

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Date of Meeting July 30, 2013

Title of Item: Further Discussion of Facility Utilization and Racial Balance Options

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATION ITEMS

 Action required

 X **Informational only**

Submitted By Dr. William McKersie

Position Superintendent

I will be present at Board Meeting to explain if called upon

 X
Yes

No

Synopsis of Proposal:

Please review all five attachments carefully.

After BOE consideration and discussion on July 30, we hope to achieve two objectives so that we may move forward:

1. We are seeking your support to move ahead with the attached draft approach and a development process that will actively engage key stakeholders to research, explore and identify model designs with the greatest potential for success.
2. We are seeking your feedback and guidance on the attached draft approach so that we may revise and expand this document for formal approval at the August 29th BOE meeting.

Recommended Action:



THE GREENWICH PUBLIC SCHOOLS

Office of the Superintendent

**290 Greenwich Avenue • Greenwich, CT 06830 •
(203) 625-7425**

William S. McKersie, Ph.D., Superintendent

MEMORANDUM

July 25, 2013

TO: Greenwich Board of Education
FROM: William S. McKersie, Ph.D., Superintendent
RE: Overview of "Preliminary Proposal 7.30.13" – Facility Utilization & Racial Balance

BACKGROUND

The issues of facility utilization and racial imbalance faced by our district are being closely examined. There have been many thoughtful discussions and opportunities for input from all members of our community related to these issues over the last several months. Throughout the process, one message rang loud and clear, students and parents are passionate about their neighborhood schools as well as having a choice of where students attend school matters.

The District administration has listened carefully to all input and is responding in a thoughtful and reasoned manner. A work group of District administrators was assembled over the summer to investigate options for creating solutions. This team includes:

- William McKersie, Superintendent
- Irene Parisi, Assistant Superintendent for Curriculum, Instruction & Professional Learning
- Ben Branyan, Managing Director of Operations
- Kim Eves, Director of Communications
- John Curtin, Special Projects Manager
- Patricia Allen, Principal – Parkway School
- Jill Flood, Principal – North Street School
- Teresa Ricci, Principal – International School at Dundee
- Barbara Riccio, Principal – New Lebanon School
- Cynthia Womack, Principal – Hamilton Avenue School
- Stephanie Rogen, Consultant – Greenwich Leadership Partners

The work group has been engaged in careful discussion based on feedback from the community, research and direction from the Board of Education (BOE). Once a final direction is established by the BOE, the work group will expand at each participating school to include staff and parents.

PRELIMINARY PROPOSAL 7.30.13

At the upcoming July 30 Board of Education meeting, we will introduce a choice-based and voluntary approach to address the issues of racial balance and facility utilization across the district. The goal is to establish the conditions for greater choice, improved racial balance and optimal facility utilization across the entire district. The choice-based approach integrates the potential means as outlined by the BOE in the June 20, 2013 Summary of Decisions:

- Partial magnet using only voluntary choice
- Partial magnet using voluntary choice and some redistricting
- Choice for students attending crowded schools to move to underutilized schools
- Minimal redistricting for purposes of facility utilization
- Expansion of the New Lebanon School facility

The choice-based approach centers on the development of two partial magnet schools in the underutilized Parkway and North Street Schools. As partial magnets, Parkway and North Street still would be the neighborhood schools for all students residing in the two respective attendance zones.

We recognize that there are two additional issues we must address within the scope of our work:

1. How do we alleviate the overcrowding in New Lebanon School for Fall 2014?
 - a. Do we include minimal redistricting to address the overcrowding?
 - b. Do we make a capital investment to expand the New Lebanon facility?
2. How do we sustain and strengthen our efforts to close the achievement gap at New Lebanon and Hamilton Avenue?
 - a. The evidence is clear that both schools are improving results and that the achievement gap is narrowing (by as much as 10 percentage points over the past four years). How do we accelerate this growth?
 - b. Hamilton Avenue is one of two Digital Learning Phase One Schools. How do we make this initiative the center-piece of accelerating student achievement at Hamilton Avenue?

Our intention in putting forth a choice-based approach is to honor our commitment to neighborhood schools as we expand choice, improve educational outcomes and meet the expressed needs of Greenwich students, staff and parents. We believe this approach is ideal for the following reasons:

- a) **GPS MISSION ALIGNMENT:** Through a choice system, GPS will have an opportunity to develop magnet designs (and associated learning models) that will align with and advance the mission of the GPS schools, the Vision of the Graduate, and our strategic vision for academic achievement in Greenwich. A priority will be coordinating the choice approach with our related initiatives in personalized and digital learning--so that GPS has a coherent, interactive system of school innovation.

- b) **OPPORTUNITY TO TRANSFORM LEARNING ACROSS SCHOOLS:** A choice approach creates a broad platform for transformed teaching and learning and the development of innovative practices that can be tailored to meet the needs of students and schools across the system.
- c) **CHOICE FOR ALL:** This approach is grounded in choice and voluntary enrollment rather than forced redistricting for all – with particular attention to the needs of the attendance area in the school design. Choice increases the opportunities for families and students to align their learning styles and preferences with a variety of models.
- d) **LONG TERM FLEXIBILITY IN UTILIZING OUR EXISTING FACILITIES:** A choice approach pursues optimal utilization of existing facilities, rather than commitments to capital intensive and fixed investments in expanded or new structures. This creates greater flexibility for the long term as populations and enrollments across the district fluctuate.

The “*Preliminary Proposal – 7.30.13*” is a high level outline describing the rationale and a plan to research and develop a choice approach. After BOE consideration and discussion on July 30, we hope to achieve two objectives so that we may move forward:

1. *We are seeking your support to move ahead with this approach and a development process that will actively engage key stakeholders to research, explore and identify model designs with the greatest potential for success.*
2. *We are seeking your feedback and guidance on the attached draft approach so that we may revise and expand this document for formal approval at the August 29th BOE meeting.*

We are excited by the enormous educational opportunities that have surfaced in what, to date, has been a complex and provocative issue within the district.

- We see this as an opportunity to advance the mission of the Greenwich Public Schools and increase student achievement through expanded choices among innovative learning models for all families in the district.
- We recognize that the formal solution is one that must be developed in partnership with the community and we propose a deep examination of the practical issues and supports (such as transportation and other budget intensive factors) that we must address in order to be successful.
- We recognize this is not a “build from scratch” approach. We will seek lessons from the successful process to design and implement the ISD model. Similarly, we will examine what has challenged the effectiveness of the district’s other magnet models.

Finally, we will work to ensure that all of our recommendations are rooted in choice and the expressed needs and interests of our students and families in every attendance area across all eleven elementary schools.

We look forward to your questions, feedback and guidance as we develop a more robust and detailed proposal for the August 29, 2013 meeting.



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William S. McKersie, Ph.D.
Superintendent of Schools

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DRAFT

Preliminary Proposal 7.30.13 -- Facility Utilization and Racial Balance A Rationale for Addressing the Issue and Moving Forward William S. McKersie, Ph.D. – Superintendent

1. Executive Summary

The District administration has listened carefully to all input and is responding in a thoughtful and reasoned manner. A work group of District administrators was assembled over the summer to investigate options for creating solutions. This team includes:

- William McKersie, Superintendent
- Irene Parisi, Assistant Superintendent for Curriculum, Instruction & Professional Learning
- Ben Branyan, Managing Director of Operations
- Kim Eves, Director of Communications
- John Curtin, Special Projects Manager
- Patricia Allen, Principal – Parkway School
- Jill Flood, Principal – North Street School
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- Barbara Riccio, Principal – New Lebanon School
- Cynthia Womack, Principal – Hamilton Avenue School
- Stephanie Rogen, Consultant – Greenwich Leadership Partners

The work group has been engaged in careful discussion based on feedback from the community, research and direction from the Board of Education.

The district administration is **proposing to research and design two partial magnet schools** in order to:

- Address issues of overcrowding (New Lebanon) and racial imbalance (New Lebanon and Hamilton Avenue Schools)
- Address underutilization of North Street School and Parkway School.

The addition of two new partial magnet schools would advance the Greenwich Public Schools as a vibrant, diverse and nationally recognized District that strives to deliver superior and innovative educational opportunities to the highest standards for 21st century learning for all students.

In October 2012, the Board of Education stipulated that a plan to address these issues will: 1) increase academic achievement, 2) account for enrollment trends and efficient use of facilities and 3) improve racial balance in schools.

The proposed solution of two partial magnets is designed to address facility utilization and racial imbalance as we honor our commitment to neighborhood schools, expand choice, improve educational outcomes and meet the expressed needs of our constituents

This solution is developed based on the acceptable means offered by the BOE together with our recent research and consultation with the community. We formulated four guiding principles based on research, feedback from the community and guidance from the BOE:

Guiding principles:

- We value and respect **neighborhood schools**
- We value and respect **choice for ALL** students and families, recognizing there is no “one size fits all” for education
- We value **access to the best** individualized educational opportunities for all students, wherever they are located in the system
- We have a responsibility to innovate and set the standard for **world class education** in Greenwich

We believe that this approach meets the requirements of the BOE (as outlined at the June 20, 2013 BOE meeting) and allows for the greatest amount of flexibility and choice, today and for the future, for the following reasons:

- The magnet designs (and associated learning models) will advance the Mission of the GPS and the Vision of the Graduate, and promote choice for students and families among innovative and differentiated approaches to instruction, content and learning opportunities across the elementary schools in the district.
- This proposal creates a broader platform for transformed teaching and learning and the development of innovative practices that can be shared and scaled throughout the individual schools and across the system.
- Access, equity and educational quality will be our standards regardless of location. In response to the clear preferences of our community, all students will have access to their respective neighborhood schools but may elect to attend a partial magnet school on a voluntary basis in order to meet their needs/interests. Options are diversified, and will reflect leading and research based practices in education, technology enabled learning and instruction.
- The proposal considers two currently underutilized school facilities, North Street and Parkway, as likely partial magnet model candidates – allowing us to optimize current facilities without committing to capital intensive and fixed investments in expanded or new structures. This creates greater flexibility for the long term as populations and enrollments across the district fluctuate.

2. What Problem are We Trying to Solve?

- **Racial Imbalance:** We want to improve racial balance in the student populations at Hamilton Avenue and New Lebanon Schools. The measure would be enrollments as of October 2017—a date that allows for three years of implementation to rebalance student enrollment (the CT State Board of Education has allowed phased solutions).
- **Overcrowded/Underutilized Schools:** We want to alleviate facility overcrowding and underutilization. For New Lebanon we would be concerned with enrollment in Fall 2014. For North Street and Parkway schools the first point of concern would be Fall 2017.

- **Achievement Gaps:** We want to sustain and strengthen academic performance for all students as we reduce the current achievement gap for elementary school children across the district. The measure would be a system of multiple indicators of achievement and growth (to be developed over the 2013-14 academic year).

3. What is Our Opportunity?

While the issues of overcrowding and racial imbalance must be addressed in the short term, our most important objective over the long term is to improve educational outcomes and opportunities for all students in the district.

- Our plan will provide an opportunity to improve teaching and learning for all students by offering new elementary school choices (magnet models) that enhance choice, expand learning models, leverage technology, and *foster new and innovative teaching/learning practices that can be shared and scaled throughout the district.*
- The plan will also be in alignment with and supported by efforts within GPS to offer choice and alternative learning models with minimal redistricting.
- In the development of a new offer (magnet), we recognize that we must also support and strengthen the existing offers in those schools that are currently overcrowded/imbalanced (New Lebanon and Hamilton Avenue).
- Finally, we have focused on North Street and Parkway Schools as the partial magnet sites because there is both space and capacity. Both schools will benefit from optimal utilization, vibrant models for learning and a more racially balanced student population.

4. Targeted Outcomes: The GPS Mission, Vision of the Graduate, and Strategic Priorities

The GPS Mission, Vision of the Graduate and Strategic Vision for the Future create the context and articulate the outcomes for which the proposed solutions for racial imbalance and facility utilization are developed.

GPS Mission:

- to educate all students to the highest levels of academic achievement;
- to enable them to reach and expand their potential; and
- to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

The Vision of the Graduate: The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge*, all students will develop their individual capacities to:

- o Pose and pursue substantive questions
- o Critically interpret, evaluate, and synthesize information
- o Explore, define, and solve complex problems
- o Communicate effectively for a given purpose
- o Advocate for ideas, causes, and actions

- o Generate innovative, creative ideas and products
- o Collaborate with others to produce a unified work and/or heightened understanding
- o Contribute to community through dialogue, service, and/or leadership
- o Conduct themselves in an ethical and responsible manner
- o Recognize and respect other cultural contexts and points of view
- o Pursue their unique interests, passions and curiosities
- o Respond to failures and successes with reflection and resilience
- o Be responsible for their own mental and physical health

*The core body of knowledge is established in local curricular documents which reflect national and state standards as well as workplace expectations.

Strategic Priorities for Greenwich Public Schools: The overarching goal within the GPS is to transform teaching and learning for the needs of the 21st century. We have four critical areas of focus:

- Adoption of the Common Core and National Science Standards
- Transition to personalized instruction through digital learning strategies
- Evaluation by multiple measures of progress
- Innovation and R&D that bring best practices to scale

Our priorities will be addressed through approaches on the district level (digital learning and personalized learning initiatives) as well as within specific efforts in individual schools (magnet models, digital learning pilots and personalized learning initiatives).

5. The Preliminary Recommendation:

Our initial recommendation is designed to expand choice, improve educational outcomes via our strategic priorities, and meet the expressed needs of our constituents while we address facility utilization and racial imbalance.

INNOVATIVE MAGNET SCHOOLS: We will offer two innovative, partial magnet models in the currently underutilized North Street and Parkway Schools that allow neighborhood children to remain if they choose while offering new spots for students who elect to leave their current school. The magnet designs will be developed based on market and school research and will align with the mission of the GPS schools. Both partial magnets will center on models for learning that augment the rich offering of innovative and differentiated approaches to instruction, content and educational opportunities within the District.

Our recommendation is a two pronged approach in order to:

- Develop attractive, innovative magnet models (*a blend of three of the methods approved by the Board of Education in June*)
- Strengthen and effectively communicate the benefits of the existing models under consideration (New Lebanon and Hamilton Avenue) so that they may continue to be robust and attractive schools for self- selecting students and families.

6. Research, Design, Timetable and Work Plan

With the strategic priorities and four guiding principles in mind, we will work with a diverse task force that engages parents, students, teachers, and leadership to design a magnet model that harnesses and integrates the best and most advanced learning approaches for students. Our design and model(s) for learning will align with GPS Mission and may consider:

- ✓ Digital learning and literacy
- ✓ Individualized and personalized learning approaches
- ✓ Research based Pedagogy, Content and Curricula (e.g., interdisciplinary models, dual language immersion, STEAM, project and problem based learning)
- ✓ Extended School Day. Wrap around programming
- ✓ Pre-school Programs
- ✓ University partnerships
- ✓ Private/public collaborations (both industry and educational)
- ✓ Links to MS and HS options

Research and School Design Work Plan

- 7/30/2013 -- Present Preliminary Proposal 7.30.13 to the BOE on July 30, 2013 and solicit feedback
- 8/29/2013 -- Incorporate feedback and develop a formal proposal that specifies outcomes, indicators of success and a timeline for research and development during the upcoming academic year.
- 8/13-10/13 -- Perform market research to assess New Lebanon and Hamilton Avenue community needs and readiness/willingness to choose a magnet model.

In addressing the racial balance and facilities utilization needs of the GPS Community, the values of the constituents in various neighborhoods need to be considered in constructing any plan moving forward. In schools sited for racial imbalance there is a strong cultural bias that the school functions not only as a learning center, but also as a community center for the inhabitants of the attendance area. Residents value the option of being able to walk to their place of work, worship, shops, learning center, medical care providers, library, etc. They are deeply rooted in being members of a community that shares resources and works together to care for the old and young alike. The school is often the center of this activity. To help New Lebanon and Hamilton Avenue School families consider a different magnet school, answers to the following questions would be required:

- ✓ Where would questions regarding social service needs be answered (i.e., health care, mental health, etc.)?
- ✓ Where would parental support for learning English be met?
- ✓ How would parents communicate with school professionals in person if they could not walk to the education facility and / or affordable public transportation is not available?

- ✓ What services would be provided for before/after school care that is affordable and accessible?
- ✓ How would their questions be answered if on-the-spot translation services were not available?
- ✓ How will they be recruited and made aware of district-wide educational choices/opportunities available to them and their families?

The workgroup will identify the mechanisms necessary to attract students into the New Lebanon and Hamilton Avenue School catchment areas so that their racial makeup mirrors the District wide averages for Greenwich. Factors to consider include:

- ✓ The extent to which transportation will attract students
 - ✓ The extent to which advertising will attract students
 - ✓ The extent to which programs at New Lebanon / Hamilton Avenue School will attract students
- 10/2013 – After incorporating findings from Market Research and BOE and community feedback, prepare formal proposal to include:
 - ✓ Rationale
 - ✓ Preliminary SWOT/GAP ANALYSIS of the existing 11 elementary schools
 - ✓ Potential learning models for the partial magnets designs
 - ✓ Examples of innovative school designs
 - ✓ Measures of success (short and long term)
 - ✓ Immediate/interim solutions for New Lebanon 2014
 - ✓ Identification of opportunities to support and strengthen programs at New Lebanon and Hamilton Avenue School
- **Post October 2013 -- Once the proposal is approved and planning formally commences we will form a diverse work team to address and implement the following:**
 - **Learning Model Design(s)**
 - **Accessibility**
 - Examine lottery systems to facilitate re-balancing and equity
 - Research transportation issues and questions
 - Research student/family needs, preferences and interests

➤ **Resources and Logistics**

- Master Facility Plans
- We project the following Budget considerations:
 - **FY13-14 Budget = \$250,000**
 - Further data analysis by M&M
 - Market Research RFP
 - Consultant money for program/theme development
 - Project facilitator contract
 - Release time for GEA members at magnet schools for design?
 - A/E design money for potential facility enhancements
 - Materials required for magnet theme
 - Professional Learning for school based staff
 - NOTE: Providing cost/budget by subsection would be premature, given infant stage of development.
 - **FY14-15 Budget = TBD**
 - Transportation cost
 - Facility Enhancements, if needed (CIP)
 - Ongoing Professional Learning
 - Additional Staffing
 - Consumables for magnet theme
 - Per Pupil Spending
 - **New Lebanon Facility Expansion**

This proposal does not incorporate expansion of the New Lebanon facility. However, preliminary analysis this Spring suggests that there are two options to expand the school, resulting in two additional classrooms. These options are explained in the following chart. A caveat is that these options are presented without the required analysis of need based on updated student enrollment and projected effects of two new partial magnets in the GPS.

Options	New Rooms	Issues
Modular on Site	2	\$250K+ for site work (ramps, awnings, foundation, blasting). \$2,000/month rental (\$24k/FY). Currently this project is unbudgeted.
Build new administration space in front of the school. Remodel existing administration space as new classrooms.	2	This would situate administrative offices by the entrance to the school, which would enhance security. Additionally, it would create space to house the two new sections and provide a more collaborative use of space moving forward if sections should decrease. Projected construction cost is \$400,000. Currently this project is unbudgeted.

7. Key Dates

- ✓ July 30, 2013 - BOE Meeting, review of plan development progress to date
- ✓ August 29, 2013 – BOE Meeting, present rationale and outline for research and development process that will shape the formal proposal to be presented October 10 to BOE with public comment
- ✓ September 12, 2013 – BOE Meeting, continued BOE review and public comment (revision and iteration)
- ✓ September 26, 2013 – BOE Meeting, continued BOE review and public comment
- ✓ October 10, 2013 – BOE Meeting, public comment and targeted BOE vote on Proposal plan
- ✓ November 2013 - Proposal to CT State Board of Education
- ✓ August 2013- August 2014 - Design and Development
- ✓ Fall 2014 - (School Openings)
- ✓ Fall 2014 – 2017- Enrollment monitoring as one indicator of effectiveness

8. Conclusion

This proposal addresses the immediate concerns related to racial imbalance and facility utilization but more importantly, considers the long term goal to improve academic outcomes, foster innovation and offer choice across learning models for each and every student in the district.

- Local students could opt out or remain. Students in other localities may move based on preferences. All schools must meet the academic standards of GPS in their respective models.
- Magnet models will be robust and valuable learning environments that foster innovation, collaboration and modeling opportunities for the entire district.

Design of the models must align with GPS vision and strategic priorities and evolve from qualitative and quantitative research into community needs and preferences, student achievement, and best practices nationally and globally



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July 30, 2013

Dear GPS Parents and Families:

We hope this letter finds you in good health and enjoying the summer with your friends and families.

As you are aware, the issues of facility utilization and racial imbalance faced by our District are being closely examined. There have been many thoughtful discussions and opportunities for input from all members of our community related to these issues over the last several months. Throughout the process one message rang loud and clear--students and parents are passionate about their neighborhood schools, and having a choice of where students attend school matters.

The district administration has listened carefully to all input and is responding in a thoughtful and reasoned manner. A work group of District administrators was assembled over the summer to investigate options for creating solutions. The work group has been engaged in careful discussion based on feedback from the community, research and direction from the Board of Education.

At the Board of Education (BOE) meeting at Cos Cob School this evening, a draft of this proposal will be presented by Dr. McKersie for review and discussion by the BOE. The draft proposal identifies North Street and Parkway Elementary Schools as the potential sites for new partial magnet schools. (A "partial magnet" is both a neighborhood school—providing unlimited enrollment opportunity for students in the attendance area—and a school that students from outside the school attendance area may select.)

At this time, models for learning, or themes, for the partial magnets have not been determined. The District soon will engage a market research firm to gather extensive information and feedback from all key stakeholders, including parents and staff, related to factors influencing school choice and the design of these new models for learning. No decisions regarding the design of the models will be made until this research has been completed and shared. Staff and parents will be included in the design and implementation phases.

Attached to this letter is the draft proposal that will be presented by Dr. McKersie tonight. The meeting will be held at Cos Cob School beginning at 7pm. Based on BOE feedback, a second draft will be presented at the August 29, 2013 BOE meeting, with ample opportunities for public comment and input. There will be additional opportunities for public comment and input at the September and October BOE meetings as subsequent drafts are developed.

This is an exciting time in education. We embrace the opportunity to work together to make all of our great schools even greater.

Sincerely,

William McKersie, Superintendent

Irene Parisi, Assistant Superintendent for Curriculum, Instruction & Professional Learning

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Attachment



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July 30, 2013

Dear Colleagues:

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This is an exciting time in education. We embrace the opportunity to work together to make all of our great schools even greater.

Warm regards,

Bill McKersie, Superintendent

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Attachment

GREENWICH PUBLIC SCHOOLS
Greenwich, CT

FACILITY UTILIZATION & RACIAL BALANCE

*Addressing overcrowded schools, under-utilized schools,
and racially imbalanced schools*

Fall 2013

OPPORTUNITIES FOR PUBLIC COMMENT

In 2012-2013, the Board of Education and District administration conducted extensive data analysis and review of current conditions and projected trends in enrollment. Numerous public hearings, forums and small group discussions were held in order to receive community feedback on the data analysis and possible approaches for addressing the facility utilization and racial balance issues. At their June 20, 2013 meeting, the BOE provided direction to the administration to develop a proposed plan that could include one or more of the following means to address racial balance and facility utilization issues: voluntary choice (through school choice and/or partial magnets), minor redistricting for addressing capacity issues, and expansion of New Lebanon School. The BOE also indicated it will explore the possibility of a legal challenge.

The documents associated with the presentations and discussions are available on the GPS Web Site. The Greenwich community is encouraged to provide feedback as the process continues via the following venues:

PUBLIC COMMENT OPPORTUNITIES

- * **August 29, 2013**: **Public Hearing** at BOE Meeting, Greenwich High School, 7pm
- * **September 3, 2013**: **Public Forum/Hearing in Spanish** at Hamilton Avenue School, 7pm
(Conducted in Spanish with English translation, childcare available)
- * **September 12, 2013**: **Public Hearing** at BOE Meeting, Greenwich High School, 7pm
- * **September 26, 2013**: **Public Hearing** at BOE Meeting, Greenwich High School, 7pm
- * **October 10, 2013**: **Public Hearing** at BOE Meeting, Central Middle School, 7pm

PROPOSED PLAN PRESENTATION, REVIEW & ACTION

- * **July 30, 2013**: Update on Plan Development (BOE Meeting, Cos Cob School, 7pm)
- * **August 29, 2013**: Proposed Plan Presentation (BOE Meeting, GHS, 7pm)
- * **October 10, 2013**: Greenwich BOE Action on Proposed Plan (BOE Meeting, CMS, 7pm)
- * **November 2013**: Present Plan to Connecticut Board of Education (Hartford, CT)

TARGETED PLAN IMPLEMENTATION:

2014-2015 School Year

ADDITIONAL PUBLIC INFORMATION & ONLINE PUBLIC COMMENT:

Facility Utilization & Racial Balance Web Page: <http://www.greenwickschools.org/page.cfm?p=10833>