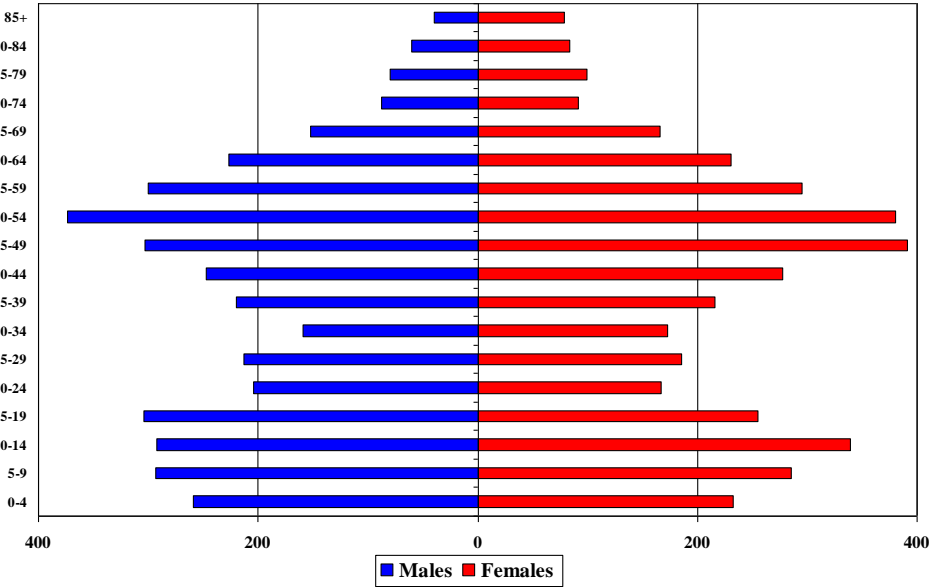


Hamilton-Wenham Regional School District Total Population – 2010 Census
Without College Population

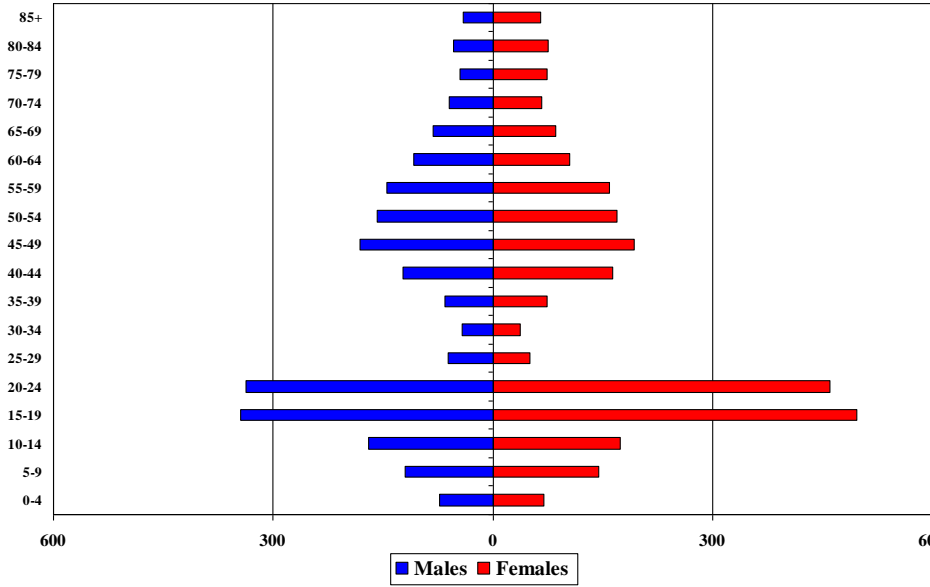




Town of Hamilton Total Population - 2010 Census

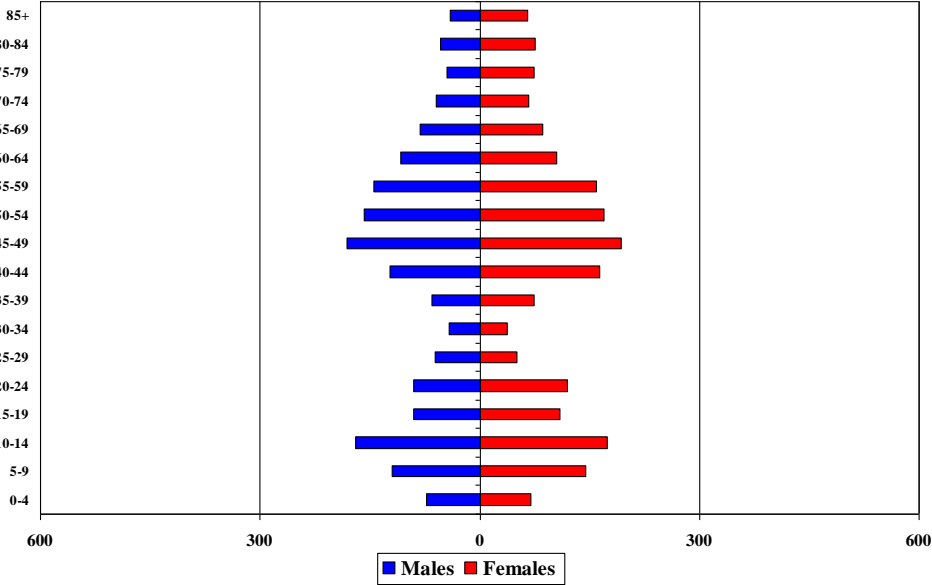


Town of Wenham Total Population - 2010 Census





Town of Wenham Total Population - 2010 Census
Without College Population





Appendix D: Enrollment Forecasts

Hamilton-Wenham Regional School District

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
PK	23	18	28	31	30	30	30	30	30	30	30	30	30	30	30
K	117	142	119	124	146	137	136	137	134	133	129	127	125	123	125
1	120	128	146	121	127	148	139	138	136	133	132	129	127	124	122
2	115	123	123	141	124	126	147	139	138	136	133	132	129	127	124
3	133	121	129	130	141	124	126	147	139	138	136	133	132	129	127
4	136	135	125	126	134	142	125	127	148	140	139	137	133	132	129
5	137	135	141	127	135	137	144	126	128	149	141	140	137	133	132
Total: K-5	781	802	811	800	837	844	847	844	853	859	840	828	813	798	789

6	135	136	132	130	116	131	135	141	124	126	146	138	138	135	131
7	145	139	135	134	133	118	133	137	144	126	128	149	141	141	138
8	134	153	135	137	131	132	118	133	137	144	126	128	149	141	141
Total: 6-8	414	428	402	401	380	381	386	411	405	396	400	415	428	417	410

9	131	128	143	124	131	125	126	113	128	133	139	121	124	144	136
10	129	128	128	142	126	128	123	123	111	125	131	136	119	122	141
11	142	129	125	119	140	124	126	121	121	109	123	129	134	117	120
12	158	136	127	123	120	138	123	125	120	120	108	122	128	133	116
Total: 9-12	560	521	523	508	517	515	498	482	480	487	501	508	505	516	513
Out of District Students	22	32	32	33	38	38	38	38	38	38	38	38	38	38	38
Total: K-12	1,777	1,783	1,768	1,742	1,772	1,778	1,769	1,775	1,776	1,780	1,779	1,789	1,784	1,769	1,750

Total: K-12	1,777	1,783	1,768	1,742	1,772	1,778	1,769	1,775	1,776	1,780	1,779	1,789	1,784	1,769	1,750
Change		6	-15	-26	30	6	-9	6	1	4	-1	10	-5	-15	-19
Percent Change		0.3%	-0.8%	-1.5%	1.7%	0.3%	-0.5%	0.3%	0.1%	0.2%	-0.1%	0.6%	-0.3%	-0.8%	-1.1%

Total: K-5	781	802	811	800	837	844	847	844	853	859	840	828	813	798	789
Change		21	9	-11	37	7	3	-3	9	6	-19	-12	-15	-15	-9
Percent Change		2.7%	1.1%	-1.4%	4.6%	0.8%	0.4%	-0.4%	1.1%	0.7%	-2.2%	-1.4%	-1.8%	-1.8%	-1.1%

Total: 6-8	414	428	402	401	380	381	386	411	405	396	400	415	428	417	410
Change		14	-26	-1	-21	1	5	25	-6	-9	4	15	13	-11	-7
Percent Change		3.4%	-6.1%	-0.2%	-5.2%	0.3%	1.3%	6.5%	-1.5%	-2.2%	1.0%	3.8%	3.1%	-2.6%	-1.7%

Total: 7-12	560	521	523	508	517	515	498	482	480	487	501	508	505	516	513
Change		-39	2	-15	9	-2	-17	-16	-2	7	14	7	-3	11	-3
Percent Change		-7.0%	0.4%	-2.9%	1.8%	-0.4%	-3.3%	-3.2%	-0.4%	1.5%	2.9%	1.4%	-0.6%	2.2%	-0.6%

Forecasts Developed December 2017

Green Cells (2017-18 and earlier) are historical data

Blue Cells (2018-19 and later) are forecasted years



Town of Hamilton

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
PK	18	15	24	27	24	24	24	24	24	24	24	24	24	24	24
K	76	98	81	84	107	97	95	95	93	92	89	87	85	83	84
1	88	75	98	79	83	105	95	93	91	89	88	86	84	82	80
2	83	86	72	95	81	81	103	94	92	90	88	87	85	83	81
3	96	86	89	71	94	79	79	102	93	91	89	87	86	84	82
4	84	95	87	86	70	92	77	78	101	92	90	88	86	85	83
5	97	84	95	84	93	69	91	76	77	100	91	89	87	85	84
Total: K-5	542	539	546	526	552	547	564	562	571	578	559	548	537	526	518

6	84	91	81	90	74	88	66	87	73	74	96	87	86	84	82
7	98	83	91	82	92	75	89	67	89	74	75	98	89	88	86
8	89	104	81	88	78	90	74	88	66	88	73	74	97	88	87
Total: 6-8	271	278	253	260	244	253	229	242	228	236	244	259	272	260	255

9	91	80	98	70	85	73	85	70	84	63	84	69	71	93	84
10	79	88	79	97	68	83	72	83	69	82	62	82	68	70	91
11	103	80	86	73	93	67	82	71	82	68	81	61	81	67	69
12	107	99	76	82	72	90	65	80	69	80	66	79	59	79	65
Total: 9-12	380	347	339	322	318	313	304	304	304	293	293	291	279	309	309
Out of District Students	11	16	18	23	22	22	22	22	22	22	22	22	22	22	22
Total: K-12	1,204	1,180	1,156	1,131	1,136	1,135	1,119	1,130	1,125	1,129	1,118	1,120	1,110	1,117	1,104

Total: K-12	1,204	1,180	1,156	1,131	1,136	1,135	1,119	1,130	1,125	1,129	1,118	1,120	1,110	1,117	1,104
Change		-24	-24	-25	5	-1	-16	11	-5	4	-11	2	-10	7	-13
Percent Change		-2.0%	-2.0%	-2.2%	0.4%	-0.1%	-1.4%	1.0%	-0.4%	0.4%	-1.0%	0.2%	-0.9%	0.6%	-1.2%

Total: K-5	542	539	546	526	552	547	564	562	571	578	559	548	537	526	518
Change		-3	7	-20	26	-5	17	-2	9	7	-19	-11	-11	-11	-8
Percent Change		-0.6%	1.3%	-3.7%	4.9%	-0.9%	3.1%	-0.4%	1.6%	1.2%	-3.3%	-2.0%	-2.0%	-2.0%	-1.5%

Total: 6-8	271	278	253	260	244	253	229	242	228	236	244	259	272	260	255
Change		7	-25	7	-16	9	-24	13	-14	8	8	15	13	-12	-5
Percent Change		2.6%	-9.0%	2.8%	-6.2%	3.7%	-9.5%	5.7%	-5.8%	3.5%	3.4%	6.1%	5.0%	-4.4%	-1.9%

Total: 7-12	380	347	339	322	318	313	304	304	304	293	293	291	279	309	309
Change		-33	-8	-17	-4	-5	-9	0	0	-11	0	-2	-12	30	0
Percent Change		-8.7%	-2.3%	-5.0%	-1.2%	-1.6%	-2.9%	0.0%	0.0%	-3.6%	0.0%	-0.7%	-4.1%	10.8%	0.0%

Forecasts Developed December 2017

Green Cells (2017-18 and earlier) are historical data

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Town of Wenham

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
PK	5	3	4	4	6	6	6	6	6	6	6	6	6	6	6
K	41	44	38	40	39	40	41	42	41	41	40	40	40	40	41
1	32	53	48	42	44	43	44	45	45	44	44	43	43	42	42
2	32	37	51	46	43	45	44	45	46	46	45	45	44	44	43
3	37	35	40	59	47	45	47	45	46	47	47	46	46	45	45
4	52	40	38	40	64	50	48	49	47	48	49	49	47	47	46
5	40	51	46	43	42	68	53	50	51	49	50	51	50	48	48
Total: K-5	239	263	265	274	285	297	283	282	282	281	281	280	276	272	271

6	51	45	51	40	42	43	69	54	51	52	50	51	52	51	49
7	47	56	44	52	41	43	44	70	55	52	53	51	52	53	52
8	45	49	54	49	53	42	44	45	71	56	53	54	52	53	54
Total: 6-8	143	150	149	141	136	128	157	169	177	160	156	156	156	157	155

9	40	48	45	54	46	52	41	43	44	70	55	52	53	51	52
10	50	40	49	45	58	45	51	40	42	43	69	54	51	52	50
11	39	49	39	46	47	57	44	50	39	41	42	68	53	50	51
12	51	37	51	41	48	48	58	45	51	40	42	43	69	54	51
Total: 9-12	180	174	184	186	199	202	194	178	176	194	208	217	226	207	204
Out of District Students	11	16	14	10	16	16	16	16	16	16	16	16	16	16	16
Total: K-12	573	603	612	611	636	643	650	645	651	651	661	669	674	652	646

Total: K-12	573	603	612	611	636	643	650	645	651	651	661	669	674	652	646
Change		30	9	-1	25	7	7	-5	6	0	10	8	5	-22	-6
Percent Change		5.2%	1.5%	-0.2%	4.1%	1.1%	1.1%	-0.8%	0.9%	0.0%	1.5%	1.2%	0.7%	-3.3%	-0.9%

Total: K-5	239	263	265	274	285	297	283	282	282	281	281	280	276	272	271
Change		24	2	9	11	12	-14	-1	0	-1	0	-1	-4	-4	-1
Percent Change		10.0%	0.8%	3.4%	4.0%	4.2%	-4.7%	-0.4%	0.0%	-0.4%	0.0%	-0.4%	-1.4%	-1.4%	-0.4%

Total: 6-8	143	150	149	141	136	128	157	169	177	160	156	156	156	157	155
Change		7	-1	-8	-5	-8	29	12	8	-17	-4	0	0	1	-2
Percent Change		4.9%	-0.7%	-5.4%	-3.5%	-5.9%	22.7%	7.6%	4.7%	-9.6%	-2.5%	0.0%	0.0%	0.6%	-1.3%

Total: 7-12	180	174	184	186	199	202	194	178	176	194	208	217	226	207	204
Change		-6	10	2	13	3	-8	-16	-2	18	14	9	9	-19	-3
Percent Change		-3.3%	5.7%	1.1%	7.0%	1.5%	-4.0%	-8.2%	-1.1%	10.2%	7.2%	4.3%	4.1%	-8.4%	-1.4%

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