

V.B.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

December 4, 2019

RESOLVED, That the State Board of Education, pursuant to Section 10-226d of the Connecticut General Statutes, conditionally approves the Hamden Board of Education’s “2019 Plan to Address Racial Imbalance in Church Street School” conditioned upon the following:

1. That the Hamden Board of Education provide a detailed timetable for meeting interim progress benchmarks toward full implementation of its plan, including any such additional measures approved by the Hamden Board; and
2. That the Hamden Board of Education shall provide interim reports to the Commissioner on its progress in implementing the actions detailed in its timeline in December 2020 and December 2021;

and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fourth day of December, Two Thousand Nineteen.

Signed: _____
Miguel A. Cardona, Secretary

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Miguel A. Cardona, Commissioner of Education

DATE: December 4, 2019

SUBJECT: Hamden Board of Education's Plan to Correct Racial Imbalance in Church Street School

Introduction

On June 13, 2019, the Connecticut State Board of Education (“CSBE”) accepted a report concerning the racial imbalance statistics for all schools in the state. The Performance Office compiled the report based on enrollments as of October 1, 2018.

Pursuant to the regulations promulgated pursuant to Connecticut General Statutes Section 10-226e, racial imbalance exists when the proportion of minority students for any school exceeds twenty-five percentage points more than the comparable proportion for the school district. For all grades of a given school, the total number of minority students enrolled in the same grades throughout the school district is divided by the district-wide total student enrollment in such grades, and the resulting percentage is the comparable proportion for the school district. If a school is identified as racially imbalanced, the board of education must file a plan to correct the imbalance with the CSBE. Impending racial imbalance exists when the proportion for a school falls outside a range from fifteen percentage points less to fifteen percentage points more than the comparable proportion for the school district.

History/Background

In 2012, Church Street School was identified as having a racial imbalance. In addition, Helen Street School had an impending imbalance. To address the imbalance at Church Street, the Hamden Board of Education (hereinafter, “Hamden Board”) adjusted its attendance zones and redistricted students living on several streets. The Hamden Board agreed to monitor the racial imbalance in its schools and planned to adjust the attendance zones as necessary. While this plan lowered the racial imbalance of this school, it continued to be identified with impending imbalance.

The June 13, 2019, the racial imbalance report indicated that the Church Street School, under the jurisdiction of the Hamden Board was again identified as racially imbalanced and the Shepherd Glen and Helen Street Schools had impending imbalance, as shown in the table below. In addition, Spring Glen School is racially imbalanced with a school percentage minority of 36.28% in comparison with the district-wide percentage of minority students for its grade range of 63.97%. However, pursuant to the Regulations, Spring Glen meets the criteria as a “diverse school,” which means a school within a district having a minority population of 50% or more, and the school has a minority population of at least 25%, but less than 75%. Boards of education

are not required to submit a plan to correct the racial imbalance in diverse schools, and accordingly this plan addresses only the Church Street School.

Hamden School District Absolute and Impending Imbalances as of October 2018

School	District % Minority	School % Minority	Absolute Imbalance%
Church Street School	64.5	89.75	25.25
Helen Street	64.5	87.58	23.88
Shepherd Glen School	63.97	80.13	16.17
Spring Glen School	63.97	36.28	27.69

As a result of Church Street School's imbalance, the Hamden Board is required to submit the attached plan to correct the imbalance. Included are the following documents: Enclosure A, the plan, submitted by Jody Goeler, Superintendent of Hamden Public Schools on October 18, 2019; Enclosure B, the 2018 Public School Enrollment by District by Racial Imbalance Categories for Hamden Public Schools; and Enclosure C, a copy of the Regulations of Connecticut State Agencies concerning the implementation of the racial imbalance law.

The Hamden Board's Proposed Plan

The Hamden Board plans to balance all of its elementary schools by redefining its attendance zones, creating pre-Kindergarten opportunities in all elementary schools, including intra-district magnet themes to provide families with school choice, and adding 6th Grade to its middle school. In addition, the Hamden Board has contracted with a consulting firm to assist with demographic and redistricting options. It also is engaging consultant services to assist with architectural renderings. Specifically, the Hamden Board has voted to:

- move Grade 6 to Hamden Middle School (upon completion of school construction expansion);
- close and repurpose Church Street School;
- close and repurpose Shepherd Glen School;
- petition for the transfer of the Wintergreen facility to be incorporated back into Hamden Public Schools;
- develop proposals for intra-district magnet programs, to be approved by the Hamden Board; and
- develop a district-wide pre-Kindergarten program, to be approved by the Hamden Board.

State Board of Education Action

Pursuant to Section 10-226e-6 of the Regulations of Connecticut State Agencies ("Regulations"), the CSBE shall determine whether a board of education's plan meet the requirements of the regulations and shall (1) approve, (2) conditionally approve or (3) disapprove the plan.

Follow-up Activities

Section 10-226e-7 of the Regulations requires that all plans be subject to continuing review and evaluation by the CSBE. This review will include annual monitoring to determine the Hamden Board's progress in its plan to eliminate racial imbalance. If the CSBE finds that the actions of the Hamden Board are not in conformity with its plan or if the Hamden Board does not take substantial steps to implement the plan or fails to make sufficient progress, the CSBE may take further action to compel compliance. The Department of Education will monitor the Hamden Board's progress and recommend further action if necessary.

Recommendation

We recommend that the CSBE grant conditional approval, requiring the Hamden Board to provide a specific timeline for implementing its plan and interim reports on its progress.

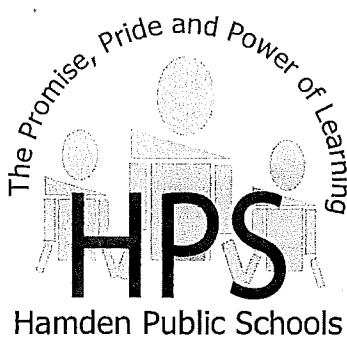
Prepared by:

Laura L. Anastasio
Division of Legal and Governmental Affairs

Reviewed by:

Jessa Mirtle, Director
Division of Legal and Governmental Affairs

EXHIBIT A



Jody Ian Goeler, Superintendent
Christopher C. Melillo, Assistant Superintendent

October 18, 2019

Dear Attorney Anastasio:

Please find included in this packet, information regarding Hamden's attempt to address the imbalance at Church Street Elementary School in Hamden, CT. Included in this packet are materials created by Milone and MacBroom and a presentation made to Hamden's Legislative Council on June 18, 2019. Additionally you will find a map of Hamden with its current established attendance zones, a document that identifies the various "actions" related to the 3R strategic plan: Advantages, Costs, and Impact. Please also find the Per-Pupil Expenditure Summary Report, Growth Data, Board Policy on Reduction of Racial, Ethnic, and Economic Isolation, and a Timeline (also available in the packet of materials for the Legislative Council).

Conditions Contributing to Racial Imbalance

Hamden is a Town that spans from New Haven to Cheshire, South to North, and Bethany to North Haven, East to West. A Town that is much longer than wide, it is bifurcated by Skiff Street, which runs East/West dividing Hamden's predominately White North and its predominately Black and Brown South. The area of greatest concentration of people of color resides along the New Haven boarder. Likewise, the area aligning the Cheshire boarder is predominately White with a higher socioeconomic level.

Hamden has historically placed great value on its neighborhood schools, and therefore, the neighborhood families settled over time, have sent their children to these schools. To lessen the adverse impact causing racial imbalance, Hamden went through a significant racial balance initiative, approximately twenty years ago, creating elongated and oddly shaped attendance zones causing longer bus trips and having some children attend schools further than a school in that neighborhood. More recently (approximately eight years ago), a minor adjustment was made moving a handful of streets to balance both Helen Street and Church Street Schools. Helen Street School, a school that has an "impending imbalance", was designed as a neighborhood school where all students would be within walking distance. This school has no area for busses to pick up and drop off students. Two years ago, the Town cut an area off of a busy road to allow two or three small busses to safely pick up and drop off children with special needs.

Strategic Planning to Ensure Higher Levels of Racial Balance Among Elementary Schools

In an effort to more effectively racially balance all of its elementary schools, the Hamden Board of Education engaged in a strategic planning process that established goals to scale facilities to address current and future enrollment projections, create sensible attendance zones, provide opportunities for pre-k in each school, and add 6th grade to the 7-8 Middle School. Partnering with District Management Group to assist with financial modeling, Milone and MacBroom to assist with demographic and redistricting scenarios, and Silver Petrucelli to assist with architectural renderings, the Board established a plan that would add intra-district magnet school themes in four of its elementary schools to provide parents an element of choice to assist in the balancing initiative. The Board also believes that thematic magnet schools can elevate the level of instruction and student engagement in the earlier grades and provide pathways for students as they enter the secondary level.

Having developed several scenarios, we scheduled Public Hearings on September 24, 2018, October 2, 2018, and October 16, 2018 at Hamden Middle School. Each of these meetings included approximately 200 – 300 parents, students, political leaders, and media. The meetings began with a presentation, which lasted under an hour, and an opportunity for public comment, which lasted up to two hours. Overall the thoughts shared through the public comments portion of the meetings centered on the following themes: We love our neighborhood schools; we love our teachers and our Principal; we love our neighborhood; Let those kids come to our school; transitions are difficult, especially for our most vulnerable.

Having heard these concerns, the Board voted at a Special Meeting (well attended at Hamden Middle School) on November 29th, 2018 to:

- Move 6th grade to the Middle School
- Close and repurpose Church Street Elementary School
- Close and repurpose Shepherd Glen School
- Petition the Legislative Council for the transfer of the Wintergreen facility to be incorporated back into the Hamden Public School system
- Direct the Superintendent to develop intra-district magnet programs and obtain Board approval for implementation
- Direct the Superintendent to develop a district-wide “universal” pre-k program and obtain Board approval for implementation.

To ensure students would not have to transition to new schools more than the one time required, the Board is currently engaged in the redistricting aspect of this work, to ensure plans are established and communicated by the time construction is completed at the Middle School that will provide space for sixth grade to transition to a 6-8 Middle School. Once this transition can occur, two elementary buildings will close, pre – k programming will be available at the remaining six elementary schools, the four intra-district magnet schools will be prepared to begin, and new attendance zones will be drawn, based upon Milone and MacBroom’s most favorable scenario.

This plan was unanimously passed by the Board on November 29, 2018.

The Hamden Board of Education has also recently partnered with a consultant who is assisting the Board in determining the effectiveness of intra-district magnet schools, providing possible alternative approaches to integration, performing additional community outreach, and presenting findings during the 2019-20 school year.

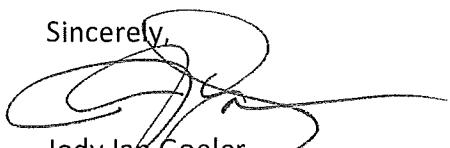
Additional Programs and Services at Church Street Elementary School

Specifically related to Church Street Elementary School, you will see that the per student expenditure for Title I schools is generally higher than non-title schools. That includes Church Street School. Church Street School also has the lowest class sizes, an additional social worker, and additional .5 reading specialist, and a Family Engagement Coordinator.

Church Street Elementary School also includes a highly effective and longstanding School Based Health Clinic.

Please let me know if you have any questions or concerns related to Hamden's response to the current racial imbalance at Church Street School.

Sincerely,



Jody Ian Goeler
Superintendent
Hamden Public Schools
jgoeler@hamden.org
(203) 407-2090



Racial Balance & 3R Plan

Hamden Public Schools

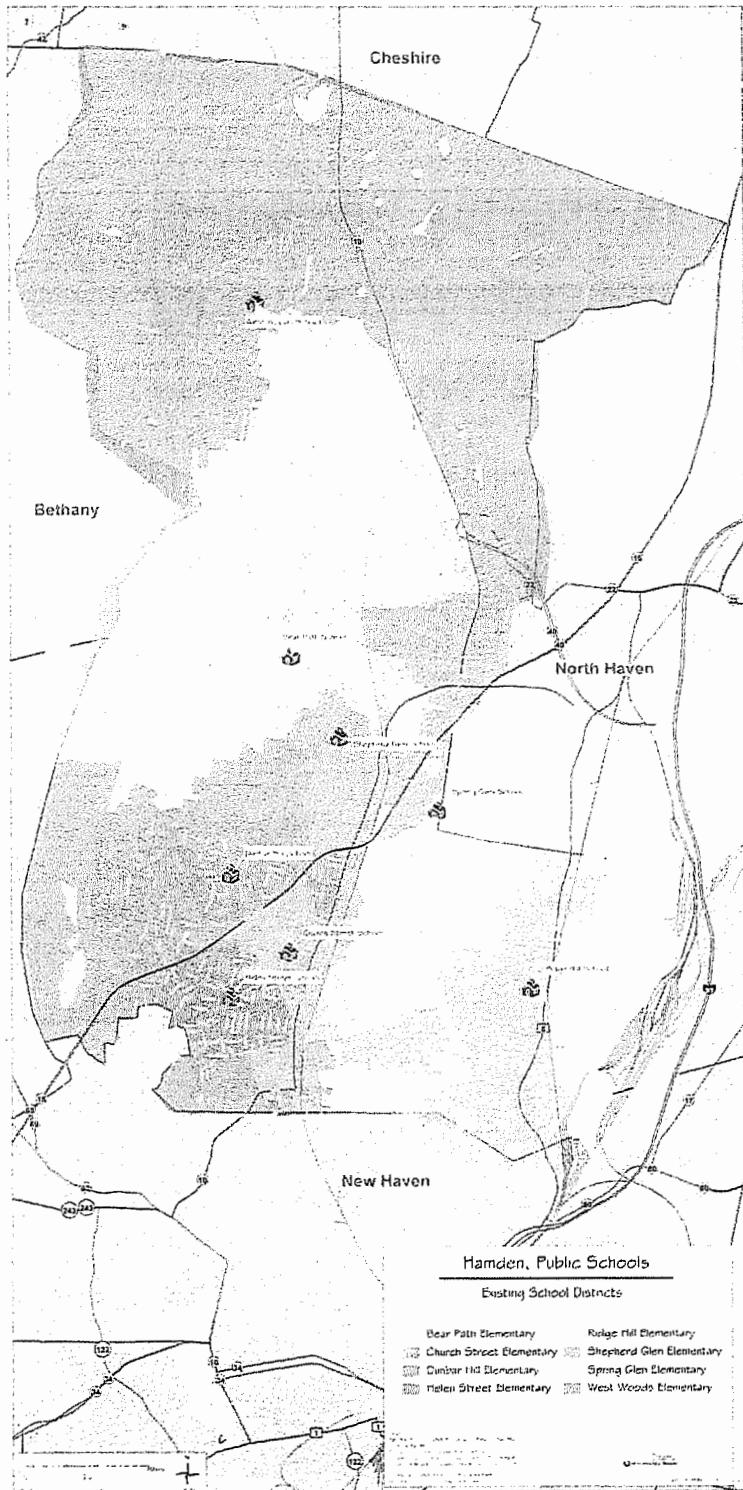
October 15, 2019

Five goals drive the Board's work on this initiative:

1. Move 6th grade from elementary to middle school
2. Scale use of facilities to address declining enrollment trends;
Use resources more efficiently
3. Incorporate Wintergreen School into Hamden Public Schools
4. Create sensible attendance zones that more closely reflect our demographics and meet state regulations for diversity
5. Provide opportunities for greater financial sustainability

Current Attendance Zone

Current Attendance Zone Map

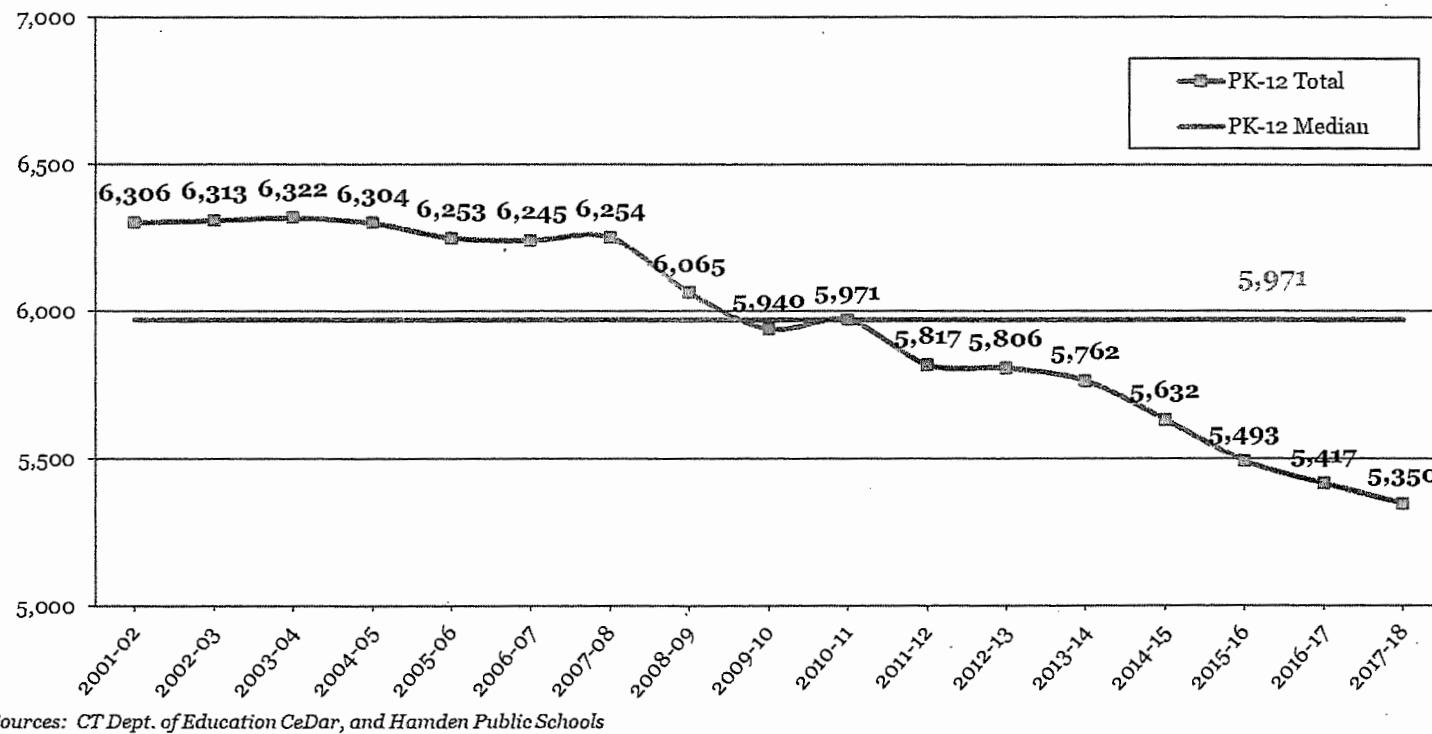


**Bear Path
Church Street
Dunbar Hill
Helen Street**

**Ridge Hill
Shepherd Glen
Spring Glen
West Woods**

Historic Enrollment

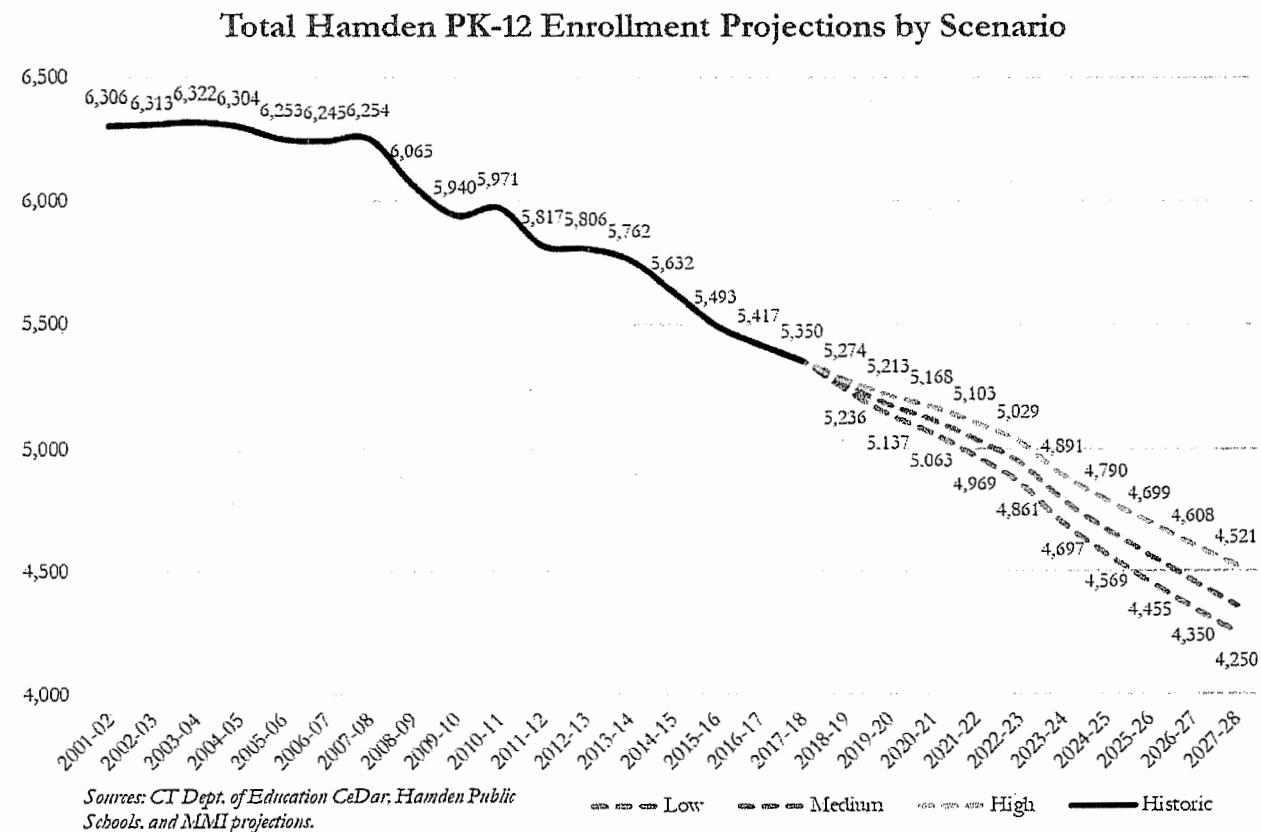
Total (PreK-12th) Historic Enrollments (2001-02 to 2017-18) Hamden Public Schools



Sources: CT Dept. of Education CeDAR, and Hamden Public Schools

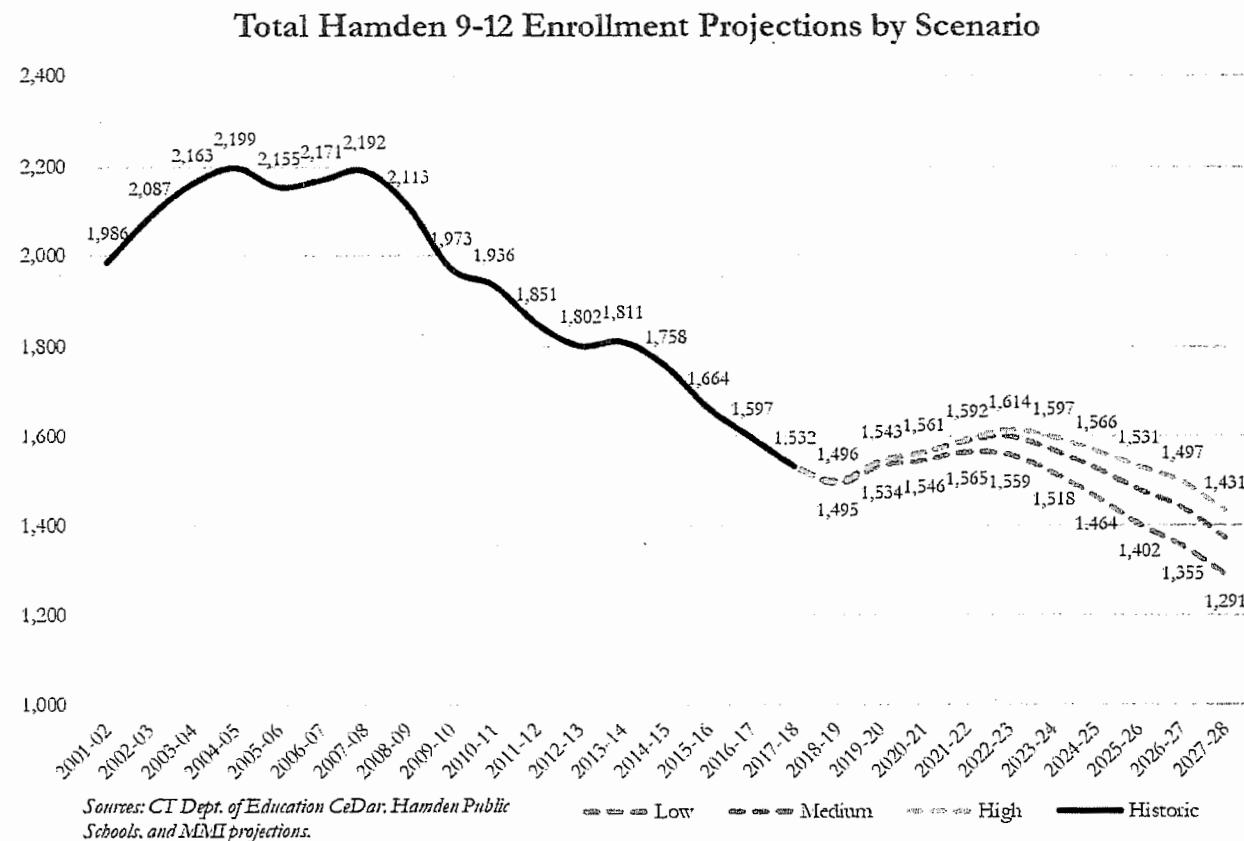
- Downward trend in total PK-12 enrollment has continued since prior enrollment projections; total enrollment down 14.5% from 2007-08
- Preliminary Enrollment (PreK-12) at 5,248 (9/7/18)

Projection Overview



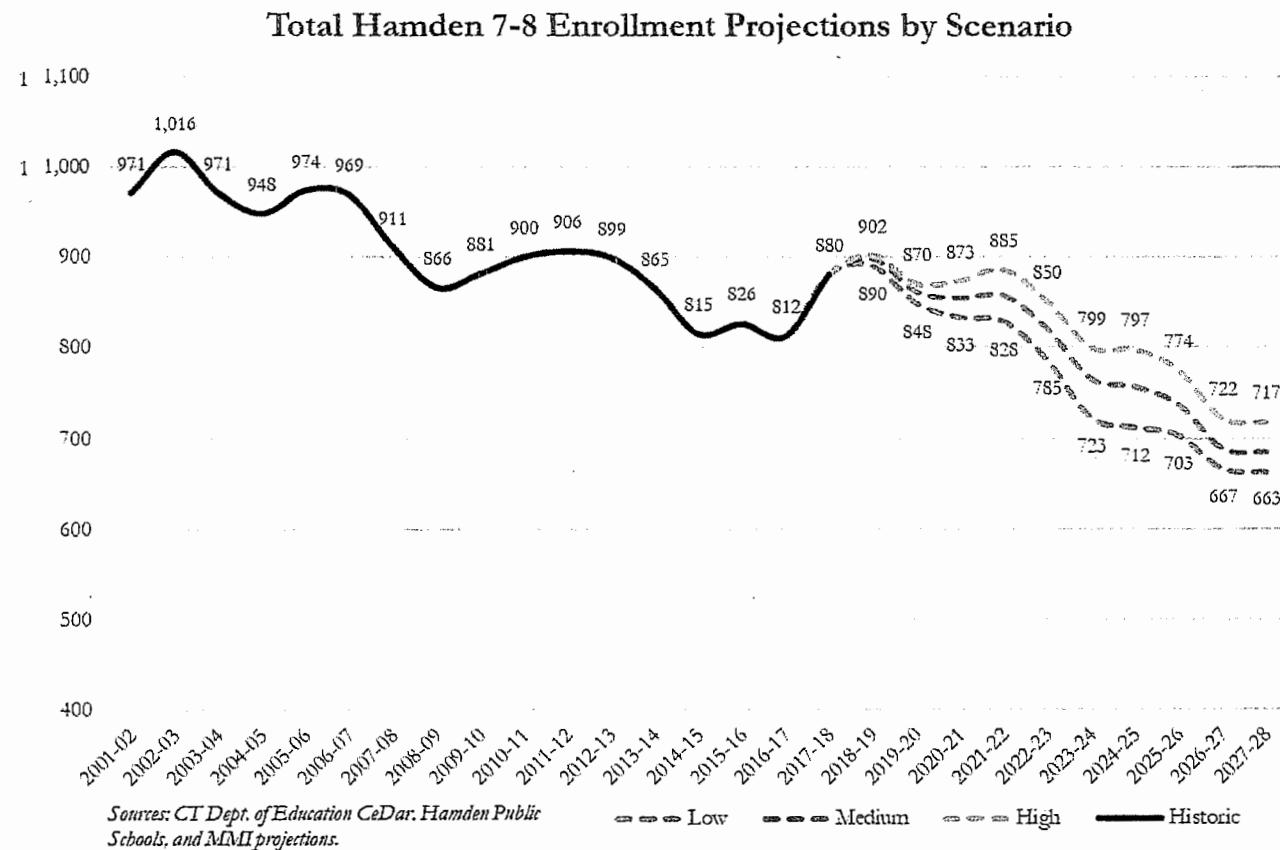
- Total PK-12 enrollment projected to decline by 15.5% to 20.6% over a ten year projection horizon, resulting in a 2027-28 student body of between 4,250 and 4,521 students
- Medium scenario depicts most probable scenario for future enrollments in HPS schools
- Medium Enrollment Projections Performing well at +0.6% of Actual (9/7/18)

High School Projections



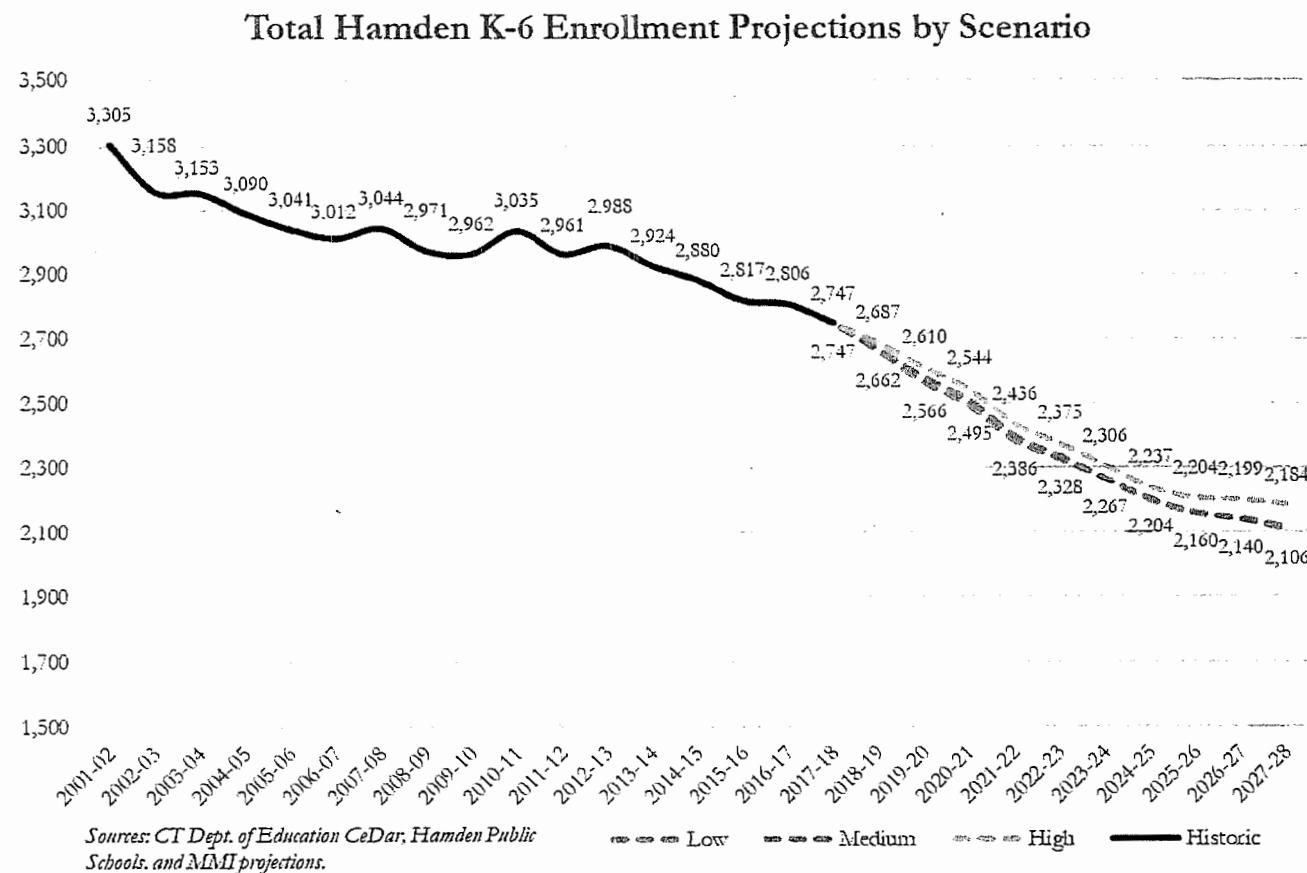
- High school enrollments are projected to decline slightly in 2018-19 before rebounding through 2022-23 as current cohorts of >400 students progress through grades 9-12; thereafter, declining trend is projected to resume for total declines of 6.6% to 15.7%

Middle School Projections



- Middle school enrollments projected to see slight growth in 2018-19 before beginning declining trajectory, with a small bump possible in 2021-22; net decline is projected to fall between 18.5% and 24.7%
- Declines driven primarily by progression of known cohorts currently in lower grades to the middle school level

Elementary Projections

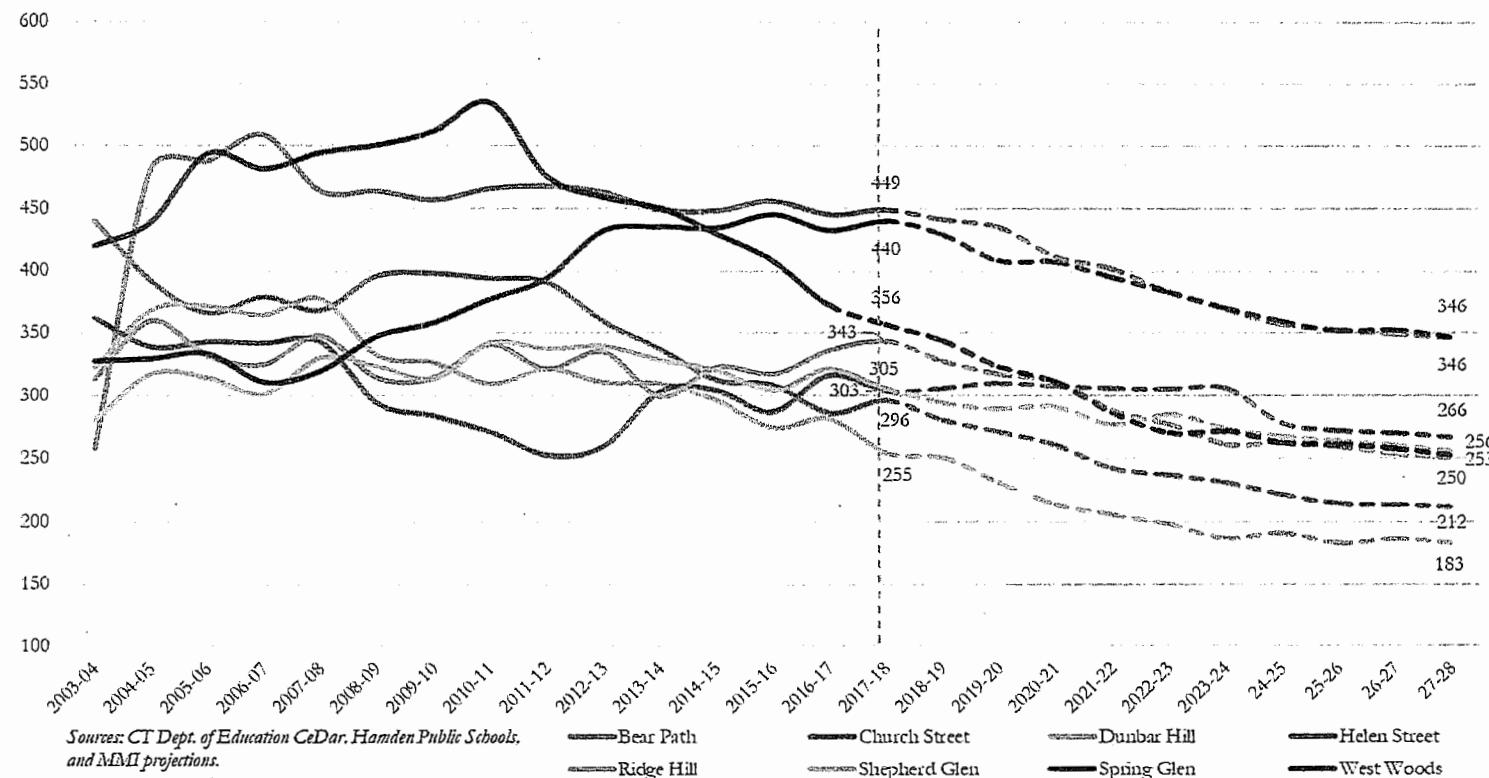


- K-6 projections show total decline of 20.5% to 23.3% over ten years as historically small birth cohorts continue to enter the system
- Decline begins to level out around 2024-25 through 2027-28 as entering K cohorts stabilize

Elementary Projections

Hamden Elementary Actual and Projected Enrollments (Medium Scenario)

2003-04 to 2027-28



- Under the medium projection scenario, K-6 declines are concentrated at Dunbar Hill and West Woods in the first five years of projections; at the ten-year horizon, Church Street and Ridge Hill also decline steeply
- Helen Street and Shepherd Glen anticipated to experience least dramatic declines, while Bear Path and Spring Glen are close to districtwide trend

Districtwide Projections

Medium Projection Scenario

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2017-18	2012	616	382	360	379	407	401	403	415	460	420	375	379	373	405	191
2018-19	2013	583	356	366	365	369	404	403	408	431	467	396	362	369	371	190
2019-20	2014	548	334	341	371	355	366	406	408	423	437	441	383	353	367	190
2020-21	2015	577	352	321	346	361	352	368	411	424	430	413	426	373	351	190
2021-22	2016	519	317	338	325	337	358	354	373	426	430	405	399	415	370	190
2022-23	2017	528	322	304	342	316	334	360	359	387	433	406	392	388	412	190
2023-24	2018	498	304	309	308	333	314	336	365	372	393	408	392	382	386	190
2024-25	2019	505	308	291	313	300	330	316	340	379	378	371	395	382	379	190
2025-26	2020	513	313	295	295	305	297	332	319	353	385	357	358	384	379	190
2026-27	2021	520	317	300	299	288	302	299	336	331	358	363	344	349	382	190
2027-28	2022	527	322	304	304	292	285	304	302	349	337	338	350	336	346	190

School Year	PK-12	K-12	K-6	7-8	9-12
	Total	Total	Total	Total	Total
2017-18	5,350	5,159	2,747	880	1,532
2018-19	5,256	5,067	2,671	898	1,498
2019-20	5,175	4,986	2,582	861	1,543
2020-21	5,116	4,926	2,511	853	1,562
2021-22	5,036	4,847	2,401	857	1,589
2022-23	4,944	4,755	2,337	820	1,598
2023-24	4,790	4,601	2,268	765	1,568
2024-25	4,670	4,481	2,198	757	1,526
2025-26	4,562	4,373	2,157	737	1,478
2026-27	4,459	4,269	2,142	690	1,438
2027-28	4,358	4,169	2,113	686	1,370

Elementary Capacity

School	Total Full-Size Rooms	Grade Level Instructional Rooms	Art	Music	Computer	SPED/ Resource/ Other in Full-Size	Target Capacity
Alice Peck	19	0	1	1		17	0
Bear Path	29	22	1	2	1	3	429
Church Street	30	20	1	1	1	7	345
Dunbar Hill	22	16	1	2	1	2	312
Helen Street	22	20	1	1		0	345
Ridge Hill	25	19	1	1	2	2	371
Shepherd Glen	23	19	1	1	1	1	371
Spring Glen	26	23	1	2	0	0	449
West Woods	29	21	1	1	2	4	410
Total	225	160	9	12	8	36	3032

SPED/ Resource and Other rooms include Readiness, Math/ Literacy Coaches, OT/PT, Special Education and other uses ONLY when located in full-size classrooms or spaces designated as full-size classrooms. There are numerous smaller spaces in each building also used for these kinds of programs.

- Scenarios developed based on fit with building capacities, as established under previous study, and updated based on Fall 2017 data on use of full-size rooms and administrative input
- Utilization and scenario feasibility assessed based on current deployment and programming of space
- Target capacity includes 10% headroom to accommodate year-to-year variation in cohorts

Elementary Utilization

School	Target Capacity	2017-18 (Actual)		2022-23 (Mid. Projection)		2027-28 Mid. Projection)	
		Enrollment	Utilization	Enrollment	Utilization	Enrollment	Utilization
Alice Peck	0	N/A	N/A	N/A	N/A	N/A	N/A
Bear Path	429	444	103.5%	383	89.3%	346	80.7%
Church Street	345	293	84.9%	237	68.6%	212	61.4%
Dunbar Hill	312	252	80.8%	198	63.4%	183	58.7%
Helen Street	345	300	87.0%	305	88.4%	266	77.2%
Ridge Hill	371	340	91.6%	277	74.6%	250	67.5%
Shepherd Glen	371	302	81.4%	285	76.8%	256	69.0%
Spring Glen	449	435	96.9%	383	85.3%	346	77.1%
West Woods	410	353	86.1%	270	65.9%	253	61.6%
Total	3032	2719	89.7%	2337	77.1%	2113	69.7%

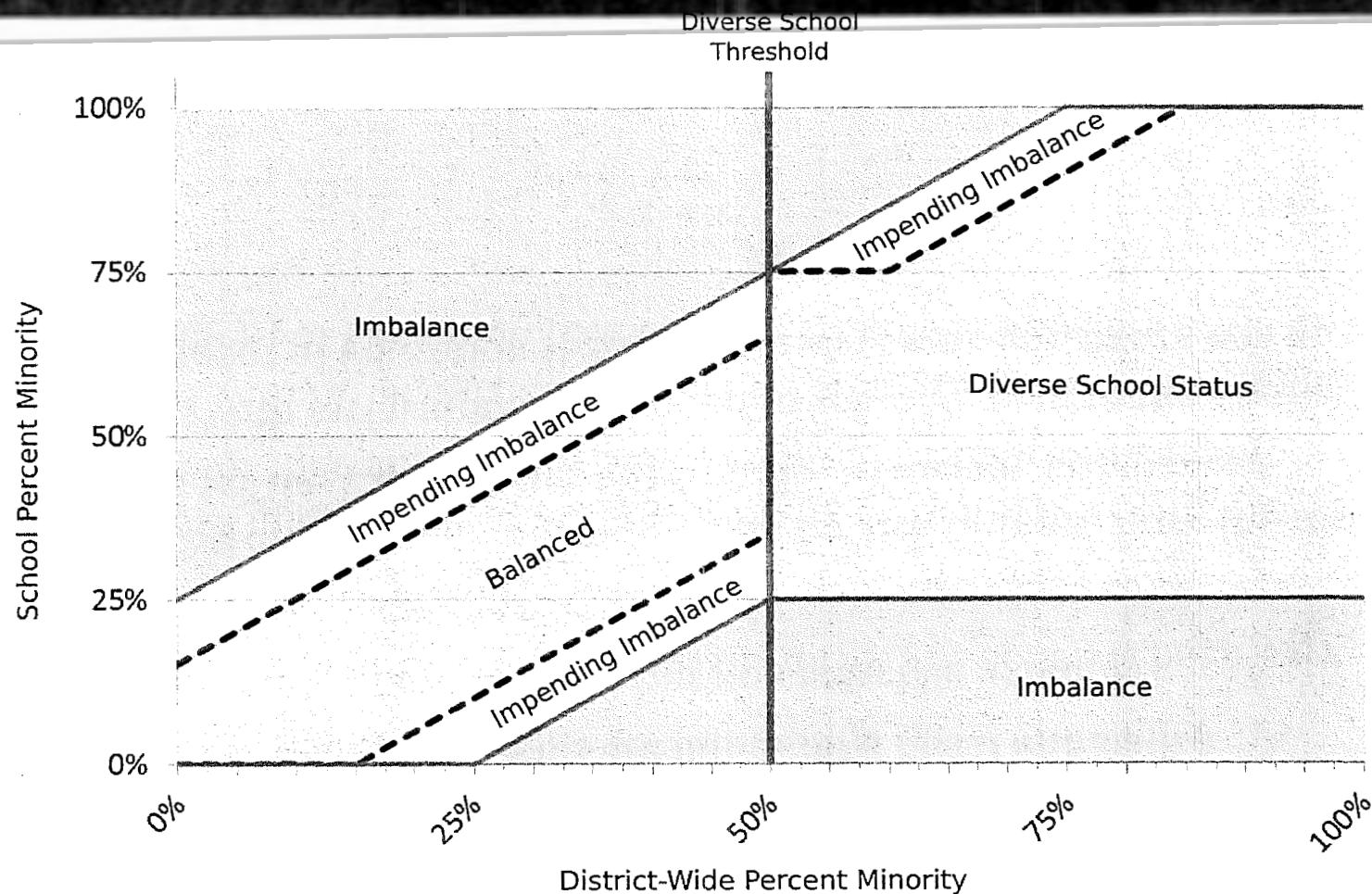
- As a whole, current elementary utilization at nearly 90%, however, projected enrollment decline will drop utilization to 77% in 5-years.
- Individual School Utilization ranges from 85% (Church Street) to slightly over 100% (Bear Path)
 - For 2022-23, ranges from 64% to 89%,
 - For 2027-28, further declines to 59% to 81%

Racial Balance

Connecticut's Racial Balance Law

- Outlined in Connecticut General Statutes § 10-226
- Schools whose minority composition varies by 15% or more from the district's minority composition for the same grades are **impending racial imbalance**
 - District is noticed by the State but no corrective action is necessary
- Schools whose minority composition varies by 25% or more from the district's minority composition for the same grades are considered **racially imbalanced**
 - Districts with racial imbalances need to submit a plan to the Connecticut State Department of Education (CSDE) addressing how imbalance will be corrected

Racial Balance



As a district with over 50% minority enrollment, Hamden schools have Diverse School Status, meaning that any school with a student body between 25% and 75% minority students is treated as racially balanced.

Current Racial Balance (2018-19)

Elementary Racial Balance 2018-19

	K-6 Total	K-6 Minority	Percent Minority		Racial Balance Status
Bear Path*	441	201	45.6%	-18.12%	
Church Street	269	243	90.3%	26.63%	Imbalanced
Dunbar Hill	275	208	75.6%	11.94%	
Ridge Hill*	327	239	73.1%	9.39%	
Shepherd Glen	297	238	80.1%	16.43%	Impending
Spring Glen*	441	160	36.3%	-27.42%	
West Woods*	350	167	47.7%	-15.99%	
Helen Street	304	265	87.2%	23.47%	Impending
TOTAL	2,704	1,721	63.7%		

Does not include Alice Peck, or outplaced students. HPS students only, by enrollment.

Imbalance is determined pursuant to §10-226e-3 and §10-226e-4 of the Regulations of Connecticut State Agencies, comparing school proportions with the district proportions of students in the same grade.

**R.C.S.A. §10-226e-1(9): "Diverse school" means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, but less than seventy five percent.*

Historic Elementary Minority Composition

Elementary Minority Composition by Year

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	7 yr Change
Church Street ⁽¹⁾	83.29%	80.68%	83.18%	84.98%	88.09%	87.67%	89.75%	6.5%
Spring Glen ⁽²⁾	32.63%	33.33%	35.25%	35.51%	33.80%	32.64%	36.28%	3.7%
Helen Street ⁽¹⁾	79.86%	83.03%	83.38%	85.13%	87.32%	86.67%	87.58%	7.7%
Bear Path ⁽²⁾	34.99%	36.75%	38.62%	41.89%	42.25%	42.76%	43.94%	9.0%
West Woods ⁽²⁾	36.01%	37.56%	36.74%	41.67%	46.51%	44.19%	46.63%	10.6%
Ridge Hill ⁽²⁾	76.35%	76.92%	77.02%	75.08%	74.11%	74.29%	72.79%	-3.6%
Shepherd Glen ⁽²⁾	69.05%	71.04%	73.75%	78.95%	77.26%	78.81%	80.13%	11.1%
Dunbar Hill ^{(2), (1)}	66.56%	64.72%	65.56%	64.23%	65.89%	69.29%	76.01%	9.5%
PreK-6 Average ⁽¹⁾	57.19%	58.13%	59.45%	60.72%	62.34%	62.79%	64.50%	7.3%
K-6 Average ⁽²⁾	56.36%	57.18%	58.49%	60.01%	61.35%	62.03%	63.97%	7.6%
Racial Imbalance	Impending Imbalance	Diverse School*						

Source: CT State Dept. of Education Public School Enrollment by Reporting District. Helen Street & Church Street are PreK-6 from 2012-2018, Dunbar Hill from 2016-2018. All other schools are K-6.

*R.C.S.A. §10-226e-1(9): "Diverse school" means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, but less than seventy five percent.

- Church Street Helen Street schools have student bodies with significantly higher than average % minority populations, putting them in imbalance/impending imbalance
- K-6 student body has become more heavily weighted towards minority students since 2012 (~56% vs. 64%).
- Diverse School Status shifts year-to-year. Currently 4 schools have diverse status

Historic Elementary Racial Imbalance

Elementary Minority Composition by Year

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	7yr Change
Church Street ⁽¹⁾	83.29%	80.68%	83.18%	84.98%	88.09%	87.67%	89.75%	6.5%
Church Street % Deviation	26.10%	22.55%	23.73%	24.26%	25.75%	24.88%	25.25%	
Spring Glen ⁽²⁾	32.63%	33.33%	35.25%	35.51%	33.80%	32.64%	36.28%	3.7%
Helen Street ⁽¹⁾	79.86%	83.03%	83.38%	85.13%	87.32%	86.67%	87.58%	7.7%
Helen Street % Deviation	22.67%	24.90%	23.93%	24.41%	24.98%	23.88%	23.08%	
Bear Path ⁽²⁾	34.99%	36.75%	38.62%	41.89%	42.25%	42.76%	43.94%	9.0%
West Woods ⁽²⁾	36.01%	37.56%	36.74%	41.67%	46.51%	44.19%	46.63%	10.6%
Ridge Hill ⁽²⁾	76.35%	76.92%	77.02%	75.08%	74.11%	74.29%	72.79%	-3.6%
Ridge Hill % Deviation	19.99%	19.74%	18.53%	15.07%	-	-	-	
Shepherd Glen ⁽²⁾	69.05%	71.04%	73.75%	78.95%	77.26%	78.81%	80.13%	11.1%
Shepherd Glen % Deviation	-	-	-	18.94%	15.91%	16.78%	16.16%	
Dunbar Hill ^{(2), (1)}	66.56%	64.72%	65.54%	64.23%	65.89%	69.29%	76.01%	9.5%
PreK-6 Average ⁽¹⁾	57.19%	58.13%	59.45%	60.72%	62.34%	62.79%	64.50%	6.80%
K-6 Average ⁽²⁾	56.36%	57.18%	58.49%	60.01%	61.35%	62.03%	63.97%	6.80%
Racial Imbalance	Impending Imbalance	Diverse School*						

Source: CT State Dept. of Education Public School Enrollment by Reporting District. Helen Street & Church Street are PreK-6 from 2012-2018, Dunbar Hill from 2016-2018. All other schools are K-6.

*R.C.S.A. §10-226e-1(9): "Diverse school" means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, but less than seventy five percent.

Major Components of 3R

- Close and repurpose Church Street, Shepherd Glen, and Central Office
- Create a 6th-8th grade middle school by expanding the existing middle school
- Incorporate Wintergreen facility into Hamden school system
- Maximize state funds to provide needed building improvements
- Make preschool available for all Hamden 4-year-old students
- Develop intra-district magnet programs to provide choice options for families and assist with diversifying schools. Choice options may include:
 - Helen Street: Career Pathways/Extended Day Magnet
 - Ridge Hill: Global Studies and Citizenship
 - Dunbar Hill: STEAM Magnet
 - Bear Path: Environmental Sciences/Outdoor Education Magnet

Major Components of 3R

- Close and repurpose Church Street, Shepherd Glen, and Central Office
- Create a 6th-8th grade middle school by expanding the existing middle school
- Incorporate Wintergreen facility into Hamden school system
- Maximize state funds to provide needed building improvements
- Make preschool available for all Hamden 4-year-old students
- Develop intra-district magnet programs to provide choice options for families and assist with diversifying schools. Choice options may include:
 - Helen Street: Career Pathways/Extended Day Magnet
 - Ridge Hill: Global Studies and Citizenship
 - Dunbar Hill: STEAM Magnet
 - Bear Path: Environmental Sciences/Outdoor Education Magnet

Redistricting Criteria

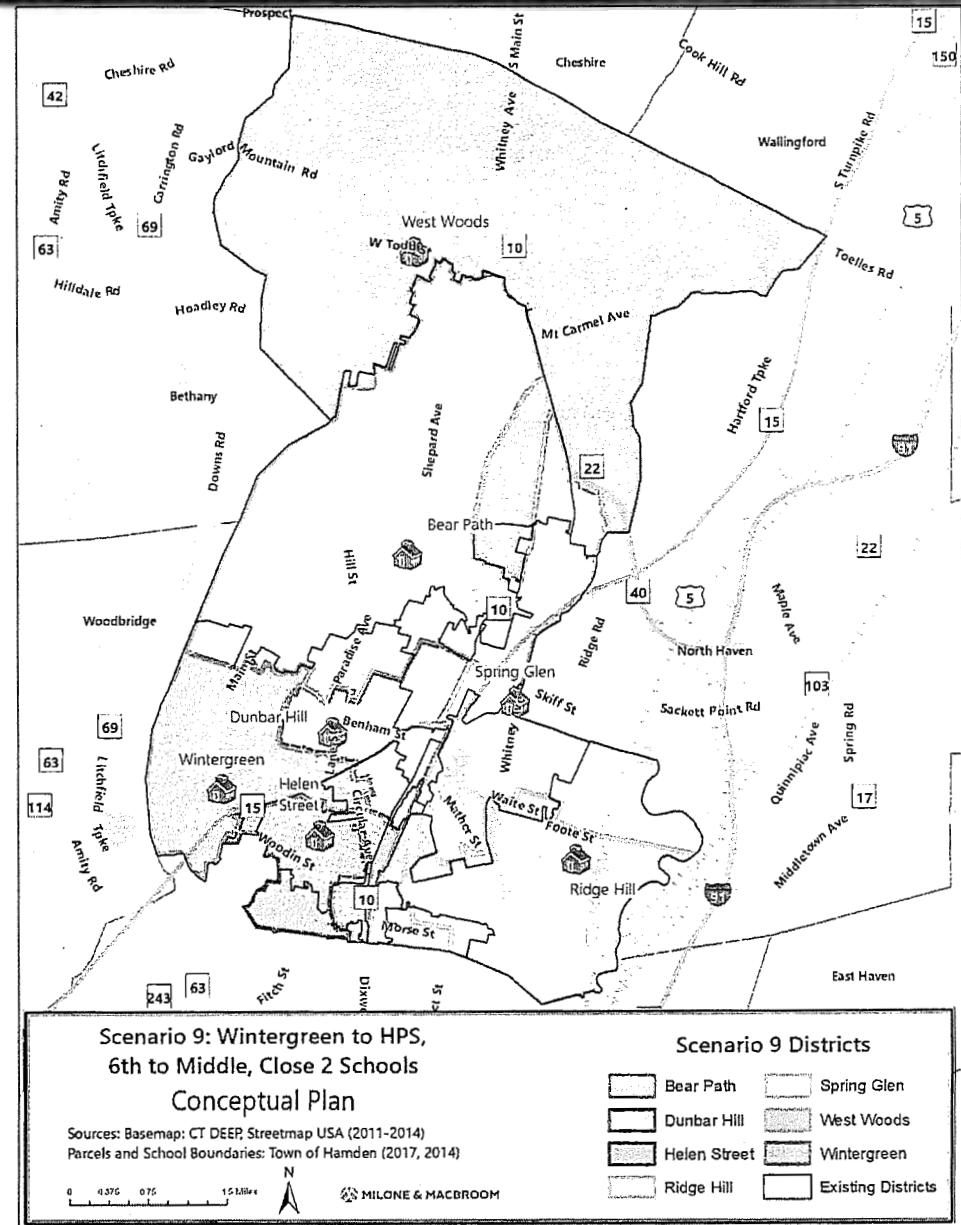
Aligning with BOE's Major Goals

- Achieving better utilization of HPS facilities and balancing utilization across district
- Creating districts aligned with state racial balance requirements
- Aligning facilities and attendance zones with current and projected students

Redistricting Scenario 9

Scenario 9:

- Would require redistricting approximately 932 HPS students (41%)
- Attendance zones may require modification based on choice/magnet programming locations and levels



Redistricting Scenario 9

Elementary School	Total K-5	K-5 Minority	% Minority	Absolute Imbalance	Planning Capacity	Utilization	Surplus/Deficit
Bear Path Elementary School	423	218	51.5%	10.3%	429	98.6%	+6
Church Street Elementary School				CLOSED			
Dunbar Hill Elementary School	305	236	77.4%	15.5%	312	97.8%	+7
Helen Street Elementary School	341	293	85.9%	24.1%	345	98.8%	+4
Ridge Hill Elementary School	310	194	62.6%	0.7%	371	83.6%	+61
Shepherd Glen Elementary School				CLOSED			
Spring Glen Elementary School	401	165	41.1%	20.7%	440	91.1%	+39
West Woods Elementary School	392	185	47.2%	14.7%	410	95.6%	+18
Wintergreen Elementary School	296	236	79.7%	17.9%	300	98.7%	+4
Total	2,468	1,527	61.9%	0.0%	2,607	94.7%	+139

Excludes 27 records (unplaceable, out of district, APEC) and includes 163 current K-5 Wintergreen Students

All students returned to district of residence

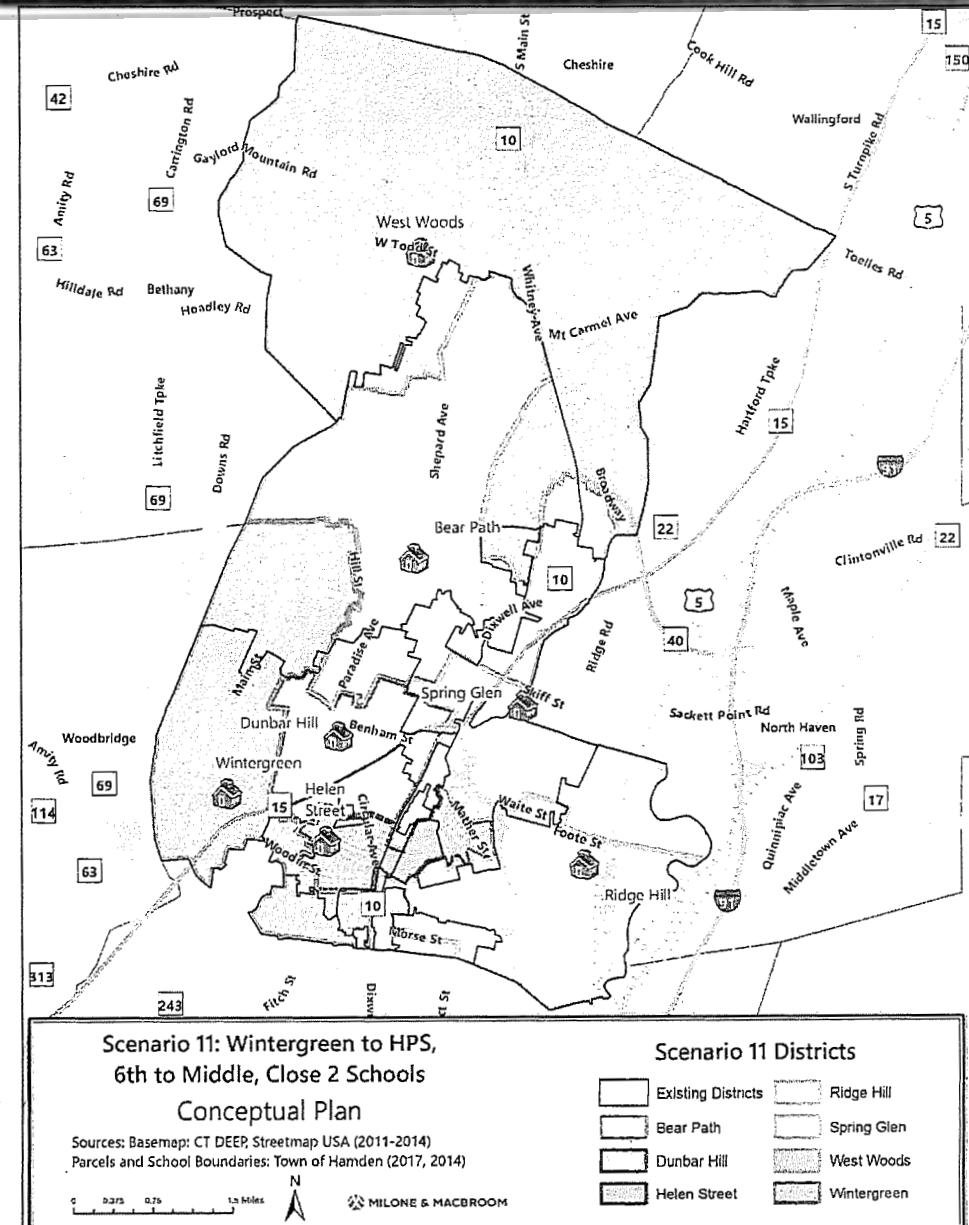
Race and ethnicity of Wintergreen students was not provided. Assumes that the Wintergreen racial balance was the same as HPS

- Enrollment/Utilization calculated including return of up to 70% of current Hamden resident Wintergreen K-5 students (164) return to HPS.
- Magnet/Choice Programming which have yet to be defined may provide greater racial balance at the schools projected to have impending balances.
- Excess K-5 capacity of ~139 seats offers flexibility for future programming

Redistricting Scenario 11

Scenario :

- A more comprehensive redistricting resulting in less compact neighborhood based attendance zones would require redistricting approximately 1,049 HPS students (46%)*



* Does not include students who currently attend the Wintergreen Magnet Program

Redistricting Scenario 11

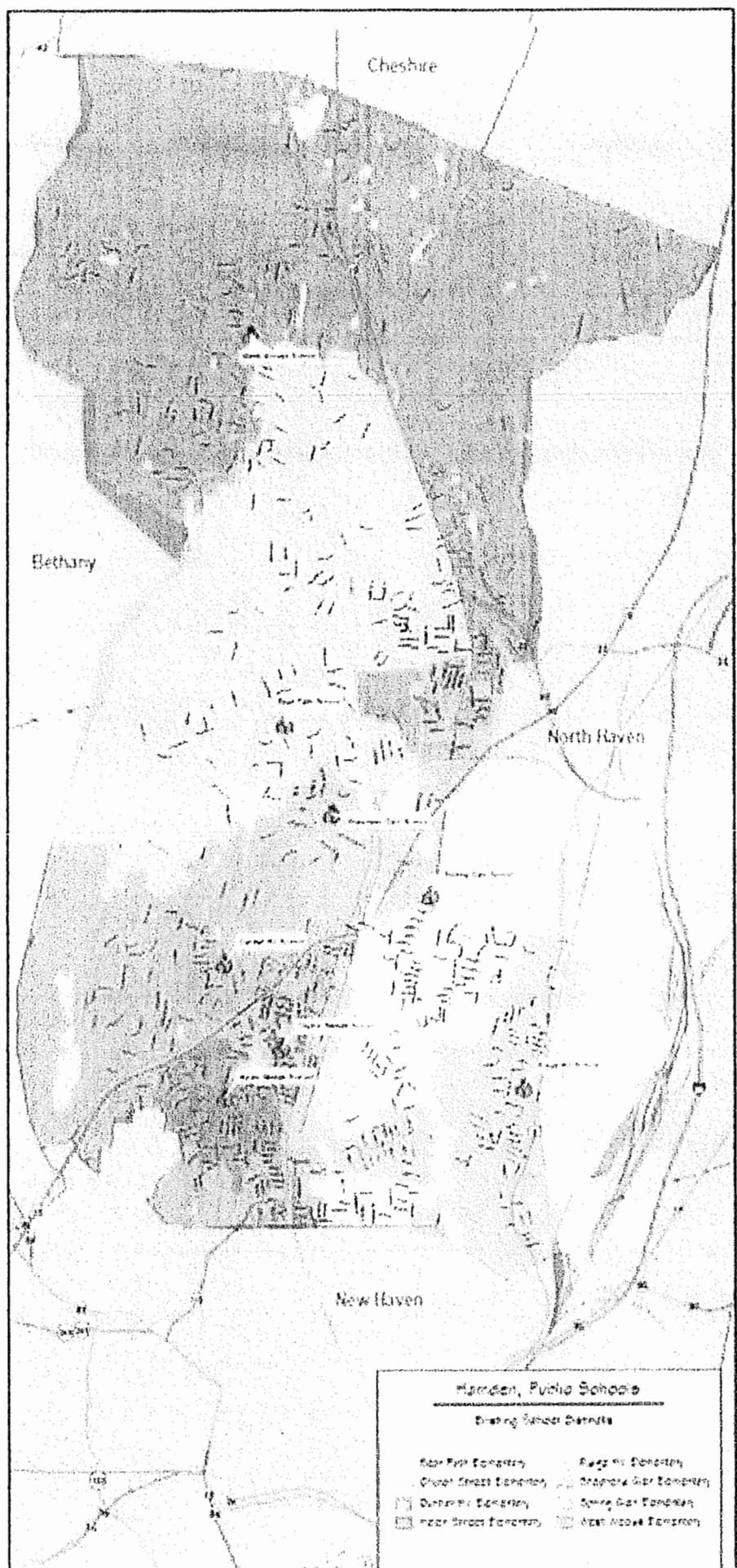
Elementary School	Total K-5	K-5 Minority	% Minority	Absolute Imbalance	Planning Capacity	Utilization	Surplus/Deficit
Bear Path Elementary School	416	230	55.3%	6.6%	429	97.0%	+13
Church Street Elementary School	CLOSED						
Dunbar Hill Elementary School	286	199	69.6%	7.7%	312	91.7%	+26
Helen Street Elementary School	328	256	78.0%	16.2%	345	95.1%	+17
Ridge Hill Elementary School	315	204	64.8%	2.9%	371	84.9%	+56
Shepherd Glen Elementary School	CLOSED						
Spring Glen Elementary School	429	225	52.4%	9.4%	440	97.5%	+11
West Woods Elementary School	404	191	47.3%	14.6%	410	98.5%	+6
Wintergreen Elementary School	291	223	76.6%	14.7%	300	97.0%	+9
Total	2,469	1,528	61.9%	0.0%	2,607	94.7%	+138

Excludes 27 records (unplaceable, out of district, APEC) and includes 164 current K-5 Wintergreen Students

All students returned to district of residence

Race and ethnicity of Wintergreen students was not provided. Assumes that the Wintergreen racial balance was the same as HPS

- Enrollment/Utilization calculated **including 70% of current Hamden resident Wintergreen K-5 students (164) return to HPS.**
- All schools well utilized
- No schools racially imbalanced. However, Helen is impending.
- Excess K-5 capacity of ~134 seats offers flexibility for future programming



3R Plan Proposed Actions, Options, Opportunities and Implications

The **Hamden 3R Plan** was developed with the goal of meeting district needs in a financially responsible and sustainable way, while providing an excellent and attractive school system for current and prospective Hamden residents.

We acknowledge that there are significant costs associated with the **3R Plan**, but even without the plan, there are significant costs for building repairs and upgrades that will be required in the next several years. The **3R Plan** allows for repairs and upgrades to be done with maximum dollars reimbursed by the state, and for significantly more improvements to be made (meaning fewer improvements will be needed in the foreseeable future). The chart that follows describes the advantages of implementing the plan components and the impact of not implementing each component.

It should be noted that the State of Connecticut has already communicated that they are in favor of the proactive and comprehensive nature of the Hamden plan and see its structure as a model for other districts. **We have been told that applications submitted after June 30, 2019 have less chance of receiving funding approval.**

The following are the major 3R proposed actions:

- Create a 6th-8th grade middle school
- Make preschool available for all Hamden 4-year olds
- Develop intra-district magnet programs to provide choice options for families and assist with diversifying schools

Closing and repurposing schools is necessary to allow for better use of resources and greater long-term fiscal sustainability, but closures and our need to diversify our remaining schools will require changes to attendance zones. Magnet schools will allow for a smaller number of students to be involuntarily moved to another school.

Action	Advantages to being done now as part of 3R Plan	Capital Cost to Town with Plan	Impact if eliminated from Plan	Capital Cost to Town if eliminated
6 th grade to HMS	<ul style="list-style-type: none"> • Allows classroom space for preschool • 6th grade students receive world language and lab science, as well as other advantages of middle school instruction, one year earlier, similar to most peers in CT • Corrects design issues causing scheduling and other problems in cafeteria and gym 	\$3,607,000 after reimbursement	<ul style="list-style-type: none"> • There will be insufficient room in elementary schools for preschool • Students will not receive world language or lab science until 7th grade • No solution for existing issues with cafeteria and gym 	\$0
Preschool at all elementary schools	<ul style="list-style-type: none"> • Research proves that quality preschool experiences help children succeed • Provides desirable incentive for prospective Hamden parents • Provides affordable and convenient preschool for Hamden families, and minimizes transitions for young children 	\$367,000	<ul style="list-style-type: none"> • Many Hamden young children will not attend preschool, increasing likelihood of poor school success and later (more costly) remediation needs. • Removes element that may be attractive to potential residents 	\$1,077,000 (assuming 6 th grade move to HMS, otherwise, there is insufficient space for preschool classrooms in all buildings)
Magnet Schools: Dunbar Hill Ridge Hill Bear Path Helen Street	<ul style="list-style-type: none"> • Creates “like new” buildings, needing no repairs for 20+ years • Provides “choice” option for parents, and reduces amount of redistricting that will be required 	DH - \$5,651,000 RH - \$5,424,000 BP - \$75,000 HS - \$75,000 (bus loop)	<ul style="list-style-type: none"> • More changes to attendance zones will be necessary (greater involuntary redistricting) in order to diversify schools • Eliminates parent/student school choice component through magnet schools 	DH - \$6,700,000 RH - \$8,200,000 needed for repairs in near future plus additional repairs beyond 5 years – All costs entirely borne by the town HS - \$75,000 (bus loop) BP - \$0

Instruction

Equal Educational Opportunity

Reduction of Racial, Ethnic and Economic Isolation

The Board of Education shall provide, in conformity with all applicable state statutes and regulations, educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation. Such opportunities may be provided with students from other communities.

In providing such opportunities, the Board will consider such programs or use such methods as:

1. Inter-district magnet school programs;
2. Charter schools;
3. Inter-district after-school, Saturday and summer programs and sister-school projects;
4. Intra-district and inter-district public school choice programs;
5. Inter-district school building projects;
6. Inter-district program collaboratives for students and staff;
7. Minority staff recruitment;
8. Distance learning through the use of technology;
9. Experiences that increase awareness of the diversity of individuals and cultures;
10. Community and parental involvement in the school district; and
11. Diversity committee.

The Board shall report by October 1, 1998 and biennially thereafter, to its regional education service center on district programs and activities undertaken to reduce racial, ethnic and economic isolation. Such information shall, through the regional service center and the Commission of Education, be reported to the Governor and the General Assembly.

(cf. 1110.1 Parental Involvement)

(cf. 1212 School Volunteers)

(cf. 1330 Use of School Facilities)

(cf. 5117.1 Intra-District Choice/Open enrollment)

(cf. 5117.2 Inter-District Choice)

(cf. 5117 School District Lines)

(cf. 5118 Nonresident Attendance)

(cf. 6010 Goals and Objectives)

(cf. 6114.7 Safe Schools)

(cf. 7010 Goals and Objectives - Construction)

(cf. 7100 Planning-Construction)

Fiscal Year 2018-2019District Name 062 - Hamden School DistrictView Report
|< < 1 of 1 > >| ↻ ⟲ 100% ⤵ ⤶ ⤷ ⤸

EDUCATION FINANCIAL SYSTEM
DR8 - Per-Pupil Expenditure Summary Report
062 - Hamden School District

State of Connecticut
Department of Education

Fiscal Year: 2018-2019

Location Code	School Name	Expenditures	Pupils	School-Level expend per pupil	District-Level expend per pupil	Total per pupil
0620111	Shepherd Glen School	\$4,336,904	297	\$14,602	\$5,165	\$19,767
0620211	Church Street School	\$5,546,429	283	\$19,599	\$5,165	\$24,764
0620311	Dunbar Hill School	\$3,990,407	271	\$14,725	\$5,165	\$19,890
0620411	Helen Street School	\$4,159,027	314	\$13,245	\$5,165	\$18,410
0620511	Hamden Collaborative Learning Center	\$1,617,367	46	\$35,160	\$5,165	\$40,325
0620611	Hamden Transition Academy @ SCSU (AACPB)	\$101,567	12	\$8,464	\$5,165	\$13,629
0620711	Alice Peck IIC	\$508,693	32	\$15,897	\$5,165	\$21,062
0620911	Bear Path IIC	\$288,094	24	\$12,004	\$5,165	\$17,169
0621011	Spring Glen School	\$4,587,771	441	\$10,403	\$5,165	\$15,568
0621111	Ridge Hill School	\$4,341,683	305	\$14,235	\$5,165	\$19,400
0621211	Bear Path School	\$5,722,183	421	\$13,592	\$5,165	\$18,757
0621311	Church Street IIC	\$265,005	20	\$13,250	\$5,165	\$18,415
0621411	West Woods School	\$4,646,916	341	\$13,627	\$5,165	\$18,792
0621511	Dunbar Hill IIC	\$257,668	19	\$13,561	\$5,165	\$18,726
0621611	Helen Street IIC	\$102,175	12	\$8,515	\$5,165	\$13,680
0621711	Ridge Hill IIC	\$191,314	22	\$8,696	\$5,165	\$13,861
0621811	West Woods IIC	\$154,380	8	\$19,298	\$5,165	\$24,463
0625211	Hamden Middle School	\$13,376,471	900	\$14,863	\$5,165	\$20,028
0626111	Hamden High School	\$24,018,985	1454	\$16,519	\$5,165	\$21,684
0628011	Alice Peck Learning Center	\$3,160,861	114	\$27,727	\$5,165	\$32,892
Total District Schools		\$81,373,899	5336	\$15,250	\$5,165	\$20,415
Outplaced/Out of District pupils - Tuition		\$15,286,690	1089	\$14,037	\$5,165	\$19,202
District-Level		\$33,185,729	6425		\$5,165	
Total Expenditure		\$129,846,318	6425			\$20,210

Page 1 of 1

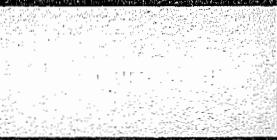
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Average Percentage of Students Meeting Growth Targets 2015-16 through 2018-19

	ELA	Math
Church Street	34%	56%
All other elementary schools-not including Church Street	42%	57.7%

Average Percentage of Students Meeting Benchmark 2014-15 through 2018-19

	ELA	Math
Church Street	13%	9%
All other elementary schools-not including Church Street	29.45%	25.79%



June 18, 2019



HAMDEN PUBLIC SCHOOLS

Final and Funding Approval by the Hamden Town Council

Goals Defined by the Board of Education which guided the 3R Restructuring Plan

- Move 6th Grade to HMS
- Scale use of facilities to address Declining Enrollment
- Incorporate Wintergreen into Hamden Public Schools
- Create sensible attendance zones that more closely reflect our demographics and meet state regulations for diversity
- Provide opportunities for greater financial sustainability
- Provide Universal Pre-K



A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan

Chronological Order of Info Sessions, Workshops, Action

December 2, 2017

Board of Education Meeting

DMG Budget presentation outlining SPED cost increases, Population Decreases and less than adequate Budget increases over the Past 5 years, are unsustainable. Changes are required. BOE noted that changes must consider pending racial imbalances.

March 2, 2017

Board of Education Meeting

Consultants presented 7 different Scenarios of school groupings, grade shiftings and even school closings to address the 6 goals of the Board. Spatial and fiscal impacts of each were discussed in detail, then and in the coming weeks.

May 23, 2018

Board of Education Meeting

Consultants present refined Scenarios 1 thru 7 "Narrowing and Alternatives & Next Steps". BOE did not feel any of these Sceneries met the 5 goals established at this meeting. (Goal 6 of Universal Pre-K added later at the request of Legislative Council). BOE requests Administration to Explore additional options.



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A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan

May 23, 2018 (continued)

Board of Education Meeting

Prior to this meeting, the Superintendent drafted Goals that would assist the Board of Education in determining a scenario that would best meet the needs of our educational community and the Town. The Goals approved by the Board on November 29th follow: (Goal number six was added after consultation with Town leadership)

District Restructuring Goals

- 1. Move 6th grade to middle school** – To ensure Hamden students receive the broad offerings of a secondary experience, particularly in lab science and world language, our students will be better served by a 6-8 middle school, as is the practice in many Connecticut middle schools.
- 2. Scale use of facilities to address declining enrollment trends; Use resources more efficiently** – Some of our elementary schools are becoming underutilized resulting in the opportunity to consolidate. Shifting locations and resources will provide a greater chance to allocate existing resources for improved programming and services to students.
- 3. Incorporate Wintergreen School into Hamden Public Schools** – This beautiful building and property, owned by the Town of Hamden, could be a great asset for our school system. Some of our existing school buildings are not as modern in their design, which limits our use of them, and others currently require significant and costly structural improvements.



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A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan

May 23, 2018 (continued)

Board of Education Meeting

4. **Create sensible attendance zones that more closely reflect our demographics and meet state regulations for diversity** – The current attendance zone map for Hamden elementary schools has had only minor changes in more than twenty years, while populations have shifted over this same period of time. As a result, our attendance zones no longer meet state requirements and our own benchmarks for diversity. In addition, more sensible attendance zones could reduce transportation costs.
5. **Provide opportunities for greater financial sustainability** – The Hamden Board of Education is committed to proactively addressing the impact of declining enrollment, less State and Federal funding, and the higher level of needs of students and families. If we take the necessary steps to address these trends head on, we will be in a position to allocate dollars to improve programs and buildings across the district.
6. **Provide an opportunity for all children to have a Pre-K experience before attending kindergarten.** In collaboration with Legislative Council leadership and the Mayor's Office, the Hamden Board of Education endorsed the recommendation for pre-K for all. As the achievement gap begins prior to the first day of kindergarten, we are committed to ensuring a pre-K experience for all students, regardless of socio-economic status or race.



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A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan (continued)

Tuesday, July 10, 2018

Board of Education Meeting

The Superintendent updated the Board of Ed on the outcome of his District Management Group (DMG) and Thought Exchange meetings (to discuss the beginning planning stages of a district restructuring effort and the development of a town-wide opportunity for input.

Tuesday, August 14, 2018

Board of Education Meeting

The Superintendent updated the Board on district restructuring plans, an upcoming District Management Group meeting, the next Thought Exchange survey, as well as other meetings attended.

Monday, September, 24, 2018

Special Board Meeting (Public Hearing)

Milone and MacBroom, and Silver Petruccelli, gave a presentation on scenarios 8, 9, and 10, for the Board to consider for a redistricting plan. (These presentations explored schools considered for closing and redistricting.)



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A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan (continued)

Tuesday, October 2, 2018

Special Board Meeting (Public Hearing)

Mike Zuba, from Milone and MacBroom gave a presentation on scenarios 8, 9, and 10 for the Board to consider for a restructuring plan. (This presentation focused primarily on enrollments, and demographic studies).

Tuesday, October 9, 2018

Board of Education Meeting

John Ireland, from Silver Petrucci, updated the Board on the West Woods School building project.

Tuesday, October 16, 2018

Special Board Meeting (Public Hearing)

Sam Ribnick, from District Management Group (DMG) gave a presentation on the financial aspects of scenarios 8, 9, and 10. Mike Zuba, from Milone and MacBroom and John Ireland, from Silver Petrucci answered questions from the Board regarding restructuring scenarios. John Ireland gave a presentation on scenarios 8, 9, and 10 for the Board to consider for restructuring.

Thursday, October 18, 2018

Special Board Meeting

Karen Kaplan facilitated the workshop. Jody Goeler, Chris Melilo, Karen Kaplan, and John Ireland shared with the Board, additional information to consider as part of the restructuring plan.



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A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan (continued)

Monday, October 29, 2018

Special Board Meeting

Karen Kaplan facilitated the workshop on the restructuring plan.

Wednesday, November 28, 2018

Special Board Meeting

Sam Ribnick, from District Management Group (DMG) gave a presentation on the financial analysis of Scenario 9.

Thursday, November 29, 2018

Special Board Meeting

The Board voted unanimously on the following action items:

Move to approve the 3R Plan, which includes the following elements:

Move 6th grade to the Middle School,

Close and repurpose Church Street Elementary School,

Close and repurpose Shepherd Glen Elementary School,

Petition the Legislative Council for the transfer of Wintergreen facility to be incorporated back into the Hamden Public School system.

Direct the Superintendent to develop intra-district magnet programs and obtain Board approval for implementation,

Direct the Superintendent to develop a district-wide universal pre-k program and obtain Board approval for implementation.



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A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan (continued)

December, 2018 thru March, 2019

Direct the Superintendent to develop a district-wide universal pre-k program and obtain Board approval for implementation.

During this time, the Superintendent consulted with the State Attorney's office on matters related to racial balance and magnet schools and the Department of Administrative Services (DAS) regarding updates related to the 3R Plan. In addition, the Superintendent consulted with members of the Administrative Council and Core Team to develop an intra-district magnet school plan (taking into account parent and principal input). The Board Chair and Board Secretary continued to meet with the Superintendent and Core Team members as well as attend meetings to update DAS officials in Hartford.



A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan (continued)

Tuesday, March 26, 2019

Board of Education Meeting

The Board voted unanimously to move the Superintendent to continue the development of intra-district magnet schools at Helen Street School, Ridge Hill School, Dunbar Hill School, and Bear Path School with the following themes: Career Pathways, Global Studies and Citizenship, STEAM/STEM and Environmental Studies. Furthermore, move to approve a capital budget request of \$48,574,438 for Universal Pre-K, Church Street School, Dunbar Hill School, Helen Street School and the Middle School. Furthermore, direct the Superintendent to develop the information required to complete the SCG-049.

Additional notes regarding the Tuesday, March 26, 2019 meeting:

The Superintendent presented an intra-district magnet school plan that would provide choice for parents and a tool that would help the Board racially balance district elementary schools.

With the State expressing support and encouragement for our plan along the way (through many meetings throughout this process), renovating Dunbar Hill Elementary School and Ridge Hill Elementary School would not only provide additional magnet appeal to these schools (necessary for racial balance), the Town would receive significant State reimbursement for renovations we anticipate needing (now and in the near future).



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How to Meet the Goals Defined by the Board of Education

- Move 6th Grade to HMS
- Scale use of facilities to address Declining Enrollment
- Incorporate Wintergreen into Hamden Public Schools
- Create sensible attendance zones that more closely reflect our demographics and meet state regulations for diversity
- Provide opportunities for greater financial sustainability
- Provide Universal Pre-K



Racial Balance

School	2017-18			2012-13		
	Enrollment	% Minority	% Imbalance	Enrollment	% Minority	% Imbalance
Spring Glen *	435	32.6%	29.38%	429	32.6%	23.73%
Church Street	300	87.7%	24.88%	371	83.3%	26.09%
Helen Street	315	86.7%	23.88%	288	79.9%	22.67%
Bear Path *	421	42.8%	19.27%	463	35.0%	21.38%
Shepherd Glen	302	78.8%	16.78%	336	69.1%	12.68%
West Woods *	344	44.2%	17.84%	461	36.0%	20.36%
Ridge Hill *	319	74.3%	12.27%	334	76.4%	19.98%
Dunbar Hill *	254	69.3%	6.50%	308	66.6%	10.19%
Districtwide (K-6)	2690	62.03%		2954	56.4%	

Source: CTSDE Racial Imbalance Reports (2012-2017)

* Diverse School Status (between 25% and 75% minority student body)

- Church Street Helen Street schools have student bodies with significantly higher than average % minority populations, putting them in imbalance/impending imbalance
- Shepherd Glen's student body also is in impending imbalance, although it is unlikely to reach imbalanced status imminently
- K-6 student body has become more heavily weighted towards minority students since 2012 (62% vs. 56%)
- Spring Glen's imbalance is a BOE concern

Elementary Capacity

School	Total Full-Size Rooms	Grade Level Instructional Rooms	Art	Music	Computer	SPED/ Resource/ Other in Full-Size	Target Capacity
Alice Peck	19	0	1	1		17	0
Bear Path	29	22	1	2	1	3	429
Church Street	30	20	1	1	1	7	345
Dunbar Hill	22	16	1	2	1	2	312
Helen Street	22	20	1	1		0	345
Ridge Hill	25	19	1	1	2	2	371
Shepherd Glen	23	19	1	1	1	1	371
Spring Glen	26	23	1	2	0	0	449
West Woods	29	21	1	1	2	4	410
Total	225	160	9	12	8	36	3032

SPED/ Resource and Other rooms include Readiness, Math/ Literacy Coaches, OT/PT, Special Education and other uses ONLY when located in full-size classrooms or spaces designated as full-size classrooms. There are numerous smaller spaces in each building also used for these kinds of programs.

- Scenarios developed based on fit with building capacities, as established under previous study, and updated based on Fall 2017 data on use of full-size rooms and administrative input
- Utilization and scenario feasibility assessed based on current deployment and programming of space
- Target capacity includes 10% headroom to accommodate year-to-year variation in cohorts

Elementary Utilization

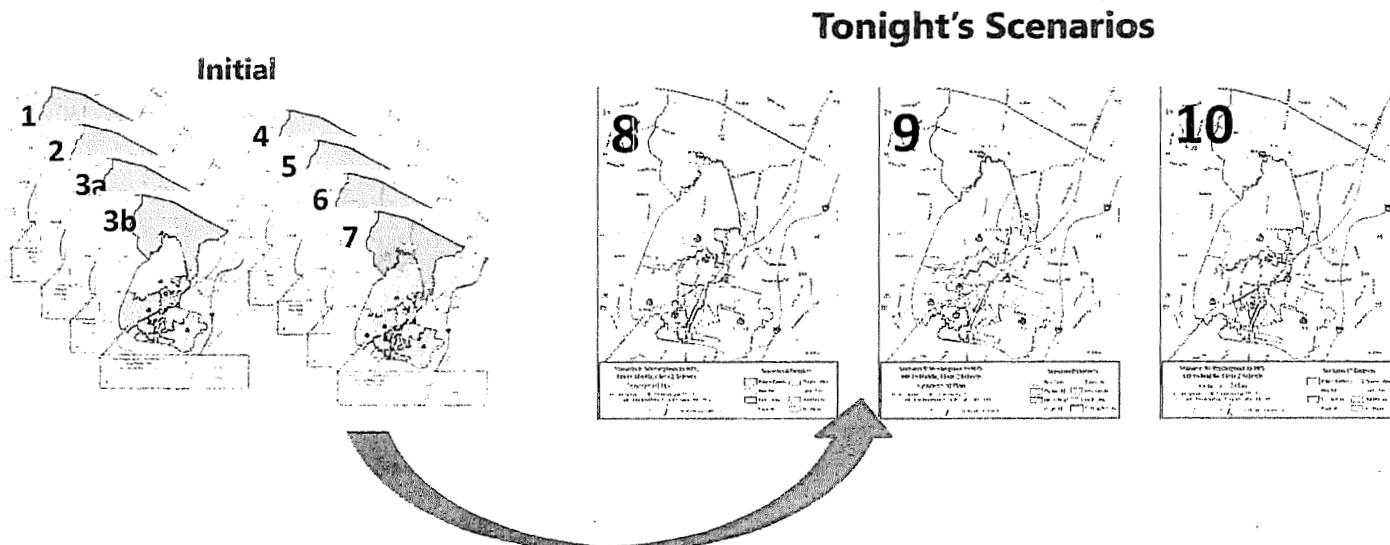
School	Target Capacity	2017-18 (Actual)		2022-23 (Mid. Projection)		2027-28 Mid. Projection)	
		Enrollment	Utilization	Enrollment	Utilization	Enrollment	Utilization
Alice Peck	0	N/A	N/A	N/A	N/A	N/A	N/A
Bear Path	429	444	103.5%	383	89.3%	346	80.7%
Church Street	345	293	84.9%	237	68.6%	212	61.4%
Dunbar Hill	312	252	80.8%	198	63.4%	183	58.7%
Helen Street	345	300	87.0%	305	88.4%	266	77.2%
Ridge Hill	371	340	91.6%	277	74.6%	250	67.5%
Shepherd Glen	371	302	81.4%	285	76.8%	256	69.0%
Spring Glen	449	435	96.9%	383	85.3%	346	77.1%
West Woods	410	353	86.1%	270	65.9%	253	61.6%
Total	3032	2719	89.7%	2337	77.1%	2113	69.7%

Initial Scenarios Explored

- Alternative 1A: Shepherd & West Woods projects
- Alternative 1B: Shepherd & West Woods projects, close Helen Street
- Alternative 2: 6th grade to middle school, close two elementary buildings
- Alternative 3A: 6th grade to MS, close Shepherd Glen
- Alternative 3B: 6th grade to MS, close Helen Street
- Alternative 4: incorporate Wintergreen as HPS K-6 (local and magnet components), close Helen Street
- Alternative 5: incorporate Wintergreen as HPS K-6 (local only), close two elementary buildings
- Alternative 6: Shepherd & West Woods projects; incorporate Wintergreen as HPS K-6 (local only), close two elementary buildings
- Alternative 7: West Woods project; incorporate Wintergreen as HPS K-5 (local only), close three elementary buildings

Development of Scenarios

- Many Scenarios considered and weighed against the BOE criteria but didn't meet the Goals....
- Over several months HPS went through an iterative process in which several Scenarios evolved into Scenarios 8, 9 & 10



Scenario 9: Selected – Best Met the Goals

Elementary School	Total K-5	K-5 Minority	% Minority	Absolute Imbalance	Planning Capacity	Utilization	Surplus/Deficit
Bear Path Elementary School	423	218	51.5%	10.3%	429	98.6%	+6
Church Street Elementary School				CLOSED			
Dunbar Hill Elementary School	305	236	77.4%	15.5%	312	97.8%	+7
Helen Street Elementary School	341	293	85.9%	24.1%	345	98.8%	+4
Ridge Hill Elementary School	310	194	62.6%	0.7%	371	83.6%	+61
Shepherd Glen Elementary School				CLOSED			
Spring Glen Elementary School	401	165	41.1%	20.7%	440	91.1%	+39
West Woods Elementary School	392	185	47.2%	14.7%	410	95.6%	+18
Wintergreen Elementary School	296	236	79.7%	17.9%	300	98.7%	+4
Total	2,468	1,527	61.9%	0.0%	2,607	94.7%	+139

Excludes 27 records (unplaceable, out of district, APEC) and includes 163 current K-5 Wintergreen Students

All students returned to district of residence

Race and ethnicity of Wintergreen students was not provided. Assumes that the Wintergreen racial balance was the same as HPS

- Enrollment/Utilization calculated **including 70% of current Hamden resident Wintergreen K-5 students (164) return to HPS.**
- All schools well utilized
- **MOST RACIALLY BALANCED SCENARIO.** However, Helen is very close to imbalance and Dunbar and Wintergreen are both impending
- Imbalance and redistricting would probably required in several years.
- Excess K-5 capacity of ~139 seats offers flexibility for future programming

Scenario 9: Selected – Best Met the Goals

- Enrollment/Utilization calculated including 70% of current Hamden resident Wintergreen K-5 students (164) return to HPS.
- All schools well utilized
- **MOST RACIALLY BALANCED SCENARIO. However, Helen is very close to imbalance and Dunbar and Wintergreen are both impending**
- Imbalance and redistricting would probably required in several years.

.....Which Creates the NEED for Magnet Schools

Magnet School Presentation

Hamden's 3R Initiative - March 2019

Career Pathways/Extended Day Magnet - Helen Street

Concept:

With the changing landscape of career opportunities, we have the chance to engage young children in developing skills and dispositions that will help them to succeed in the future world of work.

In addition, extended hours provide working parents with before and after school care; added benefit of parents/caregivers regularly being physically at the school building, increasing opportunities for connections.

Key Features:

Children will explore career options, anticipate what skills may be advantageous for future careers, and explore entrepreneurship. Children are dropped off at school at 7:00 AM, provided with breakfast and activities. Children then transition to traditional day. At end of "regular" school day, children participate in after-school program until 5:30 PM, when they are either picked up or transported home.

Possible Cost Implications

- **Decision Point:** Is extended-day program educational or non-educational in nature? Enrichment? Play? Physical activity? Are additional supplies and equipment necessary?
- **Decision Point:** Is extended-day staffed with certified or non-certified staff? Union implications?
- **Decision Point:** Is extended-day run by the District or subcontracted out to outside organization?
- **Decision Point:** Will early/late transportation be provided?
- Food (snacks, support for breakfast fees)
- Fees related to curriculum writing, Junior Achievement, field trips, and other career exploratory activities.

Other Considerations

- Can school accommodate entire school population in before and after school activities? Where will activities occur?

Global Studies and Citizenship - Ridge Hill

Concept:

With increased technology and mobility, our world seems to have become much smaller. This magnet school helps prepare young students to be successful and adaptive citizens of our global society.

Key Features:

- Extended day instruction to allow for increased content

- World language instruction K-5

- Community service built into program - assured experiences/expectations

- Political science topics and experiences connected to all subjects, and learning activities including: Model UN, debates, mock trials, field trips to UN, State Capital and Washington, DC; Virtual field trips; Virtual relationships and projects with children in schools around the world.

Possible Cost Implications

- Construction (See Silver Petrucci estimates)
- Longer day:
 - Staff, energy costs, transportation
 - Field trip entry fees, other costs
 - Curriculum revision, Professional Development
 - Books/online resources

Other Considerations

- Discussions with unions related to longer day
- Ability/difficulty staffing world language teacher positions

Environmental Sciences Magnet - Bear Path

Concept:

Program helps students understand our physical world and our affect on it. Learning activities incorporate the outdoors, and include such topics as:

- Environmental sustainability
- Recycling
- Utilizing the resources in our environment responsibly
- Respecting our environment
- Enjoying outdoor/nature activities

Key Features

Curricula revised to integrate study of the environment. Science incorporates use of local natural resources and environment; historical and current environmental issues are included in ELA and social studies; social studies content includes ethical considerations related to the environment; health/PE classes address curriculum objectives through increased outdoor experiences.

Possible Cost Implications

- Green house and other structures
- Tools to "mine" outdoor resources
- Science equipment (microscopes, specimen collection...)
- Curriculum writing; Professional Development
- Outdoor enhancements (rock climbing wall, upgrades to trail...)
- Field trips to nature preserves, overnight nature experiences, etc.
- Weather monitoring and analysis equipment

Opportunities and Challenges

Opportunities

- Develop and update engaging curriculum tailored to meet student and family interests
- Renovate schools in need of attention, maximizing State reimbursements

Challenges

- Families love their schools and attendance zones. Will magnet schools draw?
- If they do draw, will they adequately racially balance our schools?
- Will maintaining programs and transportation costs be financially sustainable?

School Facility Modifications and Improvements to Implement:

- Achieving better utilization of HPS facilities
- Better balancing utilization across the district
- Creating districts aligned with state racial balance requirements



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Architects / Engineers / Interior Designers



Converting Hamden Middle School to 6-8

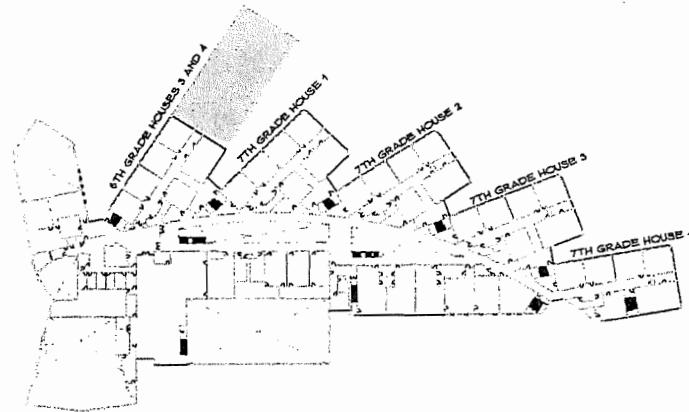
- Moving 6th Grade to the HMS opens space for Universal Pre-K at all elementary schools.
- Expand for 4 regular sixth grade teams
- 2,600 sf additional 6 grade office space (to better manage behavior needs) and 2 ALC classrooms
- 4,900 sf for auxiliary gymnasium and circulation: no bleachers
- Expand cafeteria: more seating + second access corridor relieving daily congestion and schedule compromises
- Whitson's will add one serving line in existing reconfigured kitchen space
- Navigator program will be integrated into regular ed or 8th grade team
- Music program use of auditorium for classes for short term
- No added space needs for art program



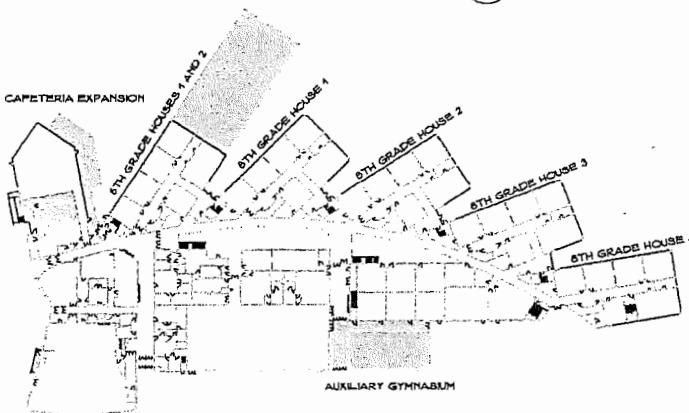
Hamden Middle School 049 Progress

FINAL CONCEPTUAL APPROACH

ADDITION GROSS SQUARE FOOTAGE	
FIRST FLOOR	15,800 GSF
SECOND FLOOR	8,800 GSF
TOTAL	24,600 GSF



SECOND FLOOR OVERALL PLAN
NOT TO SCALE



FIRST FLOOR OVERALL PLAN
NOT TO SCALE

Capital Budget for Middle School

ADDITIONS TO MIDDLE SCHOOL

Developed Concepts: Two story classroom addition to create 6th grade wing on two floors for 4 teams, reconfigure serving lines and add one freezer	17,100	\$459	\$ 7,848,900	
6 grade administration offices for team access and behavior management and 2 ALC classrooms	2,600	\$450	\$ 1,170,000	
Large physical education space for 6th grades and added class needs, nearly full court but no bleachers	4,900	\$450	\$ 2,205,000	\$ 11,223,900



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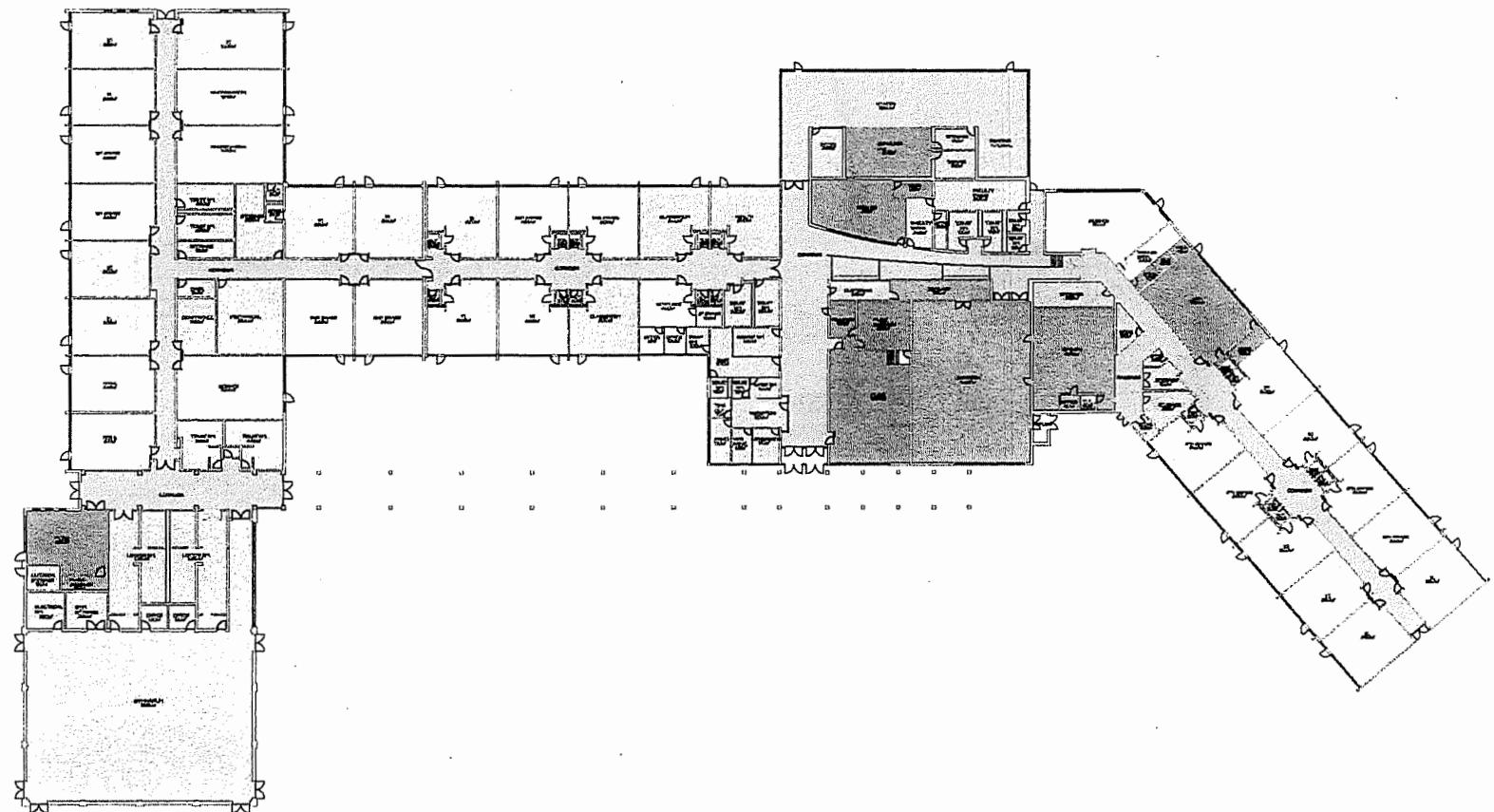
Wintergreen Facilities Needs and Capital Budget

- Subdivide large classroom to build new offices for special education program = \$150,000
- New LED lighting in corridors to replace 20+ year old fluorescent lights = \$140,000
- Make 2 individual restrooms larger and accessible to meet special education needs = \$280,000
- Other accessibility modifications or code changes = \$40,000
- Soft Costs + contingency for renovations = \$90,000
 - Total Estimated Project Costs = \$700,000



Two section K - 5th grade with 16 IIC classrooms.

Limited summer renovation,
subdivide large
classroom, build
more admin.
space, new LED
lighting.



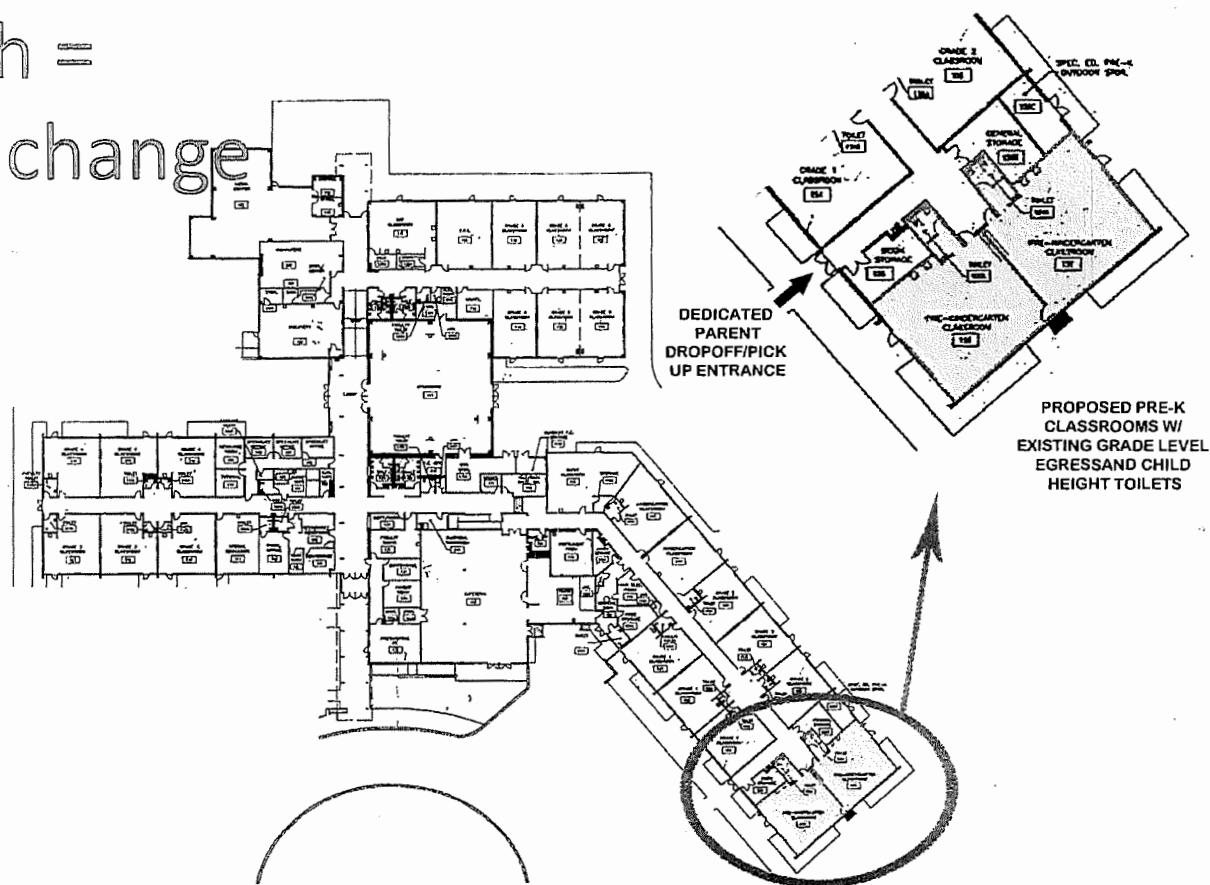
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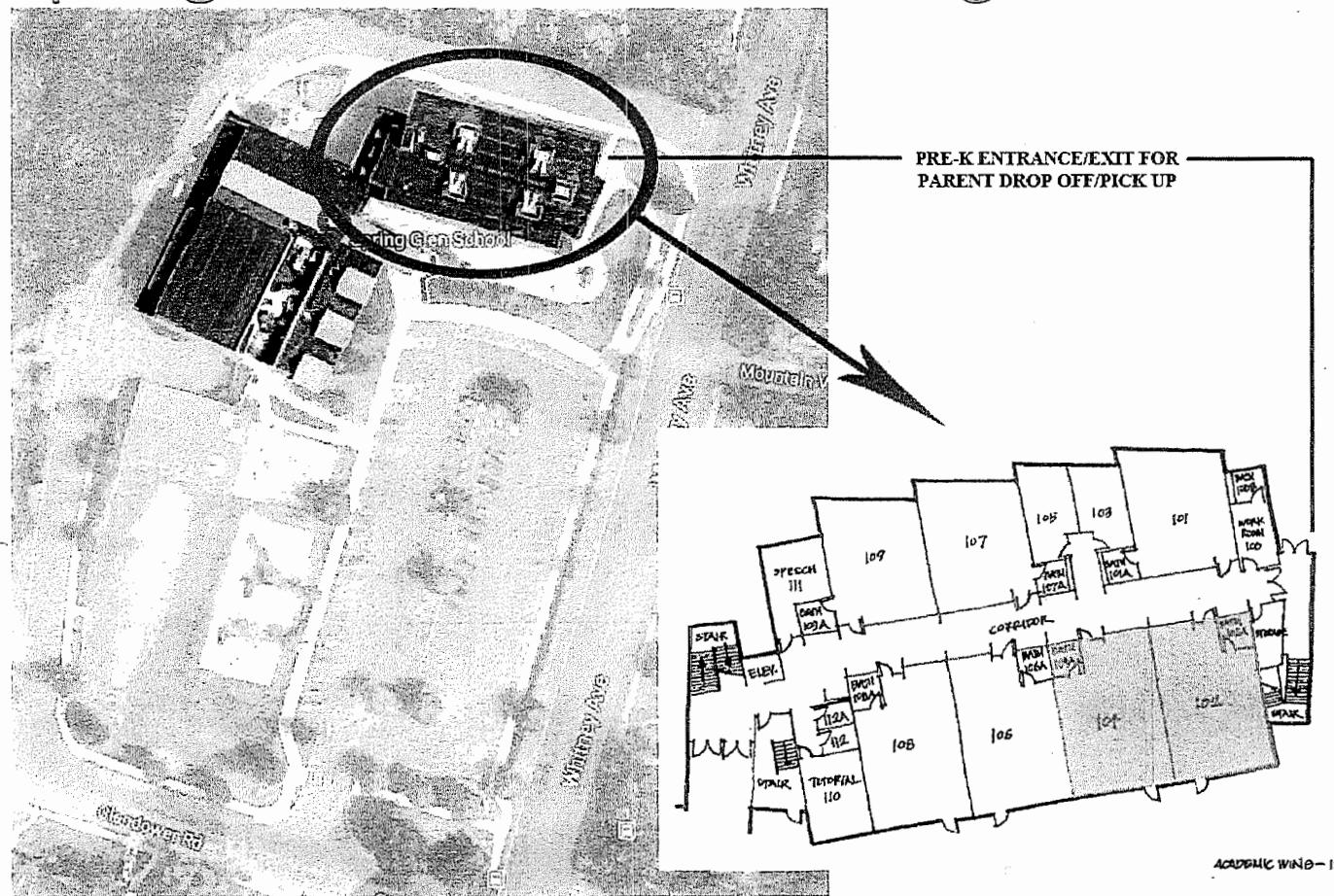
Facility Modifications for PreK:

Bear Path =

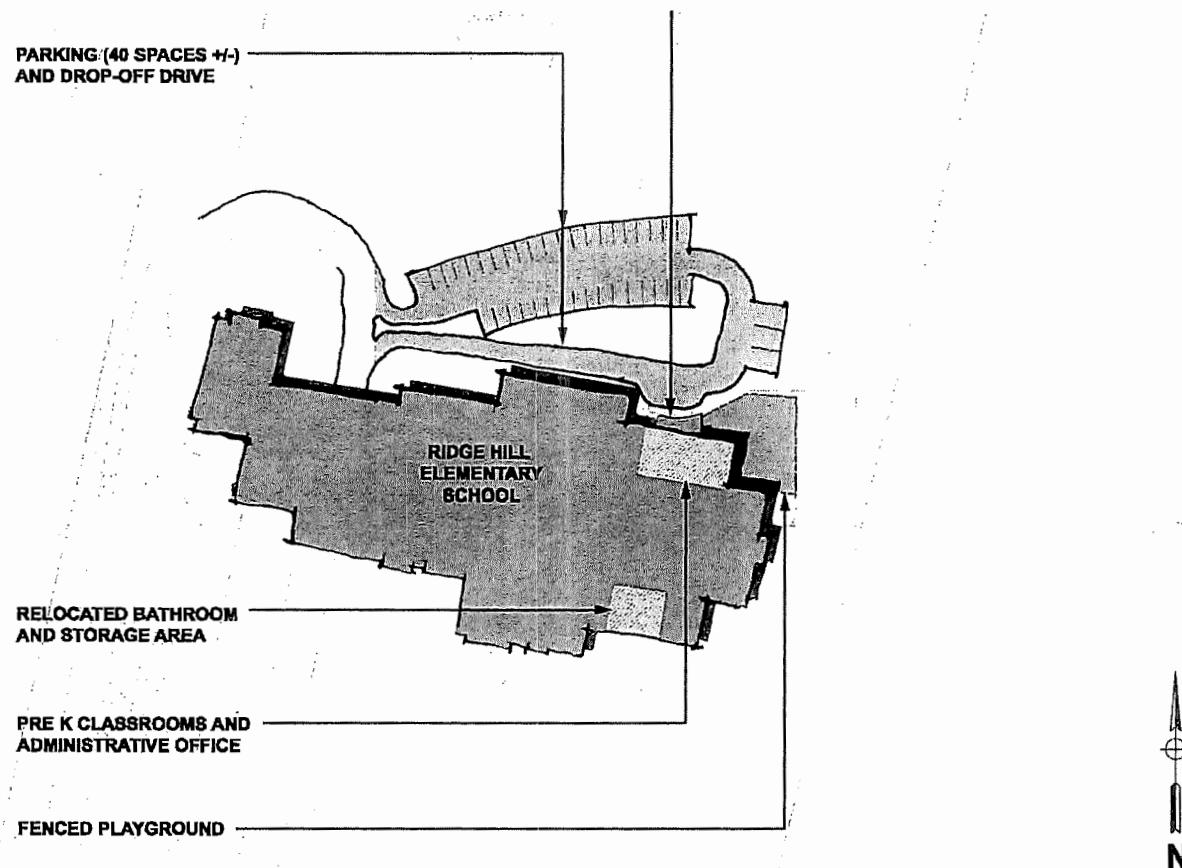
Minimal change



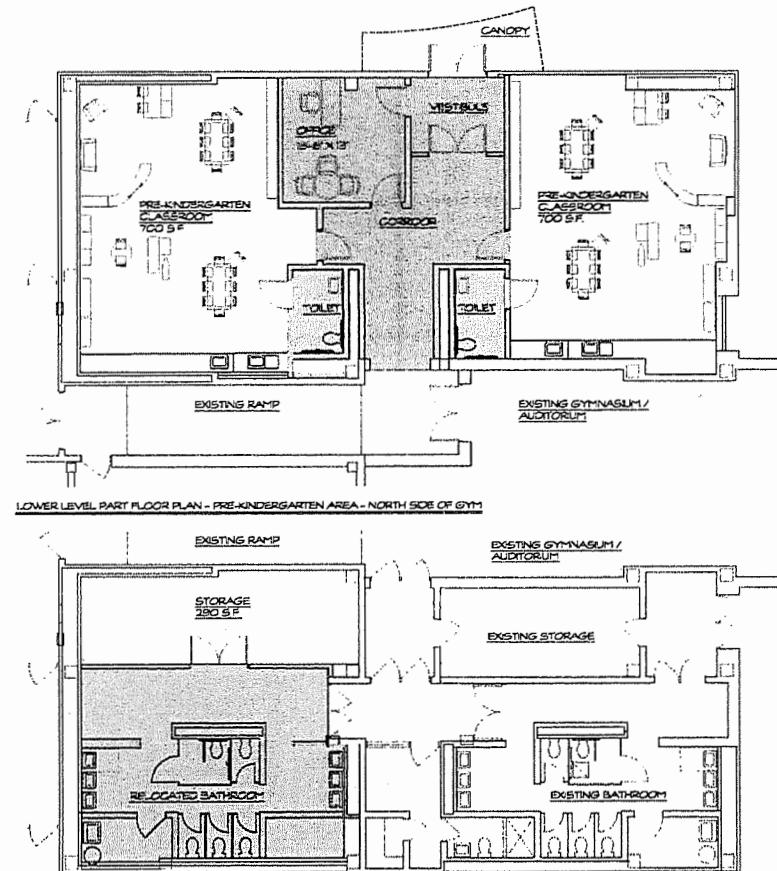
Pre K: Spring Glen = Minimal Change



Pre K: Ridge Hill = 3 options requiring alterations



Pre K: Ridge Hill



Capital Budget for PreK Schools

Pre-K programs				
Convert existing spaces to 2 PreK Classrooms at 3 possible locations with new playscape	3,000	\$349	\$ 1,047,000	\$ 1,047,000
Alterations at Spring Glen School: 2 classrooms on lower level, minimal work				\$ 15,000
Alterations at Bear Path School: 2 classrooms on grade level, minimal work				\$ 15,000



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HAMDEN
— PUBLIC SCHOOLS —

Magnet School Facility Modifications and Improvements:

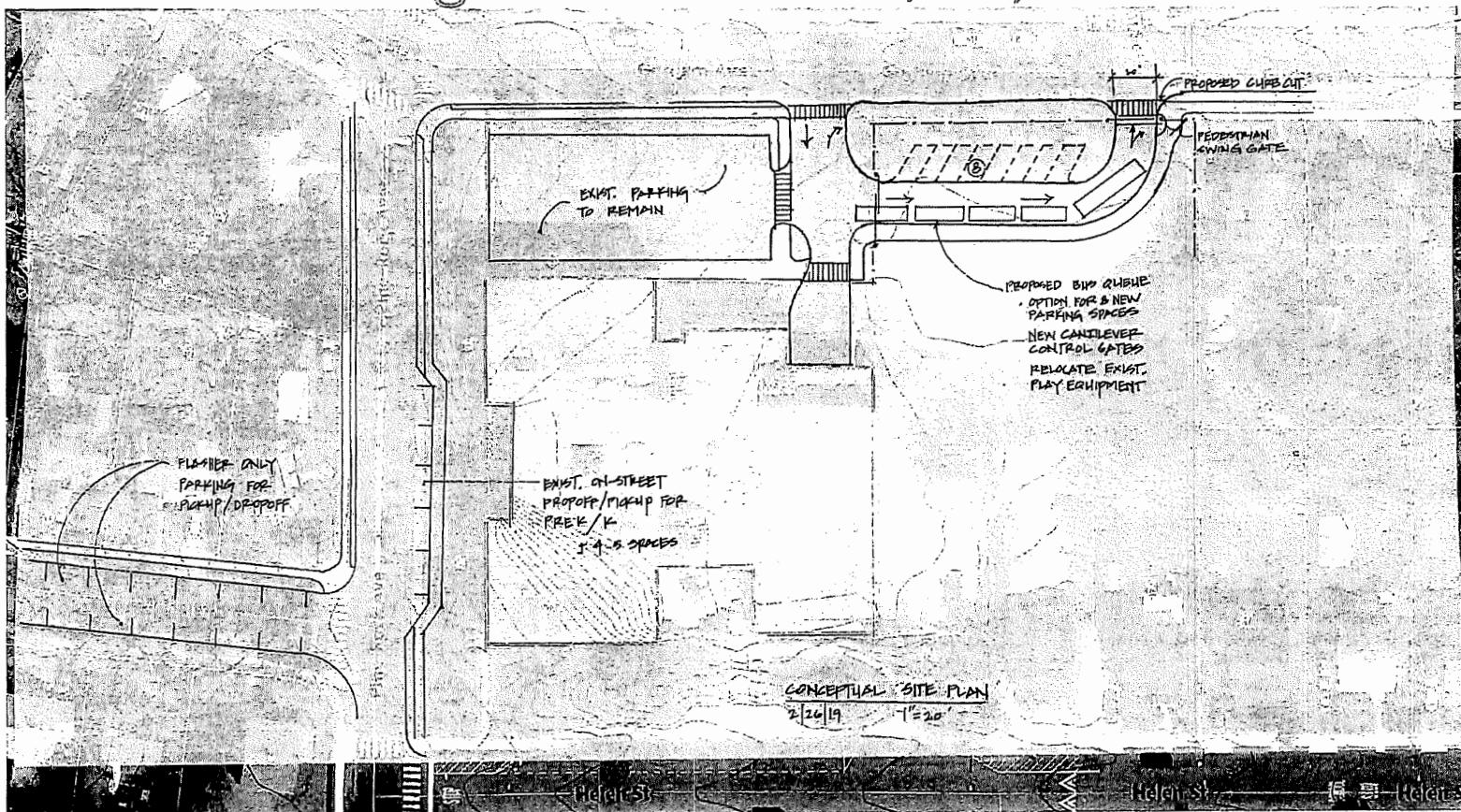
- Develop and update engaging curriculum tailored to meet student and family interests
- Renovate schools in need of attention, maximizing State reimbursements



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Hamden Helen Street School: Site Improvements to accommodate magnet busses = \$85,438



Ridge Hill School: How much \$ has the town already invested here??

Summary List of Improvements for Ridge Hill School From 2010

School	Capital Project Name	BOE Approved Project Amount	LOC Approved Project Amount
Ridge Hill	Ridge Hill School Renovations(Ord. 586)	\$ 1,200,000.00	\$ 1,200,000.00
Ridge Hill	Ridge Hill School Renovations(Ord. 611)	\$ 300,000.00	\$ 300,000.00
Ridge Hill	New Student Chairs Ridge Hill	\$ 6,000.00	\$ 6,000.00
Ridge Hill	New Play Area Ridge Hill	\$ 100,000.00	\$ 100,000.00
Ridge Hill	Remove/Regrade Ridge Hill	\$ 5,000.00	\$ 5,000.00
Ridge Hill	Repave Walkways Ridge Hill	\$ 22,500.00	\$ 22,500.00
Ridge Hill	Replace Gym Doors Ridge Hill	\$ 12,000.00	\$ 12,000.00
Ridge Hill	Install Handrail's Ridge Hill	\$ 2,000.00	\$ 2,000.00
Ridge Hill	Gym VCT replacement & associated abatement - RH	\$ 60,000.00	\$ 60,000.00
Ridge Hill	Structural / architectural exterior priorities @	\$ 58,000.00	\$ 58,000.00
Ridge Hill	Remove basketball court & regrade/seed @		
Ridge Hill	Ridge Hill	\$ 13,000.00	\$ 13,000.00
Ridge Hill	Replace front entry doors - RH	\$ 60,000.00	\$ 60,000.00
Ridge Hill	Re-grade and repave all exterior walkways -	\$ 25,150.00	\$ 25,150.00
Ridge Hill	RH REPAIR PATIO ROOF AREA	\$ 20,000.00	\$ 20,000.00
Ridge Hill	RH AUTOMATIC FLOOR SCRUBBER	\$ 8,500.00	\$ 8,500.00
	SubTotals	\$ 1,892,150.00	\$ 1,892,150.00

Ridge Hill School: Renovate as New

- Excellent Interior Finishes (prior Town Investments), but.....
- Aged Systems Eligible for Reno as New
 - Very old HVAC (DX) Systems – Ducts in good condition
 - **ELECTRIC !!** perimeter radiation
 - Upgrade non-renovated restrooms
 - Exterior Masonry
 - Windows and Skyroofs
 - Roof
 - Pavements and Playscapes
 - Lighting and Emergency Systems
 - Program Changes (Pre K)

Capital Budget for Ridge Hill Magnet with PreK

RIDGE HILL SCHOOL - GLOBAL STUDIES AND CITIZENSHIP MAGNET				
Building program with GLOBAL STUDIES AND CITIZENSHIP curriculum. Alteration and update to school systems, including roof, windows and MEP/FP systems. Site scope changes minor except PreK. See PreK Spreadsheet	63,800	\$265	\$16,875,100	
Convert existing spaces to 2 PreK Classrooms at 3 possible locations with new playscape	3,000	\$349	\$ 1,047,000	\$ 17,922,100



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Architects / Engineers / Interior Designers



Capital Budget for Ridge Hill Magnet with PreK

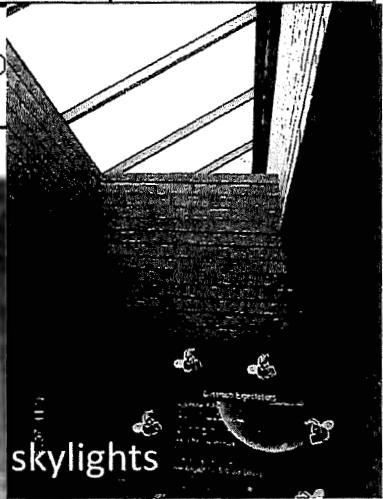
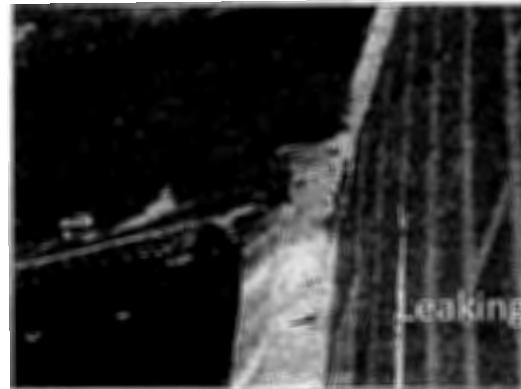
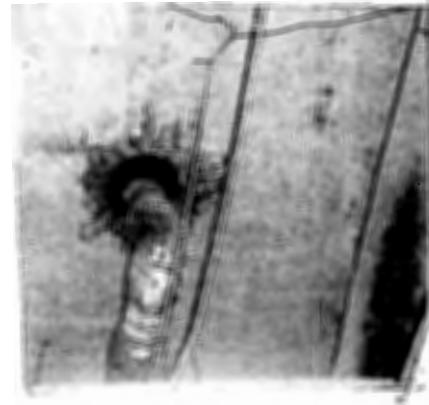
RIDGE HILL SCHOOL - GLOBAL STUDIES AND CITIZENSHIP MAG NET

Building program with GLOBAL STUDIES AND CITIZENSHIP curriculum. Alteration and update to school systems, including roof, windows and MEP/FP systems. Site scope changes minor except PreK. See PreK Spreadsheet

63,800 \$265 \$16,875,100

Convert existing spaces to 2 PreK Classrooms at 3 possible locations with new playscape

3,000 \$349 \$1,047,000



skylights

RESTRUCTURING per 6-18-19 TOWN COUNCIL APPROVAL

BASE PROGRAM

LEA	Project Number	Project Type	Facility Name	Project Status	Grades	GA Auth. Date	Total Project Costs	Total Area(in Sqft)	Cost per SF	Reimb. %	Anticipated State Funding	Anticipated Hamden Funding
62	062-0095	A/RR/EC/CV	Alice Peck School	In Process	G,1,2,3,4,5,6	7/6/2015 See Hamden matrix	\$2,540,400	46,540		100%	\$2,540,400	\$0
63	062-0096	A/RR/EC/CV	Alice Peck School	In Process	G,1,2,3,4,5,7		\$3,959,600	46,540	\$ 139.66	65.97%	\$2,612,186	\$1,347,414
62	062-0097	N	West Woods School	In Process	G,1,2,3,4,5,6	10/31/2017	\$26,180,000	46,623	\$ 561.53	57.86%	\$15,147,748	\$11,032,252
62	062-0098	E/A/RR/RN	Shepherd Glen School	In Process	G,1,2,3,4,5,6	10/31/2017	\$27,665,000	61,056	\$ 453.11	67.86		

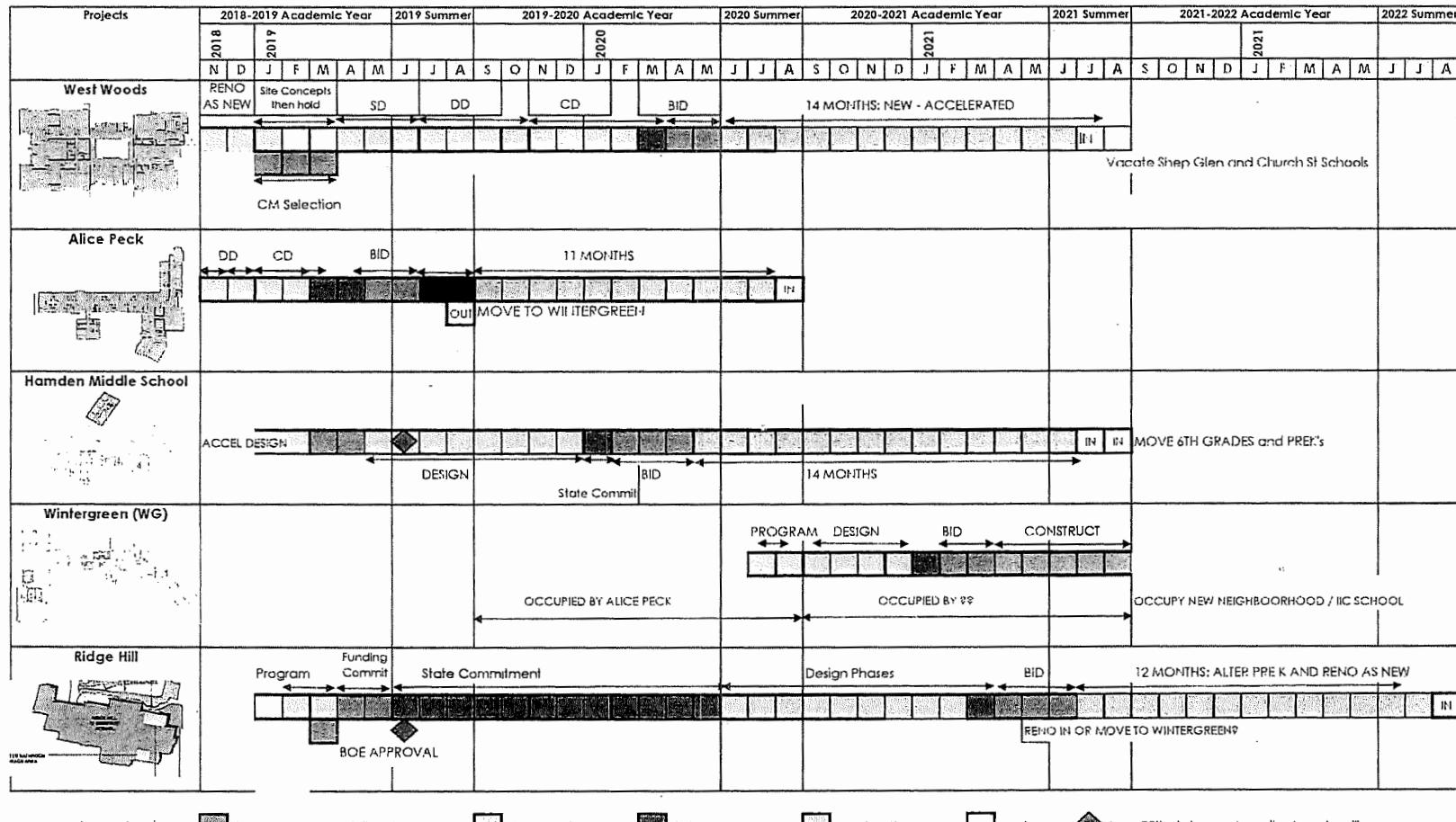
Proposed new applications by June 30, 2019. Funding to be approved in 2020

62	TMP	E	Hamden Middle School 4 teams, gymnasium and cafeteria addns	to be filed	6,7,8		\$11,223,900	24,600	\$ 456.26	67.86%	\$7,616,539	\$3,607,361
62	TMP	A	Pre-K at Bear Path	to be filed	PreK		\$15,000		n.a.	67.86%	\$0	\$15,000
62	TMP	A	Pre-K at Ridge Hill	to be filed	PreK		\$1,047,000	3,000	\$ 349.00	67.86%	\$710,494	\$336,506
62	TMP	A	Pre-K at Spring Glen	to be filed	PreK		\$15,000		n.a.	67.86%	\$0	\$15,000
64	TMP	A	IIC offices, toilets & lighting at Wintergreen	to be filed	PreK,1,2,3,4,5		\$100,000	1	LS	28.93%	\$202,510	\$497,490
Totals for BASE PROGRAM: current and future OSCGR grant applications							\$45,680,900				\$28,829,877	\$16,851,023

ENHANCED PROGRAM: Proposed new applications by June 30, 2019 or June 30, 2020. Funding to be approved in 2020 or 2021.

TMP	A/RR/EC/RN	Ridge Hill School	to be filed	K,1,2,3,4,5		\$16,875,100	63,800	\$ 249.00	67.86%	\$11,451,443	\$5,423,657				
					Totals for both BASE and ENHANCED PROGRAMS	\$62,556,000				\$40,281,320	\$22,274,680				
					Ridge Hill plus PreK totals	to be filed	PreK, K,1,2,3,4,5			\$17,922,100	63,800	\$280.91	67.86%	\$12,161,937	\$5,760,163

Hamden 3R Macro Timeline



Thursday, November 29, 2018 Special Board Meeting

The Board voted unanimously on the following action items:

Move to approve the 3R Plan, which includes the following elements:

- Move 6th grade to the Middle School,
- Close and repurpose Church Street Elementary School,
- Close and repurpose Shepherd Glen Elementary School,
- Petition the Legislative Council for the transfer of Wintergreen facility to be incorporated back into the Hamden Public School system,
- Direct the Superintendent to develop intra-district magnet programs and obtain Board approval for implementation,
- Direct the Superintendent to develop a district-wide universal pre-k program and obtain Board approval for implementation.

During this time, the Superintendent consulted with the State Attorney's office on matters related to racial balance and magnet schools and the Department of Administrative Services (DAS) regarding updates related to the 3R Plan. In addition, the Superintendent consulted with members of the Administrative Council and Core Team to develop an intra-district magnet school plan (taking into account parent and principal input). The Board Chair and Board Secretary continued to meet with the Superintendent and Core Team members as well as attend meetings to update DAS officials in Hartford.

Tuesday, March 26, 2019

Board of Education Meeting

The Board voted unanimously to move the Superintendent to continue the development of intra-district magnet schools at Helen Street School, Ridge Hill School, Dunbar Hill School, and Bear Path School with the following themes: Career Pathways, Global Studies and Citizenship, STEAM/STEM and Environmental Studies. Furthermore, move to approve a capital budget request of \$48,574,438 for Universal Pre-K, Church Street School, Dunbar Hill School, Helen Street School and the Middle School. Furthermore, direct the Superintendent to develop the information required to complete the SCG-049.

Additional notes regarding the Tuesday, March 26, 2019 meeting:

The Superintendent presented an intra-district magnet school plan that would provide choice for parents and a tool that would help the Board racially balance district elementary schools.

With the State expressing support and encouragement for the Board's plan along the way (through many meetings throughout this process), renovating Dunbar Hill Elementary School and Ridge Hill Elementary School would not only provide additional magnet appeal to these schools (necessary for racial balance), the Town would receive significant State reimbursement for renovations it anticipates needing (now and in the near future).

Monday, September, 24, 2018 Special Board Meeting (Public Hearing)

Mike Zuba, from Milone and MacBroom, and John Ireland, from Silver Petrucelli, gave a presentation on scenarios 8, 9, and 10, for the Board to consider for a redistricting plan. These presentations explored schools considered for closing and redistricting and took into account feedback from the Board and administration related to the original seven Scenarios.

Tuesday, October 2, 2018 Special Board Meeting (Public Hearing)

Mike Zuba, from Milone and MacBroom gave a presentation on scenarios 8, 9, and 10 for the Board to consider for a restructuring plan. This presentation in the Middle School auditorium focused primarily on enrollments, and demographic studies. Following the presentation, members of the community shared their feedback. The feedback centered on the following themes: Parents and children love their schools; the Board should care more about maintaining the current number of schools and adding to what currently exists than financial sustainability; Wintergreen should remain an ACES inter-district magnet school; don't racially balance schools on the backs of the community's Title I schools – If the District is going to racially balance schools, have children from the northern schools attend schools in the southern part of the community.

Tuesday, October 9, 2018 Board of Education Meeting

John Ireland, from Silver Petrucelli, updated the Board on the West Woods School building project.

Tuesday, October 16, 2018 Special Board Meeting (Public Hearing)

Sam Ribnick, from District Management Group (DMG) gave a presentation on the financial aspects of scenarios 8, 9, and 10. Mike Zuba, from Milone and MacBroom and John Ireland, from Silver Petrucelli answered questions from the Board regarding restructuring scenarios. John Ireland gave a presentation on scenarios 8, 9, and 10 for the Board to consider for restructuring. Similar comments were shared from community members attending this public hearing in the Middle School auditorium. In addition to the formal presentations, the Superintendent shared with the community preliminary discussions related to intra-district magnet schools as a tool to assist the Board in its racial balancing efforts.

Thursday, October 18, 2018 Special Board Meeting

Karen Kaplan facilitated the workshop. Jody Goeler, Chris Melilo, Karen Kaplan, and John Ireland shared with the Board, additional information to consider as part of the restructuring plan.

Monday, October 29, 2018 Special Board Meeting

Karen Kaplan facilitated the workshop on the restructuring plan.

Wednesday, November 28, 2018 Special Board Meeting

Sam Ribnick, from District Management Group (DMG) gave a presentation on the financial analysis of Scenario 9.

2. **Scale use of facilities to address declining enrollment trends; Use resources more efficiently** – Some of our elementary schools are becoming underutilized resulting in the opportunity to consolidate. Shifting locations and resources will provide a greater chance to allocate existing resources for improved programming and services to students.
3. **Incorporate Wintergreen School into Hamden Public Schools** – This beautiful building and property, owned by the Town of Hamden, could be a great asset for our school system. Some of our existing school buildings are not as modern in their design, which limits our use of them, and others currently require significant and costly structural improvements.
4. **Create sensible attendance zones that more closely reflect our demographics and meet state regulations for diversity** – The current attendance zone map for Hamden elementary schools has had only minor changes in more than twenty years, while populations have shifted over this same period of time. As a result, our attendance zones no longer meet state requirements and our own benchmarks for diversity. In addition, more sensible attendance zones could reduce transportation costs.
5. **Provide opportunities for greater financial sustainability** – The Hamden Board of Education is committed to proactively addressing the impact of declining enrollment, less State and Federal funding, and the higher level of needs of students and families. If we take the necessary steps to address these trends head on, we will be in a position to allocate dollars to improve programs and buildings across the district.
6. **Provide an opportunity for all children to have a Pre-K experience before attending kindergarten.** In collaboration with Legislative Council leadership and the Mayor's Office, the Hamden Board of Education endorsed the recommendation for pre-K for all. As the achievement gap begins prior to the first day of kindergarten, we are committed to ensuring a pre-K experience for all students, regardless of socio-economic status or race.

Tuesday, July 10, 2018

Board of Education Meeting

The Superintendent updated the Board of Education on the outcome of his District Management Group (DMG) and Thought Exchange meetings (to discuss the beginning planning stages of a district restructuring effort and the development of a town-wide opportunity for input).

Tuesday, August 14, 2018

Board of Education Meeting

The Superintendent updated the Board on district restructuring plans, an upcoming District Management Group meeting, the next Thought Exchange survey, as well as other meetings attended.

A Timeline of Hamden Board of Education Work on the 3R Restructuring Plan (Information Sessions, Workshops, Action)

Chronological Order

Saturday, December 2, 2017 Board of Education Special Meeting

At this Board Workshop, District Management Group (Sam Ribnick and Peter Riley) presented on the variables impacting financial sustainability now and into the future. Among the trends include: declining enrollment; budgets that don't adequately maintain levels of programming and personnel; special education increases, and operational cost increases. This presentation sparked a sense of urgency for the Board to consider bold, strategic steps moving forward. With these bold steps, the Board took this opportunity to engage in developing a strategic vision that would more effectively racially balance the Town's elementary schools, ensure equity, and better prepare all students for the future.

Friday, March 2, 2018 Board of Education Special Meeting

Following the December 2nd meeting, the Board asked Mike Zuba, from Milone and MacBroom to perform a demographic study that proposes the closing of elementary schools, adds Wintergreen Inter-district Magnet School back to the District, and racially balances elementary schools according to State statutes. Scenarios 1-7 were presented as the first iteration examining what attendance zones would look like under these initial scenarios.

Wednesday, May 23, 2018 Board of Education Special Meeting

At this Special Meeting, Milone and MacBroom presented refined Scenarios 1-7 "Narrowing and Alternatives and Next Steps," responding to feedback provided at the March 2nd meeting. In addition, the Board of Education approved to "re-acquire Wintergreen Magnet School from ACES for the September 2019 school year." Upon this unanimously approved motion, the Superintendent drafted a letter to the ACES Executive Director expressing to Board's intention.

Prior to this meeting, the Superintendent drafted Goals that would assist the Board of Education in determining a scenario that would best meet the needs of our educational community and the Town. The Goals approved by the Board on November 29th follow: (Goal number six was added through consultation with discussions with Town leadership)

District Restructuring Goals

- 1. Move 6th grade to middle school** – To ensure Hamden students receive the broad offerings of a secondary experience, particularly in lab science and world language, our students will be better served by a 6-8 middle school, as is the practice in many Connecticut middle schools.

EXHIBIT B

Connecticut State Department of Education

2018 Public School Enrollment by Reporting District

Imbalance is determined pursuant to §10-226e-3 and §10-226e-4 of the Regulations of Connecticut State Agencies, comparing school proportions with the district proportions of students in the same grade.²

Note: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.

Reporting District	Facility Code	School	District Pct Minority ¹	District Total ¹	School Pct Minority	School Total	Absolute Imbalance
0620011		Hamden School District					
	0620111	Shepherd Glen School	63.97%	2756	80.13%	297	16.17%
	0620211	Church Street School	64.50%	2941	89.75%	283	25.25%
	0620311	Dunbar Hill School	64.50%	2941	76.01%	271	11.51%
	0620411	Helen Street School	64.50%	2941	87.58%	314	23.08%
★	0621011	Spring Glen School	63.97%	2756	36.28%	441	27.69%
★	0621111	Ridge Hill School	63.97%	2756	72.79%	305	8.82%
★	0621211	Bear Path School	63.97%	2756	43.94%	421	20.03%
★	0621411	West Woods School	63.97%	2756	46.63%	341	17.34%
★	0625211	Hamden Middle School	63.85%	910	64.11%	900	0.26%
★	0626111	Hamden High School	63.61%	1561	63.34%	1454	0.27%

★ R.C.S.A. §10-226e-1(9): "Diverse school" means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, but less than seventy five percent.

1 The reporting districts include all students in schools, programs, and out-placed facilities.

2 R.C.S.A. §10-226e-1(10): "Unique school" means an interdistrict or intra district magnet, local or state charter, lighthouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

Source Data: Public School Information System (PSIS) October 2018

EXHIBIT C

*This document contains an excerpt from the Regulations of Connecticut State Agencies that specifically concerns the Department of Education. This document is not the official version of the regulations. The official regulations are published by the State of Connecticut, Judicial Branch, Commission on Official Legal Publications in the Connecticut Law Journal. In the event there is inconsistency between this document and the regulations as published in the Connecticut Law Journal, the Connecticut Law Journal publication shall serve as the official version.

Regulations to Implement the Racial Imbalance Law

Sec. 10-226e-1. Definitions

As used in sections 10-226e-1 to 10-226e-8, inclusive, of the Regulations of Connecticut State Agencies:

- (1) “Pupil” means an individual for whom instruction is provided in a public elementary and secondary school under the jurisdiction of a local or regional board of education.
- (2) “School” means any public elementary or secondary school under the jurisdiction of a local or regional board of education, excluding a unique school.
- (3) “Board of education” means the board of education of a local or regional school district.
- (4) “Grade” means that portion of a school program which represents the work of one regular school term, identified either as kindergarten, grade one, grade two, etc., or in an ungraded school program, identified on the basis of educational need.
- (5) “School district” means a school system under the jurisdiction of a local or regional board of education.
- (6) “Jurisdiction” means the authority granted local and regional boards of education by statute to exercise control and supervision of pupils, schools and school districts.
- (7) “Plan” means that document submitted by a board of education in compliance with Section 10-226c of the Connecticut General Statutes.
- (8) “Racial minorities” means those groups listed under subsection (b) of Section 10-226a of the Connecticut General Statutes.
- (9) “Diverse school” means a school, within a school district having a minority school population of fifty percent or more; which school has a minority population of at least twenty-five percent, *but less than seventy five percent*.
- (10) “Unique school” means an interdistrict or intradistrict magnet, local or state charter, lighthouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-2. School reports

Each board of education shall annually submit, in such manner and at such time as specified by the Commissioner of Education, information on the racial composition of each school by grade, the racial composition of the teaching staff of each school, and the number of pupils in each elementary school who are eligible to receive free or reduced price lunches pursuant to federal law and regulation.

(Effective April 1, 1980; amended November 29, 1999)

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Sec. 10-226e-3. Determination of racial imbalance

(a) Reports submitted pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies will be reviewed annually by the State Department of Education. The proportion of pupils of racial minorities in each school will be compared to the proportion of pupils of racial minorities in comparable grades in the school district as a whole, as follows:

(1) Proportion for the school. The total number of pupils of racial minorities in the school, as reported pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies, shall be divided by the total number of pupils in the school. The resulting percentage shall be the Proportion for the School.

(2) Comparable proportion for the school district. For all grades of a given school, the total number of pupils of racial minorities enrolled in the same grades throughout the school district shall be divided by the district-wide total pupil enrollment in such grades. The resulting percentage shall be the Comparable Proportion for the School District for such school.

(b) Any school in which the Proportion of the School falls outside of a range from 25 percentage points less to 25 percentage points more than the Comparable Proportion for the School District, shall be determined to be racially imbalanced.

(c) If the State Board of Education determines that one or more school in a school district is racially imbalanced, said board shall promptly notify the board of education having jurisdiction of such school or schools.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-4. Determination of impending racial imbalance

(a) Any school not previously cited for racial imbalance, in which the Proportion for the School falls outside a range of from 15 percentage points less to 15 percentage points more than the Comparable Proportion for the School District, shall be deemed to have impending racial imbalance.

(b) The State Board of Education shall notify, in writing, a board of education having jurisdiction of a school district which includes one or more schools with impending racial imbalance.

(c) Any board of education notified pursuant to subsection (b) of this section may be required to provide the Commissioner of Education with information concerning student building assignments, interdistrict educational activities and other evidence of addressing issues of racial, ethnic and economic isolation.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-5. Plans

(a) Any board of education which has received notification from the State Board of Education pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies shall submit to the State Board of Education a plan to correct racial imbalance in the school which has been determined to be racially imbalanced. All plans shall be subject to the requirements of this section; provided, however, that any school district so

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notified, which has a minority student enrollment of fifty percent or more may, in lieu of filing a plan, demonstrate that such racially imbalanced school is a diverse school.

(b) Preparation of the plan.

(1) Upon notification of a determination of racial imbalance, the board of education shall prepare a policy statement addressing racial imbalance in the school district.

(2) The board of education may, in writing, request technical assistance from the Commissioner of Education for the development of a plan. The Commissioner shall, within the limits of available resources, provide such assistance.

(3) The board of education shall conduct a public hearing on its plan prior to submission to the State Board of Education. Adequate notice of the time and place of such hearing shall be published and a complete record of such hearing shall be kept.

(4) A plan shall be submitted to the State Board of Education within 120 days following receipt of notification of a determination of racial imbalance, except that a school district may request an extension of time, not to exceed ninety days, if the number of students causing said imbalance in any school is fewer than five.

(c) Content of the plan.

A plan shall include at least the following items:

(1) The board of education policy statement addressing racial imbalance in the school district;

(2) A description of the process the board of education undertook to prepare the plan;

(3) Presentation and analysis of relevant data, including (A) projections of the racial composition of the public schools in the school district for the subsequent five-year period under the proposed plan, (B) analysis of conditions that have caused or are contributing to racial imbalance in the school district, and (C) analysis of student achievement in the cited school as compared to other schools in the district;

(4) The proposed methods for eliminating racial imbalance and for preventing its recurrence in the school district. These methods may include voluntary interdistrict and intradistrict enrollment plans acceptable to the State Board of Education as an alternative to mandatory pupil reassignment, provided any such voluntary enrollment plan addresses methods which will be used to increase student achievement;

(5) Identification of proposed school construction and school closings, if any, and an explanation of any impact on the plan;

(6) Specific proposals for minimizing any disruptive effects of plan implementation;

(7) Provisions for monitoring plan implementation and evaluating plan effectiveness, including procedures for revising and updating the plan, if necessary.

(8) A timetable for completion of each step in the plan and for implementation of the plan as a whole;

(9) Demonstration that school district resources have been equitably allocated among all schools within the district; and

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(10) Demonstration that any disparity in student achievement levels among schools is being addressed and a description of the methods being used to decrease the disparity.

(d) **Other plan requirements.**

(1) Any inconvenience caused by implementation of the plan shall not be borne disproportionately by any single racial minority nor disproportionately by racial minorities as a whole within the school district.

(2) Implementation of the plan shall not result in segregation within schools, or among or within programs. Any substantially disproportionate racial minority representation within school classes and programs shall (A) be justified solely on the basis of educational need and (B) occur less than a majority of the time during the school day with the exception of pupils enrolled in bilingual education.

(3) A plan shall not include reassignment of pupils whose dominant language is other than English and whose proficiency in English is limited if such reassignment is a denial of existing participation in a program of bilingual education.

(4) Upon submission of a plan, a board of education may request exceptions to one or more of the plan requirements pursuant to this section. The State Board of Education (A) may grant such exception when said board finds such exception shall otherwise contribute to the purposes of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes; and (B) shall grant such exception when the plan is in compliance with a final order of a court of competent jurisdiction or federal administrative agency order which addresses the requirements of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and which addresses the current condition of racial imbalance found in accordance with Section 10-226e-3 of the Regulations of the Connecticut State Agencies.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-6. Approval of plans

(a) Upon receipt of a plan pursuant to Section 10-226e-5 of the Regulations of Connecticut State Agencies, the State Board of Education shall determine whether the plan complies with the requirements of said section and shall (1) approve, (2) conditionally approve, or (3) disapprove such plan, within 60 days.

(b) If the State Board of Education approves the plan, said Board shall promptly notify the board of education submitting the plan, which board shall implement the plan in accordance with the timetable indicated in such plan.

(c) If the State Board of Education conditionally approves the plan, said board shall promptly give written notice to the board of education submitting the plan. Such notice shall specify the portions of the plan requiring revision and the date for submission of such revisions. Those portions of the plan which do not require revision shall be implemented by the board of education in accordance with the timetable indicated in such plan.

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(d) If the State Board of Education disapproves the plan, said board shall promptly notify the board of education submitting the plan. Such notice shall specify the reasons for disapproval and the date for resubmission of the plan.

(e) Upon receipt of a revised plan or portion thereof, the State Board of Education shall (1) approve, (2) conditionally approve, or (3) disapprove such revised plan or portion thereof in accordance with the provisions of subsections (b), (c), and (d) of this Section within 30 days following receipt of such revised plan or portion thereof.

(f) If a board of education submits a plan or a revision to such a plan which is not approved by the State Board of Education within one year of notification to the board of education of the existence of racial imbalance pursuant to Section 10-226e-3 of the Regulations of Connecticut State Agencies or a board of education fails to submit a plan or revision within the required time limits, the State Board of Education may undertake such other actions as may be authorized by law to cause the board of education to be in compliance with the provisions of Sections 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and Sections 10-226e-1 to 10-226e-8 of the Regulations of Connecticut State Agencies.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-7. Review of plan implementation

(a) All approved and conditionally approved plans shall be subject to continuing review and evaluation by the State Board of Education. If the State Board of Education finds that the status of the plan is not in conformity with the timetable indicated in such plan, said board shall investigate the reasons for such discrepancy. If the State Board of Education finds that the board of education has failed to take substantial steps to implement the plan in accordance with the timetable therein, the State Board of Education shall notify the board of education of non-compliance with the provisions of Section 10-226a to 10-226e, inclusive, of the Connecticut General Statutes and Sections 10-226e-1 to 10-226e-8, inclusive, of the Regulations of Connecticut State Agencies and may undertake such other actions as may be authorized by law to cause the board of education to be in compliance.

(b) A board of education may submit proposed amendment to an approved or conditionally approved plan. Such proposed amendment shall not take effect until after review and approval by the State Board of Education. Such proposed amendment shall be accompanied by written materials documenting the reasons for the amendment.

(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-8. Review of the decision of the State Board of Education

(a) Upon notification of disapproval of a plan, a board of education may file written notice with the Commissioner of Education requesting a review of such disapproval. Such request shall be submitted within 30 days following receipt of notification by the State Board of Education of such disapproval.

(b) Within 30 days following receipt of a request for review, a hearing shall be held in accordance with the provisions of Chapter 54 of the General Statutes.

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(Effective April 1, 1980; amended November 29, 1999)

Sec. 10-226e-9. Unique schools requirements

- (a) Unique schools shall provide data in the same manner as required of all other schools pursuant to Section 10-226e-2 of the Regulations of Connecticut State Agencies.
- (b) Unique schools shall report to the Commissioner on all activities undertaken to provide educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds.
- (c) The Commissioner may require the responsible authority of any unique school to appear before him to respond to inquiries concerning the racial, ethnic or economic diversity of students or teaching staff and the educational opportunities provided for students to interact with students and teachers from other racial, ethnic and economic backgrounds.

(Effective April 1, 1980; amended November 29, 1999)